

1

The image makers

VOCABULARY appearance



1> Work in pairs and answer the questions.

1 Do you look similar to one of your parents, or somebody else in your family? What's similar and what's different about your appearance?

2> What do people do to their appearance to look different from others? Why do you think people want to look different?

3> Look at the photos a-f above and answer the questions. Which features cannot be found in the photos?

Which person

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

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

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

Hair	dark-haired, in bunches, , ...
Complexion	dark-skinned, pale, , ...
Build	, , , , , ...
Features	a beard, wear glasses/braces/lipstick, , ...
General	, , , , , ...

5> Read the sentences below. Are they true (T) or false (F)? In your notebook, write five similar sentences for your partner using other words and phrases from exercises 3 and 4. Make sure there are three true sentences and two false ones.

- 1 You can see dimples on people's faces.
- 2 The opposite of a tanned complexion is a pale complexion.
- 3 People wear braces on their hands.
- 4 Freckles can only be seen on people's faces.
- 5 Gorgeous is the opposite of ugly.
- 6 Fair hair is the same as thin hair.
- 7 Young people usually have a lot of wrinkles.

6> Work in pairs. Go to page 114 and do the speaking task.

>> **Vocabulary challenge!** Unit 1, page 108, exercises 1 and 2

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

- 1 Beauty is only skin deep.
I agree: personality more important • can change appearance
I don't agree: people's faces show their personality • for example, appearance shows kindness/intelligence
- 2 Beauty is in the eye of the beholder.

- Where do you get your ideas about what clothes to buy or wear? Think about fashion magazines, blogs or other people.
- Work in pairs. How many different types of clothes can you write down in two minutes?
- Look at the pictures of four people from a fashion magazine. In your notebook, match 1–12 with the clothes below. Do you dress similarly to any of these people? Do you know anybody who does?

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



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

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

- In your notebook, complete the sentences with the adjectives below.

trendy smart elegant scruffy casual

- When I get home from school I change into clothes – they're more comfortable.
 - It's important to look at weddings and other special occasions.
 - When my sister got married, she looked so in her long white dress.
 - Our English teacher is quite and wears the latest designer clothes.
 - My cousin Matt often looks – he sometimes wears T-shirts which have got holes in them.
- Describe the style of your friends or people in your family, using the adjectives from exercise 6.
 - Work in pairs and answer the questions.
 - Is there anything in your wardrobe that is out-of-date but you think may come into fashion again in the future?
 - Do you think it's OK to use very slim models in magazines and advertisements? Why?/Why not?
 - CD 1.02** Listen to two friends talking about fashion magazines. In your notebook, complete the gaps with the correct words or expressions. Write between one and three words in each gap.
 - Judy says that slim models better than overweight ones.
 - Mark believes that showing only thin models sends out to young people.
 - Judy says that people should make in life.
 - Airbrushing is a technique used by to make celebrities look better in photos.
 - At the end of the conversation, Judy says that it's normal for people to want to look in magazine photos.
 - Which person in exercise 9 do you most agree with? Why?

» **Vocabulary challenge!** Unit 1, page 108, exercise 3
 - WHAT DO YOU THINK?** Work in pairs and discuss the questions.
 - If you could buy only one new outfit next month, what would it be? Why?
 - Do you agree that we can learn a lot about a person from the clothes they wear? Why?/Why not?

Present simple and present continuous

- 1> Work in pairs. What do you think about advertising on TV or online? Does it encourage you to buy more things than you need?
- 2> **CD 1.03 LANGUAGE IN CONTEXT** Read and listen to the dialogue. What do Ben and Jax think about advertising? Why?

Ben What are you doing, Jax?

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

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

Jax Look, here's another one!

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

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

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

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

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

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

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

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

- 6> Choose the correct option to complete the sentences.

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

» **Grammar challenge!** Unit 1, page 108, exercise 1

- 7> **NOW YOU DO IT** Write questions in your notebook. Use the present simple or present continuous.

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

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

Verb + -ing form / infinitive

- 1> Which famous person's style and appearance do you most admire? Why?
- 2> **LANGUAGE IN CONTEXT** Read people's comments about clothes choices. Which of the comments do you most agree with? Why?



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



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



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



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

- 3> **ANALYSE** In your notebook, complete the sentences using the correct forms of the verbs from the texts in exercise 2.

Verb + infinitive:

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

Verb + -ing:

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

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

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

verb + -ing	verb + to + infinitive
<input type="text"/>	<input type="text"/>

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

Lily Hi! Do you fancy ¹to come / coming into town tomorrow? Dad's offered ²to give / giving me a lift.

Kate Yeah, I'd love ³to come / coming. But I can't afford ⁴to spend / spending a lot of money! And I need ⁵to get / getting back early to finish ⁶to do / doing my English homework!

Lily Oh! I haven't started mine yet. I've promised ⁷to help / helping my little sister with her French. We're going to practise ⁸to speak / speaking French for her oral test tomorrow.

Kate You're so kind! We'll be in touch!

- 6> In your notebook, complete the sentences with the correct form of the verbs below.

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

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

» **Grammar challenge!** Unit 1, page 108, exercises 2

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

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

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



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

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

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

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

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

1

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

2

It's 5:30 a.m. and the three teenagers and their teenage host Sokty are waking up for work. The

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

3

The bloggers are horrified when they learn they will be paid \$3 a day, but they get the shock of their lives when they hear stories of girls who leave school to help their poor families survive, stories of their **miserable** lives where there is no time for fun. They find out that the sweatshop workers do not complain too much because they

are grateful to have jobs. Without them their families would probably die of hunger. After just a few days, the Norwegian teenagers have had enough and break down in tears.

4

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



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

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

In which paragraph does the author ...?

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

5) Read the text again. Answer the questions in your notebook. Write no more than two sentences.

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

6) Work in pairs and answer the questions.

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

Vocabulary development

7) In your notebook, complete the phrases with the words below.

sweatshops unethical price idea chain stores
miserable profit

- 1 buy clothes in
- 2 work in
- 3 pay a high
- 4 care about the of something
- 5 take action against / boycott clothing companies
- 6 lead a life
- 7 make a

8) In your notebook, complete the text with the correct words from exercise 7.



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

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

! Watch out!

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

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

terrified boiling delicious huge gorgeous
devastated delighted starving fascinating filthy

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

10) In your notebook, rewrite the sentences below using either a gradable or a non-gradable adjective.

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

» Vocabulary challenge! Unit 1, page 108, exercises 4 and 5

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

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

1) Work in pairs and answer the questions.

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



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

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

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

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

Phrase Bank

► Describing a picture

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

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

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

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

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

Everybody ⁶seems / is seeming to be happy.

4) In your notebook, match the parts of the sentences.

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

5) In your notebook, complete the gaps with appropriate words.

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

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

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

Student A



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

Student B



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

1) Work in pairs and answer the questions.

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

2) Read the writing task below and answer the questions.

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

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

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

Hi Sophie,

How are you?

¹ However, I have great news for you. I have a boyfriend!

His name is Alan. He's tall and slim. ²

I must say he has fantastic taste in clothes. ³ He has a casual style and he wears bright colours. Because of this I think he comes across as somebody very unusual. I just love his style!

And finally, we're going to a party together next Saturday.

⁴ I'd be very grateful.

Please let me know asap.

Take care.

Love,

Lilka



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

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

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

Phrase Bank

► Describing people

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

He/She has fantastic ² in clothes.

He/She has a ³ /sporty/smart style.

He/She ⁴ across as somebody unusual/interesting.

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

► Asking for permission and giving permission

Could I possibly ⁶ your new dress?

Is it all right if I borrow your dress?

Can I ...? | May I ...?

Sure, no problem. | Of course, I can lend you ...

! Watch out!

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

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

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

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

5) In your notebook, rewrite the descriptions in the correct order.

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

6) Read the instructions and do the writing task in your notebook.

Do Twojej klasy dołączyła właśnie nowa uczennica. Napisz list (100–150 słów) do swojego kolegi/swojej koleżanki z Anglii i:

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

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

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


! **Watch out!**

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

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

2> In your notebook, complete the sentences with the correct form of *make* or *let*.

