

1

The image makers

VOCABULARY appearance

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

			1	S	P	O	T	S		
		2	W	R	I	N	K	L	E	S
3	F	O	R	E	H	E	A	D		
4	S	C	A	R						
5	M	O	U	S	T	A	C	H	E	
6	L	I	P	S	T	I	C	K		
	7	P	O	N	Y	T	A	I	L	
		8	G	L	A	S	S	E	S	



2) Choose the correct answers.

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

3) Complete the sentences with the missing words.

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

4) Choose the correct words to complete the text.



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

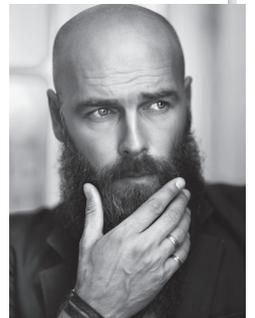
Vocabulary challenge!

» Student's Book, page 108, UNIT 1, ex. 1 and 2

5) Find and correct five mistakes in the text.



At the age of 17, Nina began experimenting with her appearance. First, she dyed her hair in **red** and started **putting wearing** make-up to school. Then she had her nose pierced and started **colouring painting** her nails black. Her parents were horrified! It soon turned out that it was because of her



boyfriend, who became a punk. He shaved his head and **carried grew** a long beard. Luckily, they broke up after a few weeks and Nina's looks got back to normal.

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

Students' own answers

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

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

- 1 can't always choose his/her style? *Robby*
- 2 does *not* look to other people for ideas concerning his/her clothes? *Grant*

- 2) **MP3 01** Listen again and complete the comments on the radio's forum with a word or phrase. Write no more than five words.

mimi003:

Just wanted to say I don't get people like Anna. She loves trends and is addicted to ¹*fashion magazines and blogs*. She wants to look fashionable so she ²*spends (a lot of) money* on designer clothes she's read about. I mean – what's the point? Don't you have your own style?

T-man:

Come on, sometimes whether you have your own style or, like Robby, don't really care about it, you don't have much choice. If you've got an office job, then you just need to look smart. Robby is right in going to his father ³*for advice* about choosing the right suit and tie. His father knows about such things since he's an office worker too. Teens aren't good with formal styles. Most of us, like Robby, dress alike in casual clothes.

fashionable03:

Not everyone has an eye for style. I liked Izzy's idea! If designer clothes worn by celebrities are ⁴*too expensive* for you, browse the shops for something similar for less. Izzy loves ⁵*shoes*, and I believe that's the way to a great style – find something to make yourself stand out. Even if you're like Grant and ⁶*comfort* is your main priority. By the way, Grant, you say that your warm clothes and your pj's make you look ⁷*scruffy*. Why not simply choose cool hats and pj's instead?

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

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

Revision ■ Student's Book, page 5

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

- 1 striped / (open-toed) / tightly knotted TIE
- 2 (high-heeled) / striped / designer JACKET
- 3 (skinny) / cotton / V-neck DRESS
- 4 high-heeled / (slim) / designer SHOES
- 5 cotton / (knee-length) / striped TIGHTS

- 5) Complete the sentences with the words below.

trendy smart scruffy casual elegant

- 1 I always wear *casual* clothes to school – a T-shirt, jeans and trainers.
- 2 In his grey suit, shirt and tie, Thomas looked very *smart / elegant* at the party.
- 3 When my mum goes to the opera, she always puts on a(n) *elegant / smart* long black dress and diamonds.
- 4 Can you imagine how *scruffy* he looked in that dirty top and sweatpants with a hole in the knee?
- 5 Marla always knows what's *trendy*. She reads *Vogue* and *Elle*.

- 6) Answer the questions. *Students' own answers*

- 1 How should you dress for a