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

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



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


fun, but may be money-oriented. Medium-length hair ³ the impression that you are bright and kind, while short hair suggests you tend to be outgoing and self-confident. Individuals with a fringe can't stand ⁴ bored as they are highly motivated, action-oriented people.

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



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




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

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

5> **CD 1.05** Listen to questions (1–4) and choose the correct reactions (a–e). There is one extra reaction which you do not need to use.

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

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

- 1 Why (*wąchasz*) her clothes? Do you think she smokes?
- 2 (*Nie rozróżniam*) between the twins. They both look the same to me.
- 3 I can't meet you today because (*widzę się z moim chłopakiem*) at 6.
- 4 I don't recognise the man. I don't remember (*abyśmy kiedykolwiek się spotkali*).
- 5 (*Zapomniałem spakować*) my warm jumper, so I borrowed one from my friend.

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

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

**Tip**

Zwróć uwagę na wyrazy i zwroty w wyjętych z tekstu zdaniach. Nawiązują one do tekstu przed luką lub po niej. Mogą być to zaimki osobowe (np.: *he, she, they*), dzierżawcze (*mine, yours*) oraz wskazujące (*that, these*), odnoszące się do osób i rzeczy wspomnianych wcześniej, lub określenia, takie jak: *there, then*, które nawiązują do miejsc i okresów czasu wymienionych w zdaniach poprzedzających.

1> Read texts 1–3 below. Which words in sentences a–c refer to the words in bold?

- In ancient Greece and ancient Rome **women** did not apply too much make-up because it wasn't socially acceptable. It usually consisted of **cheek rouge and lipstick**.
 - In many cases they did not even have those to use.
- In the Middle Ages the philosophy was *less is more*. **The reason was** to do with religion – changing your looks was seen as sinful.
 - That's why in those days women wore almost no make-up. Fresh looks were in fashion.
- In the 16th century a **wealthy woman** would want to look pale, so she would **apply lead powder, water and vinegar to whiten her complexion**.
 - This process was very dangerous as the mixture was highly toxic and often damaged her skin.

**Tip**

Pamiętaj, że zdanie, które uzupełnia lukę, musi logicznie pasować do zdania przed luką i po niej. Zwróć uwagę na spójniki, które łączą następujące po sobie zdania. Po wstawieniu zdania przeczytaj cały tekst, aby upewnić się, czy jest on spójny i logiczny oraz poprawny gramatycznie.

2> In your notebook, match the sentences 1–5 with the sentences a–e. Explain which words, phrases or ideas show that the two are connected.

- I don't usually wear much make-up.
 - The lesson was about the history of make-up, and I found it quite interesting.
 - I remember getting my first make-up set when I was a teenager.
 - Some experts say that wearing even light make-up damages your skin.
 - Last time I was going out. I put too much perfume on and you could smell me a mile off.
- It was full of fascinating facts about lipstick and eye shadows.
 - Therefore, I never wear any.
 - I haven't repeated that mistake ever again.
 - However, it changes when I go to a party.
 - It was a gift from my grandmother which I have kept since then.

**Tip**

Zwróć uwagę na związki logiczne między zdaniami w tekście. Czasami drugie zdanie uzupełnia o dodatkowe szczegóły informację wymienioną w zdaniu poprzedzającym lub zawiera przykłady ilustrujące wcześniej wspomniane treści.

3> In your notebook, complete gaps 1–3 with sentences a–c.

- I hate wearing make-up. ___ So, what's the point?
 - Lots of my family were at the party. ___ We had a really interesting conversation.
 - I can't imagine leaving home without any make-up on. ___ I guess, I'd just feel ugly.
- I would think that everyone was looking at me.
 - It simply irritates my skin.
 - I met some cousins who I didn't know existed.

4> TEST IT! Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Wstaw zdania oznaczone literami (A–E) w luki (1–4), tak aby powstał spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.

The history of make-up is probably as old as that of humankind. People, both men and women, have been applying make-up for thousands of years. ¹ ___ What we learn from historians is that at first, make-up was used for religious ceremonies, in wars or to show that you were part of a certain tribe.

One of the first civilisations to put make-up on were the Egyptians. They used mixtures of natural substances and animal or vegetable fat to create cosmetics for women and men. ² ___ For example, kohl, a black paint, was used to make the eyes appear larger, while red ochre was applied to the lips to make them look fuller. Other popular lipstick colours were red, orange, magenta, and blue-black. ³ ___ What's more, they used more sophisticated tools to put the make-up on and stored their make-up sets in beautifully decorated boxes made of ivory and precious stones.

⁴ ___ They practised painting their nails and used to wear perfume. For their nail care, this ancient society took advantage of henna and painted their nails in any shade of yellow, orange or brown. As for perfume, Egyptians loved wearing fragrances which smelt of flowers such as lilies and irises. Anything to be attractive!

How much has changed since then? Very little it seems. We still wear similar make-up or perfume, still for similar reasons. There are those who can afford to buy top brands, and those who can't.

- It also seems that the rich people wore more make-up than the poor.
- There have been periods in history when it was in fashion, and others when it was less welcome.
- Apart from facial improvements, Egyptians cared about the other parts of their bodies too.
- However, only women used to comb their hair or decorate it in any way.
- Both used to wear heavy eye make-up, lipstick and cheek rouge to improve their looks and to imitate gods.

Complete all the exercises on this page in your notebook.

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

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

___/5

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

do scruffy sweatshops boycott make casual
care chain stores bracelet

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

___/6

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

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

___/6



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

afford agree refuse advise fancy finish
make let

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

___/8

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

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

___/7

6> Correct the adjective order only where necessary.

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

___/5

7> Work in pairs and test each other.

Student A: go to page 121.

Student B: go to page 128.

Appearance / Wygląd

Hair /heə(r)/ Włosy

bald /bɔːld/ łysy

blond/fair /blɒnd, feə(r)/ blond / jasne

in bunches /ɪn bʌntʃɪz/ kucyki

ponytail /ˈpɒni,teɪl/ kucyk, koński ogon

short-haired /ˌʃɔː(r)t 'heə(r)d/ krótkowłose

shoulder-length /ˈʃəʊldə(r),leŋθ/ do ramion

straight /streɪt/ proste

wavy /ˈweɪvi/ faliste

Complexion /kəm'plekʃ(ə)n/ Cera, karnacja

dark-skinned /dɑː(r)k 'skɪnd/ ciemnoskóry

freckles /ˈfrek(ə)lz/ piegi

pale complexion /ˈpeɪl kəm,plekʃ(ə)n/ blada cera

spots/spotty /spɒts, 'spɒti/ pryszczki/pryszczaty

tanned /tænd/ opalony

wrinkles/wrinkled /ˈrɪŋk(ə)lz, 'rɪŋk(ə)ld/

zmarszczki/pomarszczony

Build /bɪld/ Budowa ciała

broad-shouldered /ˌbrɔːd 'ʃəʊldə(r)d/ barczysty

muscular /ˈmʌskjələ(r)/ umięśniony, muskularny

overweight /ˌəʊvə(r)'weɪt/ z nadwagą

plump /plʌmp/ pulchny

skinny /ˈskɪni/ chudy

slim /slɪm/ szczupły

tubby /ˈtʌbi/ przysadzisty, grubawy

well-built /ˌwel 'bɪlt/ dobrze zbudowany

Features /ˈfi:tʃə(r)z/ Cechy szczególne

beard /bɪə(r)d/ broda (zarost)

designer glasses /dɪ,zəɪnə(r)'glɑːsɪz/ markowe okulary

dimples /ˈdɪmp(ə)lz/ dołeczki na policzkach

high forehead /ˌhaɪ 'fɔː(r),hed/ wysokie czoło

hollow-cheeked /ˈhɒləʊ 'tʃiːkt/ z zapadniętymi policzkami

moustache /mə'staːʃ/ wąsy

piercing /ˈpɪə(r)ʃɪŋ/ kolczyki w różnych częściach ciała, piercing

scar/scarred /skaː(r), skaː(r)d/ blizna/z blizną

tattoo /tæ'tuː/ tatuaż

wear braces/lipstick /ˌweə(r)'breɪsɪz, 'lɪp,stɪk/ nosić aparat na zębach/szminkę

General /dʒen(ə)rəl/ Wygląd ogólny

good-looking /ˌgʊd 'lʊkɪŋ/ atrakcyjny, przystojny

gorgeous /ˈgɔː(r)dʒəs/ olśniewający, zachwycający

handsome /ˈhænds(ə)m/ przystojny

plain /pleɪn/ przeciętny, zwyczajny

short /ʃɔː(r)t/ niski

tallish /tɔːlɪʃ/ dość wysoki

ugly /ʌgli/ brzydki

youngish /ˈjʌŋɪʃ/ dość młody

Clothes and fashion / Ubrania i moda

bracelet /ˈbreɪslət/ bransoletka

casual /ˈkæʒuəl/ swobodny, nieformalny

cotton /ˈkɒt(ə)n/ bawełniany

designer dress /dɪ,zəɪnə(r)'dres/ markowa sukienka

elegant /ˈelɪgənt/ elegancki

high-heeled shoes /ˌhaɪ hiːld 'juːz/ buty na wysokim obcasie

jacket /ˈdʒækt/ marynarka, żakiet, kurtka

knee-length /ˈniː leŋθ/ do kolan

open-toed sandals /ˌəʊpən təʊd 'sænd(ə)lz/ sandały z odkrytymi palcami

scruffy /ˈskrʌfi/ niechlujny

shirt /ʃɜː(r)t/ koszula

skinny jeans /ˌskɪni 'dʒiːnz/ dżinsy rurki

skirt /skɜː(r)t/ spódnica

smart /smɑː(r)t/ elegancki

striped /straɪpt/ w paski

suit /suːt/ garnitur; kostium

tie /taɪ/ krawat

tight-fitting /ˈtaɪt 'fɪtɪŋ/ obcisły, dopasowany

tights /taɪts/ rajstopy

trendy /ˈtrendi/ modny

V-neck jumper /ˌviː nek 'dʒʌmpə(r)/ sweter z dekoltem w szpic

Fashion industry / Branża modowa

boycott /ˈbɔɪkɒt/ bojkotować

care about the idea of sth /ˌkeə(r) ə baʊt ðɪ 'aɪdɪə əv ˌsʌmθɪŋ/ interesować się czymś

chain store /ˈtʃeɪn ˌstɔː(r)/ sklep sieciowy

exploit /ɪk'splɔɪt/ wykorzystywać, eksploatować

inhuman /ˌɪnhjuː'meɪn/ nieludzki

lead a miserable life /liːd ə ˌmɪz(ə)rəb(ə)l 'laɪf/ żyć w nędzy

make a profit /meɪk ə 'prɒfɪt/ osiągać zysk

pay a high price /peɪ ə ˌhaɪ 'praɪs/ płacić wysoką cenę

sweatshop /ˈswetʃɒp/ zakład wyzyskujący siłę roboczą

take action against sth /ˌteɪk 'ækʃ(ə)n ə'genst ˌsʌmθɪŋ/ podejmować działania przeciwko czemuś

unethical /ʌn'eθɪk(ə)l/ nieetyczny

clothing companies /ˌkləʊðɪŋ ˌkʌmp(ə)nɪz/ firmy odzieżowe

Non-gradable adjectives / Przymiotniki niestopniowalne

boiling /ˈbɔɪlɪŋ/ upalny, skwarny

delicious /dɪ'lɪʃəs/ pyszny

delighted /dɪ'laɪtɪd/ zachwycony

devastated /dɪ'veɪsteɪtɪd/ zdruzgotany, załamany

fascinating /ˈfæsnəɪtɪŋ/ fascynujący

filthy /ˈfɪlθi/ bardzo brudny

huge /hjuːdʒ/ ogromny

starving /ˈstɑː(r)vɪŋ/ wyголоzony

terrified /ˈterəfaɪd/ przerażony

Other words / Pozostałe wyrażenia

airbrushing /ˈeə(r),brʌʃɪŋ/ retuszowanie zdjęć

appeal /ə'piːl/ podobać się komuś, przemawiać do kogoś

apply make-up /ə,plɪ 'meɪkʌp/ nakładać makijaż

associate with sth /ə'səʊsɪeɪt wɪð ˌsʌmθɪŋ/ kojarzyć z czymś

be concerned about sth /bi kən'sɜː(r)nd ə baʊt ˌsʌmθɪŋ/ przejmować się, martwić się czymś

beauty /ˈbjuːti/ piękno, uroda

beholder /bɪ'həʊldə(r)/ patrzący, obserwator

cheek rouge /tʃiːk 'ruːʒ/ róż na policzki

clean-shaven /ˌkliːn 'feɪv(ə)n/ gładko ogolony

come across as /ˌkʌm ə 'krɒs əz/ sprawiać

wrażenie, wydawać się

escape /ˈɛskeɪp/ uciekać od czegoś, unikać czegoś

fair trade /feə(r)'treɪd/ sprawiedliwy handel

fashionable /ˈfæʃ(ə)nəb(ə)l/ modny

get tired of sth /get 'taɪə(r)d əv ˌsʌmθɪŋ/ znużyć się czymś, znudzić

ginger /ˈdʒɪndʒə(r)/ rude (włosy)

grateful /ˈɡreɪtfl(ə)l/ wdzięczny

have a fantastic taste in clothes /həv ə ˌfæntəstɪk 'teɪst ɪn ˌkləʊðz/ bardzo gustownie się ubierać

have an unusual talent for sth /həv ən ʌnˌjuːzʊəl 'tælənt fɔ(r) ˌsʌmθɪŋ/ mieć niezwykle talent do czegoś

image /'ɪmɪdʒ/ wizerunek

image maker /ˌɪmɪdʒ 'meɪkə(r)/ specjalista od kreowania wizerunku

incredibly /ɪn'kredəbli/ niezwykle

ivory /'ɪv(ə)ri/ kość słoniowa

lead powder /led 'paʊdə(r)/ sproszkowany ołów

open-minded /ˌəʊpən 'maɪndɪd/ otwarty, pozbawiony uprzedzeń

out-of-date /ˌaʊt əv 'deɪt/ staromodny, przestarzały

outfit /ˌaʊtfit/ strój, ubiór

outgoing /ˌaʊtɡəʊɪŋ/ towarzyski, łatwo nawiązujący kontakt

persuade /pə'sweɪd/ namawiać, przekonywać

pop-up advert /ˌpɒpʌp 'ædvɜː(r)t/ reklama

w wyskakującym okienku

recognise /ˈrekəɡnaɪz/ rozpoznawać

responsibility /rɪˌspɒnsə'bɪləti/ odpowiedzialność

self-confident /self'kɒnfɪd(ə)nt/ pewny siebie

sinful /ˈsɪnfʊl/ grzeszny

smell /smel/ wąchać, pachnieć

socially acceptable /ˌsəʊʃ(ə)li ək'septəb(ə)l/ akceptowany przez społeczeństwo

square /skweə(r)/ kwadratowy

stuff /stʌf/ rzeczy, ciuchy

tears /tɪə(r)z/ łzy

texture /ˈtekstʃə(r)/ faktura, struktura

the red carpet /ðə ˌred 'kɑː(r)pɪt/ czerwony dywan

tribe /traɪb/ plemię

vinegar /ˈvɪnɪgə(r)/ ocet

wardrobe /ˈwɔː(r)dɹəʊb/ szafa

woolly jumper /ˌwʊli 'dʒʌmpə(r)/ wełniany sweter

working conditions /ˌwɜː(r)kɪŋ kən'dɪʃ(ə)nz/ warunki pracy

Challenge!

absolutely /ˌæbsəluːtli/ całkowicie

be down to common sense /bi ˌdaʊn tə ˌkɒmən 'sens/ (być) kwestią zdrowego rozsądku

dye your hair /ˌdaɪ jə(r) 'heə(r)/ farbować włosy

extremely /ɪk'striːmli/ niezwykle, nadzwyczaj

fairly /ˈfeə(r)li/ dość

grow a moustache /ˌgrəʊ ə mə'staːʃ/ zapuszczać wąsy

have an influence on sb /həv ən 'ɪnfluəns ən ˌsʌmbədi/ mieć na kogoś wpływ

have your lip pierced /həv jə(r) ˌlɪp 'pɪə(r)st/ przekłuć sobie wargę

paint your nails red /ˌpeɪnt jə(r) ˌneɪlz 'red/ malować paznokcie na czerwono

put on your make-up /pʊt ɒn jə(r) 'meɪkʌp/ nakładać makijaż

send out the wrong message /send ˌaʊt ðə ˌrɒŋ 'mesɪdʒ/ wysyłać niewłaściwy komunikat

shave off your beard /ʃeɪv 'ɒf jə(r) 'bɪə(r)d/ zgolić brodę

straighten your hair /ˌstreɪt(ə)n jə(r) 'heə(r)/ prostować włosy

tell the difference /tel ðə 'dɪfrəns/ rozróżniać, zauważać różnicę

wear contact lenses /ˌweə(r) 'kɒntækt ˌlensz/ nosić soczewki kontaktowe

2

Work and play

VOCABULARY jobs and typical activities



JACKIE DEAN

- receptionist
- employed
- part-time



MARK BANFORD

- electrician
- unemployed
- looking for work with regular hours



JACK RICHARDS

- novelist
- self-employed



KAREN WOODS

- businesswoman
- company director
- employed
- full-time

1> Work in pairs. In your notebooks, write down the names of as many jobs as you can in two minutes.

2> Read professional profiles A–D and answer the questions.

- 1 Which person works a few hours every day?
- 2 Which person doesn't have a job?
- 3 Which person has their own business?
- 4 Which person would like a job working eight hours every day?
- 5 Which person is a boss?

3> In your notebook, match the jobs below with questions 1–10.

accountant surgeon counsellor beautician
executive nanny sales representative
architect editor presenter

Which person ...?

- 1 gives advice to people with problems
- 2 designs buildings
- 3 looks after a company's money
- 4 operates on people in hospital
- 5 prepares books or newspapers for publication
- 6 introduces people and shows on TV
- 7 looks after other people's young children
- 8 sells and advertises products
- 9 manages a company
- 10 gives beauty treatments

4> In your notebook, write the names of jobs, using the suffixes in the table below. Add another job to each column.

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

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

5> Which of the jobs in exercises 2–4 ...?

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

6> CD 1.06 Listen to four people talking about why they like their work. What do they do?

7> In your notebook, match the parts of the sentences.

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

» **Vocabulary challenge!** Unit 2, page 108 exercises 1 and 2

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

This job involves ... • I need to ...

I deal with people / customers ... • I'm in charge of ... • Every day I ...

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

All work and no play makes Jack a dull boy.

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

helpful colleagues a big office modern equipment
a fun atmosphere a possibility to take a power nap
lots of breaks free coffee and food

- 2) Describe the pictures below. Would you like to work in any of these places? Why? / Why not?



- 3) **CD 1.07** Listen to six recordings. Which one (1–6) mentions an after-work event?

- 4) **CD 1.07** Listen again. Choose the correct answers and write them in your notebook.

- Why does Nadia like her new job?
 - She doesn't get very tired.
 - She gets paid a lot of money.
 - She can take breaks when she wants to.
- When is the administrator talking to the staff?
 - before lunch
 - during the lunch break
 - after working hours
- What is the speaker doing?
 - advising managers how to make their workplace more fun
 - advertising a TV show about motivation
 - asking employees to comment on their workplaces

- What is Helen's attitude to work?
 - She believes that people should concentrate more on their work.
 - She enjoys working in an open-plan office.
 - She doesn't like the people she works with very much.
- Why do people complain about young employees?
 - They only want to have fun in life.
 - They do not work hard enough.
 - They cannot communicate with their bosses.
- Who is Marion?
 - Ola's workmate
 - Ola's manager
 - Ola's secretary

- 5) What would be your ideal workplace? In your notebook, write a description of 100–150 words.

- 6) **CD 1.08** Listen to a radio interview with a company director. Choose the correct answer and give reasons to explain your choice.

- Dan is
 - explaining how to motivate employees through a fun working environment.
 - describing how his employees relax at work.
 - outlining a new approach to providing a good working atmosphere.

- 7) **CD 1.08** Listen again. In your notebook, complete the sentences from the interview with the missing phrases.

- Well, we have done – you know, setting up interdepartmental competitions ...
- ... it's better for management to create an environment where the fun and games are and not ordered by the company.
- ... Doesn't that just mean that the employer the responsibility?
- It's better if they come .
- I don't mind if the job .
- People just ingredients for e.g. a salad.

- 8) **CD 1.08** Listen again. In your notebook, answer the questions in one sentence.

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

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

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

Past simple and present perfect

- 1> Work in pairs. What's a vlog? Do you follow any? If yes, which ones?
- 2> **LANGUAGE IN CONTEXT** Read Ben's blog below and answer the questions.
- 1 Why is his sister not happy today?
 - 2 What's his sister's job?
 - 3 How did she start it?

BEN'S BLOG

15 July

My sister's computer has crashed, so she's not very happy today! And for her that means she's already lost a lot of money this morning. Why? Because she's a vlogger and so far this year she's earned thousands of pounds giving video make-up advice every day. It's unbelievable! She's done lots of jobs since leaving school, but she's never found anything that interests her – that is until a few months ago! Last year she got a job in a department store, selling make-up. She's loved make-up and fashion since she was a kid. She stayed for two months and then resigned – it was boring, she said. Then she posted a video online about a make-up idea she had. Now it's her full-time job! Lucky Lucy! Except when her computer crashes ...

- 3> **ANALYSE** Look at the examples of the past simple and present perfect forms in the blog in exercise 2. Then match the underlined sentences with the rules below.

We use the past simple

- 1 for a completed action or repeated actions in the past at a specific time:
I watched an interesting programme yesterday.

- 2 for a finished period in the past:
She studied Spanish for two years when she was a teenager.

We use the present perfect

- 3 for an action or repeated actions in the past when the time is not given:
I've run marathons before.

- 4 for a period that is not finished:
I've worked here for a year and I love it.


- 5 for an action in the past that has a result in the present, often with *just, yet, already*:
Help! I've lost my phone. I can't get online.
A hundred people have already watched my vlog!
I have only just posted a new video.

- 4> Copy and complete the table with the time expressions below. Some phrases can go in both columns.

this morning **so far this year** **in 2015**
a few months ago **last year** **since she was a kid**
for two months **then** **after that** **When ...?**
in the last few days **How long ...?** **ever** **recently**

the past simple	the present perfect
<i>last year</i>	<i>never</i>

- 5> **PRACTISE** Choose the correct options. Write the answers in your notebook.
- 1 Kate *has worked* / *worked* for the same company for ten years. She loves it there.
 - 2 When *has your uncle retired* / *did your uncle retire*?
 - 3 Jack *hasn't met* / *didn't meet* any of my colleagues yet, but he will on Friday.
 - 4 My brother *has done* / *did* an apprenticeship in 2015 to become an electrician.
 - 5 Coco Chanel (1883–1971) was a fashion designer. She *has designed* / *designed* elegant clothes for French women, and *introduced* / *has introduced* a very successful brand of perfume.
 - 6 My dad *has changed* / *changed* jobs three times in the last few years.

- 6>  Write sentences from the prompts in your notebook. Use the past simple or present perfect.

- 1 you / apply for / the job / yet?
- 2 the teacher / not tell us / about the test / yesterday.
- 3 I / like / this band's music / for three years / since / I / be / 13.
- 4 My dad / just get / promotion!
- 5 I / not speak / to my cousin / since his birthday.
- 6 How many / video clips / you put online / this month?
- 7 First, I make / a video / then / I / upload it / online.
- 8 I / eat too much / and now I feel sick!
- 9 A you / ever / write / a blog?
B Yes, I / write a blog / for six months / last year.

» **Grammar challenge!** Unit 2, page 109, exercise 1

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

- 1 Some things you did this morning before school and some things you have done since school started.
- 2 Something you haven't done for a long time.
- 3 An ambition you've had for a long time and when you first had this ambition.

Present perfect continuous

- 1> Which of your interests or hobbies could lead to a full-time job?
- 2> **CD 1.09 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Where are the girls? Why does Sasha look tired? What is her new job?

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

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

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

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

- Vicky** All day! Are you mad?
Sasha It's my new job. I'm a computer games tester!
 I test new games and check for any problems.
Vicky Wow! Cool job! How long have you been doing that?
Sasha I've had the job since March. You know I've loved computer gaming for years – now I get paid for it.

- 3) **ANALYSE** Find present perfect continuous forms in the dialogue. Then copy and complete the table with the correct words.

Present perfect continuous

Affirmative	I ¹ ___ computer games all day. (<i>play</i>) She ² ___ computer games all day. (<i>play</i>)
Negative	I ³ ___ to Marvin online. (<i>not chat</i>) He ⁴ ___ to Marvin online. (<i>not chat</i>)
Yes/No question	⁵ ___ to Marvin online? (<i>you / chat</i>) ⁶ ___ to Marvin online? (<i>she / chat</i>)
How long?	How long ⁷ ___ this? (<i>you / do</i>) How long ⁸ ___ this? (<i>he / do</i>)

? WHAT'S RIGHT?

- How long have you been working?
- How long have been you working?
- How long are you working?

- 4) Read the rules below. Find sentences in the dialogue in exercise 2 to illustrate each rule.

We use the present perfect continuous to talk about

- an action that started in the past and is still continuing now.
- how a recent continuous activity has caused the present situation.

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

- I ___ (*do*) my homework for 3 hours and I've got a headache. I'll finish it this evening.
- James ___ (*not work*) very much recently and his marks are getting worse.
- I'm sorry I'm late. ___ (*you / wait*) here for a long time?
- My colleagues ___ (*use*) old computers for a long time.
- Tina ___ (*not get on*) very well with her boss recently. I think she'll resign soon.
- Where ___ (*you / cycle*)? Your wheels are all dirty!
- We ___ (*travel*) all day and we're tired and hungry!
- How long ___ (*they / talk*) on the phone? It's 9.30 now!

Tip

Sometimes we can use either the present perfect simple or continuous without changing the meaning:

I've lived / have been living here for five years.

Our teacher's taught / has been teaching our class for two terms.

- 6) Read the rules about the present perfect simple and the present perfect continuous below. Then match sentences a–c with the rules.

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

1 with stative verbs (e.g. *love, like, have, need*).

2 to give details of how many or how much.

3 to describe a single completed action.

a I've written two reports on computer games this week.

b He's had that laptop for six months.

c I'm really pleased because my boss has promoted me!

- 7) Which of the time expressions below do we use with the present perfect continuous, the present perfect simple or with both tenses? Write the answers in your notebook.

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

- 8) Choose the correct option. Sometimes both forms are possible. Write the answers in your notebook.

1 How many applications *have you filled in / have you been filling in* this month?

2 I've met / 've been meeting the boss once since I arrived.

3 I've browsed / 've been browsing the Internet for two hours and I still *haven't found / haven't been finding* the right information.

4 Ron is crying because he's heard / 's been hearing some bad news.

5 We've lived / 've been living in the city for ten years.

6 I've read / 've been reading this magazine, so you can have it now.

7 We've jogged / 've been jogging for an hour and we're really tired.

8 How long *have you had / have you been having* that laptop?

9 I *haven't known / haven't been knowing* Fred for very long – maybe two months.







10 I've played / 've been playing tennis since I was seven.

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

We've been learning about the present perfect continuous for one hour.

I have read two books this month.


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

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

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


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

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

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

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

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


5)  Read the interview again. Are the statements below true (T) or false (F)?


- 1 The careers adviser thinks that these days most schools focus on practical knowledge.
- 2 The careers adviser says that teenagers want only well-paid jobs.
- 3 Ken Robinson suggests that schools ignore students' interests.
- 4 The 17-year-old boy does not mind his parents' choice of career for him.
- 5 The boy was surprised to learn that he could work as a cartoonist.
- 6 Shadowing allows young people to earn money for the first time.
- 7 In the interview, the careers adviser is explaining how to achieve job satisfaction.




Sue Chapman, Careers Adviser


 Interviewer 1

 **Careers Adviser** Firstly, teenagers rarely know what they want to do for a living. Secondly, school doesn't really help because it is about standardised exams which mainly test their academic knowledge. So, unless they do well in those tests, they feel unsure as to their future career. And finally, because of parents who want their teenage children to follow a career which guarantees a good income. Of course, they mean well, but often don't know much about the fast-changing job market and future career opportunities. That's why young people need advice.


 Interviewer 2

 **Careers Adviser** By testing what most schools don't – things like your creativity, leadership skills and reliability; features which actually help you find employment. My work has been inspired by Sir Ken Robinson, a British author and educationalist, who thinks that schools should focus on developing students' unique talents and passions rather than just teaching them academic subjects. This would help teenagers to find and realise their potential.

 Interviewer 3

 **Careers Adviser** Recently I've been trying to help a 17-year-old boy choose his future job. His school grades are average but he has a terrific imagination. His parents suggested that he should study computer graphics but he wasn't too keen on the idea. To advise the boy, I did an exercise called the 'Seven Stories'. I asked him to give twenty examples of times in his life when he enjoyed doing something and felt successful. Then I told him to pick out the top seven and I analysed them. It turned out that the boy liked everything to do with cartoon characters. I asked him whether he would consider a career as a cartoonist. 'Can you do a job like that?' he asked in amazement.

 Interviewer Wow! 4

 **Careers Adviser** Well, I've just put this boy's parents in touch with a cartoonist I know. He's going to let the boy watch him work and invite him to make a cartoon strip together. The boy will have the chance to see for himself if that's the career he would like to follow and whether or not he's suitable for it. This type of work practice is called shadowing and is unpaid.

 Interviewer A brilliant idea!

- 6> In your notebook, complete the email below. Write no more than four words in each gap.

Cześć, Zosiu!

Pamiętasz naszą rozmowę na temat tego, że podobno jako młodzi ludzie nie wiemy, jak pokierować swoją przyszłością, co studiować i tak dalej? Właśnie przeczytałam ciekawy wywiad z panią, która jest ¹ _____. Potwierdziła, że rodzice często nalegają, abyśmy wybrali zawód, który ² _____, ale jednocześnie nie wiedzą, jak będzie się zmieniał rynek pracy. Z wywiadu dowiedziałam się też o pracy Sir Kena Robinsona, który podkreśla, że szkoła powinna nie tylko uczyć przedmiotów, ale powinna ³ _____. Pani doradca podała przykład ⁴ _____, który miał niesamowitą wyobraźnię, ale z testów uzyskiwał tylko ⁵ _____. Nie wiedział, co ma robić w przyszłości, dopóki nie zrobił ćwiczenia, które nazywa się ⁶ _____, i nie zdał sobie sprawy z tego, że chce zostać ⁷ _____. Opowiem Ci o nim, kiedy się zobaczymy. To, co mnie zaciekało, to to, że pani doradca ⁸ _____ tego chłopca z rysownikiem komiksów i teraz chłopak ma szansę się sprawdzić.

Może coś takiego zaproponować w naszej szkole?

Do zobaczenia jutro!

Witek

- 7> Work in pairs and answer the questions.

- 1 Do your parents want you to follow a certain career? How do you feel about this?
- 2 How could your school help you find out more about your strengths and weaknesses?
- 3 Can you name the top seven activities you enjoy doing? What do they tell you about your strong points?
- 4 Would you like to get some advice from a careers adviser? Why?/Why not?

Vocabulary development

- 8> In your notebook, complete each group of sentences with one of the words below. There are two extra words.

make career work find job do

- 1 a Most young people don't know what they would like to _____ for a living.
b Unless you _____ well in academic tests, you have a sense of failure.
c Teenagers should _____ psychological tests to find out more about their strengths and weaknesses.
 - 2 a Every young person should get some _____ advice at school.
b There are a number of _____ opportunities in the field of science.
c I'd like to follow a _____ in medicine when I finish my studies.
 - 3 a Careers advisers know more about the fast-changing _____ market than parents do.
b It's not easy for many young people to find their first _____.
c When you look for a _____, show that you are communicative and creative.
 - 4 a Careers advisers help you _____ and realise your potential.
b It's good to _____ out what your strengths and weaknesses are.
c Leadership skills and creativity will help you _____ employment.
- 9> Work in pairs. Choose three statements from exercise 8 and tell your partner whether you agree or disagree with them. Give reasons to support your opinions. Use the phrases below to help you.
- I agree / disagree with this statement because ...
This is definitely right / wrong because ...
In my opinion, it's a good / bad idea because ...
I'm not sure but I think ...

» Vocabulary challenge! Unit 2, page 109, exercises 3 and 4

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

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

You should follow a career in this profession because you are good at ...
You would be a perfect candidate for this job because you can ... very well.
This job is a great career opportunity for you because you have a talent for ...
If you are looking for a job, this one is definitely for you because you know how to ...

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

hire enjoy prepare be look



APPLY

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

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



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

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

- 4) **CD 1.10** Listen to Rosie being interviewed for the job in exercise 2 and answer the questions. Write the answers in your notebook.

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

- 5) **CD 1.10** Listen to the interview again and complete the Phrase Bank in your notebook. Then translate the phrases into your own language.

Phrase Bank

► Talking about your strengths and weaknesses

For a start, I'm ¹ children / animals / numbers.

I ² working in a team / talking to people.

Organising events such as sports competitions has always been one of my ³ .

Sometimes I may be a little ⁴ .

► Talking about your experience

I have had ⁵ working with children / dealing with customers.

I have been ⁶ for designing an extra activities programme.

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

- 7) **CD 1.11** Listen to Rosie calling the company to ask about pay and conditions. What do the numbers below refer to?

a 10.30 b 12th c 6.30

- 8) **CD 1.12** Write questions from the prompts in your notebook. Then listen to the sentences from the dialogue and check your answers.

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

- 9) Express the following in English.

Powiedz, że:

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

Zapytaj:

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

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

Uczeń A

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

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

Uczeń B

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

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



WRITING

a job application

2

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

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

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

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

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

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

Dear Sir/Madam,

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

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

Phrase Bank

► Starting and ending a letter of application

I am writing in ¹ to the job advertisement I found on your website.

I would like to apply for the ² of shop assistant in your store.

I ³ my CV and copies of my language certificates.

► Talking about your personality, skills and experience

I believe I would be a ⁴ candidate for the position.

I also ⁵ certificates in English and German at B2 level.

I consider ⁶ to be well organised.

► Ordering your points

Firstly, | First of all, | Secondly, | Finally, | Lastly, ...

What is more, | Moreover, | In addition, ...

! Watch out!

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

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

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

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

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

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

- 7) Read the instructions and do the writing task.

Znalazłeś/Znalazłaś w swojej szkole ogłoszenie na tablicy informacyjnej. Organizatorzy międzynarodowych targów książki (*international book fair*) poszukują młodych osób do pomocy przy obsłudze gości odwiedzających stoiska konferencyjne (*stand host/hostess*). Napisz **list motywacyjny**, w którym opisziesz swoje doświadczenie w pracy przy podobnym projekcie oraz przedstawiś swoje predyspozycje do wykonywania takiej pracy.

1) Work in pairs. In your notebooks, rewrite the parts of the sentences in bold in two different ways. Use the words given.

- I can swim very well, so I could work as a lifeguard.
 - GOOD *I am good at swimming.*
 - SWIMMER
- I'm never successful at maths tests.
 - FAIL
 - DO WELL
- My uncle earns a lot of money.
 - WELL-PAID
 - SALARY

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

- My brother quit his new job a week ago because he didn't like the boss.
 - left
 - found
 - started
- Tom has been employed at this company since he graduated from university.
 - has found employment at
 - has applied for
 - has worked for
- I am responsible for tasting different flavours of ice cream.
 - I work overtime
 - My duties include
 - I'm keen on
- People often ask me what I would like to do for a living in the future.
 - where I want to live
 - what career I would like to follow
 - how much I hope to earn
- Robert hasn't had a break from work since last May. He's very tired.
 - The last time Robert had a break was last May.
 - Robert had no break last month.
 - Robert hasn't been working since last May.
- My computer gaming skills are quite advanced. Moreover, I hold an FCE certificate.
 - Additionally
 - However
 - Lastly

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

- (Szukam) for a job the last three months, but I haven't had much luck.
- You have a new job again! How many times (zmieniłeś) your job this year?
- My older sister has been to three job interviews (odkąd zaczęła) look for work.
- My boss promised (że da mi awans) if I complete the project on time.

- Teamwork (zawsze była moją silną stroną) and that's why I'd like to be a project manager.
- I am writing in response to the job advertisement for (stanowisko redaktora) at your company.
- I wasn't (zadowolona z mojej pensji), so I asked for a pay rise.
- My father (pracował w Londynie) for two years. Then he moved to Manchester.

4) Find and correct eight mistakes in the text below. The mistakes may be grammatical or lexical. Write the answers in your notebook.

Some people are not interested in doing an ordinary career, but instead try to find an unusual work which would raise people's eyebrows. They hate normal jobs and dream of doing something extraordinary. One such individual is Dan Thomas, who was totally unsatisfying with his career as an office clerk. Luckily for him, one day he was fired because his company was closing down. So, that day he promised himself he would never have a boring, sedentary job ever again, and he has kept his promise. Since that time he worked as a chocolate taster, a video game tester and a Lego master builder. He says he has enjoyed every one of these jobs, but the most rewarded was working as a video game tester. He could play new video games on his console for the whole day, and then tell his employee what he thought of the game and how he would improve it. This month he even started blogging to encourage other people to leave their boring careers and look for fun jobs elsewhere.



5) WHAT DO YOU THINK? Work in pairs and discuss the questions.

- Would you like to do any volunteer work? If so, what kind? Why?
- Which of these summer jobs would interest you? Why?
 - a fruit picker • a lifeguard • an au pair • a waiter / waitress • a youth camp leader



Tip

Zwróć uwagę, że każda z podanych odpowiedzi, również nieprawidłowa, nawiązuje do treści nagrania, np. często w nagraniu możesz usłyszeć te same wyrazy, których użyto w podanych odpowiedziach. Aby zaznaczyć właściwą odpowiedź, upewnij się, że wyrazy w podanych odpowiedziach dotyczą tej samej sytuacji, o której jest mowa w nagraniu.

- 1) Read the question and the options a–c. Find the parts of the transcript which refer to the options. Which answer is correct? Why? Why are the other answers wrong?

What is Molly worried about?

- a She has no work experience.
- b She does not know how to write her CV.
- c She does not know what to say in her job interview.

I must say I find the whole situation extremely stressful. I've never applied for a job, and I don't know where to start. I keep panicking that I won't get employed because I'm too young and don't have enough work experience. I worry about my performance in the job interview. What if I can't say a word because of all that stress? And the CV too. I think I'm able to write one, but will it be OK enough? Oh, somebody help, please.



Tip

Niektóre pytania w tym zadaniu dotyczą kontekstu wypowiedzi. Są to np. pytania o to, gdzie odbywa się rozmowa, kto jest autorem wypowiedzi lub do kogo jest ona adresowana. Mogą one też dotyczyć formy tekstu, np. należy określić, czy tekst jest wiadomością radiową, reklamą, recenzją itp. Aby odpowiedzieć na to pytanie, skup się na zrozumieniu sensu całej wypowiedzi.

- 2) Read the questions and the audioscripts below. Choose the correct answer. Which words and phrases helped you choose your answer?

- 1 The speaker is
- a a new employee.
 - b a manager.
 - c a business owner.

To be honest, I am getting a little fed up with my job. It's nothing to do with the company itself. I get a lot of perks. After all, I'm in charge of a huge department. My problem is I need to get some new qualifications, acquire some new skills so that one day I could set up my own business. I know I'm very good with people, especially new employees. I can train them up, and all that, but I really must move on.

- 2 The conversation takes place
- a in a car.
 - b on the Underground.
 - c on a bus.

Tom Hi Jan! Are you going a long way?

Jan No, just a few stops. I didn't feel like walking in the rain with all this shopping.

Tom True. Now you can just watch other people getting wet! Look at that rain!

Jan Yeah! It's good to be inside. I know it can take a long time at this time of the day because of the traffic but at least we're dry.



Madrid

- 3) **TEST IT!** CD 1.13 Usłyszysz dwukrotnie sześć nagrań. Z podanych odpowiedzi (A–C) wybierz właściwą, zgodną z ich treścią. Zapisz odpowiedzi w zeszytcie.

Tekst 1.

- 1 Why does the man want to make a speech?
- A It isn't stressful for him.
 - B It won't take too long.
 - C It's definitely going to succeed.

Tekst 2.

- 2 The text is
- A an advertisement of the company.
 - B a part of a speech in the staff meeting.
 - C information for the current staff.

Tekst 3.

- 3 The conversation takes place
- A in the office canteen.
 - B in the office car park.
 - C in the manager's office.

Tekst 4.

- 4 Which information is stated last?
- A You need to build a good reputation.
 - B Getting to know people is a big plus.
 - C You can't expect to earn a fortune.

Tekst 5.

- 5 What do companies do as part of CSR according to Adam?
- A They sell their products for less.
 - B They support environmental initiatives.
 - C They employ disabled people.

Tekst 6.

- 6 The speaker
- A encourages students to ignore grades completely.
 - B tells students to learn to think creatively.
 - C advises students to take learning seriously.

Complete all the exercises on this page in your notebook.

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

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

—/6

2 > Complete the dialogue with the words below.

adviser overtime living salary badly paid
unemployed job looking opportunities quit

Martha What does Peter do for a 1 ?

Jim At the moment he doesn't have a job – he's 2 . He 3 his job last month.

Martha Why? Was it 4 or stressful?

Jim Both. He had to work 5 and didn't earn a good 6 .

Martha Is he 7 for a new job now? It can't be easy to find one on the 8 market these days.

Jim Yes, he is, but there aren't too many job 9 here. He will probably have to get some new qualifications. I think he's been talking to a careers 10 to see what his options are.

—/10

2 > Translate the Polish parts of the sentences into English.

- 1 My older sister (*zmieniła pracę*) three times this year.
- 2 My uncle John (*pracował jako policjant*) for many years. Now he's retired.
- 3 (*Jak długo jesteś*) a manager here?
- 4 Look at the news. They (*właśnie powiedzieli*) that there will be more jobs for young people.
- 5 In the last few months (*nie znalazłam*) any work I'd like to do.
- 6 (*Czy pracowałeś*) anywhere last summer?
- 7 My father (*nigdy nie narzekał*) about his boss while he was working for that firm.

—/7



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

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

—/7

4 > Rewrite the sentences, starting with the phrases given.

- 1 I know how to deal with children.
I'm good .
- 2 My responsibility is to look after the clients.
I am responsible .
- 3 I'm good at organising events.
Organising events is .
- 4 Impatience is sometimes my weakness.
I may .
- 5 I have worked with children before.
I have .

—/5

5 > Complete the sentences from an application letter with appropriate words. Then put them in the correct order.

- 1 I my CV and copies of language .
- 2 I forward to from you.
- 3 I believe I would be a candidate for this position.
- 4 I would like to apply the post lifeguard at the Aqua Centre.
- 5 I am very fit. What is , I consider to be an excellent swimmer.
- 6 I am writing response the job advertisement I found online.

—/6

6 > Work in pairs and test each other.

- Student A: go to page 121.
Student B: go to page 128.

Jobs / Zawody

accountant /ə'kaʊntənt/ księgowy/księgowca
architect /'ɑ:(r)ki,tɛkt/ architekt
beautician /bju:'tʃi(ə)n/ kosmetyczka
boss /bɒs/ szef/szefowa
businessman / businesswoman /'biznəs'mæn, 'biznəs,womən/ biznesmen/biznesmenka
chemist /'kemɪst/ aptekarz, chemik
comedian /kə'mi:diən/ komik
counsellor /'kaʊns(ə)lə(r)/ psycholog szkolny/ psycholog szkolna
dentist /'dentɪst/ dentysta/dentystka
editor /'edɪtə(r)/ redaktor/redaktorka
electrician /,ɪlek'trɪʃ(ə)n/ elektryk
employee /,emplɔɪ'i:/ pracownik/pracownica
executive /ɪg'zekjʊtɪv/ kierownik/kierowniczka
graphic designer /,græfɪk dɪ'zajni(r)/ grafik
headhunter /'hed,hʌntə(r)/ łowca/łowczyni głów
instructor /ɪn'strʌktə(r)/ instruktor/instruktor
journalist /'dʒɜ:(r)nəlɪst/ dziennikarz/
 dziennikarka
librarian /laɪ'briəriən/ bibliotekarz/bibliotekarka
nanny /'næni/ niania
novelist /'nɒvəlɪst/ powieściopisarz/
 powieściopisarka
owner of a company /'əʊnə(r) əv ə ,kʌmp(ə)ni/
 właściciel/właścicielka firmy
physician /'fɪzj(ə)n/ lekarz/lekarka
physicist /'fɪzɪsɪst/ fizyk/fizyczka
politician /,pɒlə'tɪʃ(ə)n/ polityk
presenter /'pri:zenta(r)/ prezenter/prezenterka
programmer /'prɒgræmə(r)/ programista/
 programistka
receptionist /rɪ'sep(ə)nɪst/ recepcjonista/
 recepcjonistka
sales representative /,seɪlz reprɪ'zentətɪv/
 przedstawiciel handlowy/przedstawicielka
 handlowa
scientist /'saɪəntɪst/ naukowiec
soldier /'səʊldʒə(r)/ żołnierz
surgeon /'sɜ:(r)dʒ(ə)n/ chirurg
technician /tek'nɪʃ(ə)n/ technik

Work adjectives/collocations /
Przymiotniki i zwroty związane z pracą

badly paid /'bædli 'peɪd/ kiepsko płatny
be in charge of sth /,bi ɪn 'tʃɑ:(r)dʒ əv ,sʌmθɪŋ/
 być odpowiedzialnym za coś, zarządzać czymś
change jobs /tʃeɪndʒ 'dʒɒbz/ zmieniać pracę
deal with clients /,di:l wɪθ 'klaɪənts/ obsługiwać
 klientów
earn a good salary /,ɜ:(r)n ə ,ɡʊd 'sæləri/ dobrze
 zarabiać, dostawać niezłą pensję
employed /ɪm'plɔɪd/ zatrudniony
full-time /fʊl'taɪm/ na cały etat
get promotion /,get prə'məʃ(ə)n/ dostawać
 awans

Challenge!

challenging /'tʃælɪndʒɪŋ/ wymagający, ambitny
career /kə'riə(r)/ kariera
colleagues /'kɒli:gz/ koledzy/koleżanki z pracy,
 współpracownicy
create/creation/creativity /kri'eɪt, kri'eɪt(ə)n,
 ,kri:eɪ'tɪvəti/ tworzyć / dzieło, wytwór /
 kreatywność
creator /kri'eɪtə(r)/ twórca, wynalazca
creative /kri'eɪtɪv/ twórczy, kreatywny
employ/employment /ɪm'plɔɪ, ɪm'plɔɪmənt/
 zatrudniać / zatrudnienie
employer/employee /em'plɔɪə(r), ɪmplɔɪ'i:/
 pracodawca / pracownik
employable/unemployable /ɪm'plɔɪəb(ə),
 ,ʌnɪm'plɔɪəb(ə)/ zdolny do pracy / bez szans na
 zatrudnienie
fire /'faɪə(r)/ zwalniać, wyrzucać z pracy
help/helper /help, 'helpə(r)/ pomagać /
 pomocnik

have promotion opportunities /,hæv
 prə'məʃ(ə)n ,ɒpə(r)'tju:nəti:z/ mieć możliwość
 awansu
involve responsibility /ɪn'vɒlv rɪ'spɒnsə'bɪləti/
 wymagać odpowiedzialności, wiązać się
 z odpowiedzialnością
part-time /pɑ:(r)'taɪm/ na pół etatu
quit your job /,kwɪt jə(r) 'dʒɒb/ odejść z pracy,
 rzucić pracę
self-employed /,self ɪm'plɔɪd/ posiadający
 własną działalność gospodarczą
stressful /'stresf(ə)l/ stresujący
unemployed /,ʌnɪm'plɔɪd/ bezrobotny
work outside/in a team /,wɜ:(r)k ,aʊt'saɪd, ɪn
 ə 'ti:tɪm/ pracować na zewnątrz / w zespole
work overtime /,wɜ:(r)k 'əʊvə(r),taɪm/ pracować
 po godzinach

Workplaces / Miejsca pracy

fun atmosphere /,fʌn 'ætəməs,fiə(r)/ przyjemna
 atmosfera
helpful colleagues /,helpf(ə)l 'kɒli:gz/ pomocni
 współpracownicy
modern equipment /,mɒdə(r)n 'kwɪpmənt/
 nowoczesny sprzęt
regular breaks /,regjʊlə(r) 'breɪks/ regularne
 przerwy
working environment /,wɜ:(r)kɪŋ ɪn'vaɪrənmənt/
 środowisko pracy

Careers advising / Doradztwo zawodowe

career opportunities /kə'riə(r) ,ɒpə(r)'tju:nəti:z/
 możliwości rozwoju zawodowego
careers adviser /kə'riə(r)z əd'vaɪzə(r)/ doradca
 zawodowy
do a test /,du: ə 'test/ pisać test, zdawać
 egzamin
do sth for a living /,du: ,sʌmθɪŋ fə(r) ə 'lɪvɪŋ/
 zajmować się czymś zawodowo, wykonywać
 jakiś zawód
do well in sth /,du: 'wel ɪn ,sʌmθɪŋ/ dobrze
 sobie w czymś radzić, osiągać dobre wyniki
fast-changing job market /'fa:st,tʃeɪndʒɪŋ
 'dʒɒb ,mɑ:(r)kɪt/ szybko zmieniający się rynek
 pracy
find/realise your potential /,faɪnd, ,riəlaɪz
 jə(r) ,pə'tenʃ(ə)l/ odkryć / wykorzystywać swój
 potencjał
find employment /,faɪnd ɪm'plɔɪmənt/ znaleźć
 pracę
find sth out /,faɪnd ,sʌmθɪŋ 'aʊt/ dowiedzieć się
 czegoś
follow a career /,fɒləʊ ə kə'riə(r)/ wybierać
 drogę zawodową
look for a job /,lʊk fə(r) ə 'dʒɒb/ szukać pracy

Looking for a job / Poszukiwanie pracy

apply for the post / position of /ə'plɑɪ fə(r) ðə
 'pəʊst, pə'ziʃ(ə)n əv/ ubiegać się o stanowisko /
 posadę
be good at (doing sth) /bi 'ɡʊd ət 'du:ɪŋ
 ,sʌmθɪŋ/ być dobrym w (czymś)
be good with children/numbers /bi 'ɡʊd wɪθ
 'tʃɪldrən, 'nʌmbə(r)z/ mieć podejście do dzieci /
 mieć głowę do liczb
be paid weekly/monthly /bi ,peɪd 'wi:kli,
 'mʌnθli/ być opłacanym co tydzień / miesiąc
be responsible for sth /bi rɪ'spɒnsə'b(ə)l fə(r)
 ,sʌmθɪŋ/ być odpowiedzialnym za coś
enclose a CV /ɪn'kləʊz ə ,si: 'vi:/ załączać CV
have experience with sth /hæv ɪk'spiəriəns wɪθ
 ,sʌmθɪŋ/ mieć doświadczenie w czymś
hire sb /'haɪə(r) ,sʌmbədi/ zatrudnić kogoś
hold a certificate /,həʊld ə sə(r)'tɪfɪkət/ posiadać
 certyfikat
strength /streŋθ/ mocna strona
strong point /'strɒŋ 'pɔɪnt/ mocna strona
suitable candidate /,su:təb(ə)l 'kændɪdət/
 odpowiedni kandydat/kandydatka
summer job /,sʌmə(r) 'dʒɒb/ praca wakacyjna
team player /'ti:m ,pleɪə(r)/ osoba umiejąca
 pracować w zespole
weakness /wi:knəs/ słaba strona

Other words / Pozostałe wyrażenia

as still as the grave /əz 'sti:l əz ðə 'ɡreɪv/
 (panowała) śmiertelna cisza
attitude /'ætɪ,tju:d/ postawa, nastawienie
badge /bædʒ/ identyfikator
boot /bu:t/ bagażnik (samochodu)
cartoon strip /kɑ:(r),tu:n 'stri:p/ komiks
cartoonist /kɑ:(r)'tu:nɪst/ rysownik kreskówek,
 karykaturzysta
corporate social responsibility /,kɔ:p(ə)
 ,rət ,səʊʃ(ə)l rɪ'spɒnsə'bɪləti/ społeczna
 odpowiedzialność przedsiębiorstwa
do an apprenticeship /,du: ən ə'prentɪsɪp/
 odbywać praktykę
drop out /drɒp 'aʊt/ rezygnować (ze studiów,
 nauki w szkole)
flexible /'fleksəb(ə)l/ elastyczny
get paid /get 'peɪd/ zarabiać, dostawać pieniądze
hesitate /'hezɪteɪt/ wahać się
income /'ɪnkʌm/ dochód
open-plan office /,əʊpən plæn 'ɒfɪs/ otwarta
 przestrzeń biurowa
outline /'aʊtlaɪn/ zarysować, przedstawić
 w skrócie
raise eyebrows /,reɪz 'aɪ,braʊz/ zadziwiać
reflect /rɪ'flekt/ odzwierciedlać
regulation /,regjʊ'leɪʃ(ə)n/ przepis, nakaz
spread one's wings /,sprɛd wʌn 'wɪŋz/ rozwinąć
 skrzydła
work and play /'wɜ:(r)k ənd 'pleɪ/ praca i zabawa

helpful/unhelpful/helpless /'helpf(ə)l,
 ,ʌn'helpf(ə)l, 'helpləs/ pomocny / mało pomocny
 / bezradny
imagine/imagination /ɪ'mædʒɪn, ɪ'mædʒɪ'neɪʃ(ə)n/
 wyobrażać sobie / wyobraźnia
imaginary/imaginable /ɪ'mædʒɪnəri,
 ɪ'mædʒɪnəb(ə)l/ zmyślony, urojony / dający się
 wyobrazić
imaginative/unimaginative /ɪ'mædʒɪnətɪv,
 ,ʌnɪ'mædʒɪnətɪv/ pomysłowy, z wyobraźnią /
 bez wyobraźni
job /dʒɒb/ praca, stanowisko
lay off /leɪ 'ɒf/ zwalniać kogoś z pracy (przy
 redukcji zatrudnienia)
lead/leadership /li:d, 'li:də(r)ʃɪp/ prowadzić,
 przewodniczyć / kierownictwo, przywództwo
leader /'li:də(r)/ szef, lider, przywódca
leading /'li:dɪŋ/ wiodący, czołowy
lucrative /'lu:krətɪv/ intratny, dochodowy
manual /'mænjʊəl/ ręczny, manualny, fizyczny
pay /peɪ/ płaca, gaża, wynagrodzenie

profession /prə'feʃ(ə)n/ profesja, zawód
 (z wyższymi wymaganiami co do kwalifikacji,
 wykształcenia)
resign /rɪ'zaɪn/ zwalniać się z pracy, rezygnować
repetitive /rɪ'petətɪv/ powtarzalny, monotony
rewarding /rɪ'wɔ:(r)dɪŋ/ dający satysfakcję
salary /'sæləri/ stała pensja, wynagrodzenie
 (płatne co miesiąc)
skilled /skɪld/ wykwalifikowany
staff /stɑ:f/ pracownicy, personel
succeed/success /sək'si:d, sək'ses/ odnosić
 sukces / sukces
successful/unsuccessful /sək'sesf(ə)l,
 ,ʌnsək'sesf(ə)l/ udany, odnoszący sukcesy /
 nieudany, bez powodzenia
tedious /'ti:diəs/ żmudny, monotony
wages /'weɪdʒɪz/ płaca, zarobki (płatne za dzień
 lub tydzień pracy)
work /wɜ:(r)k/ praca (zarobkowa), płatne
 zajęcie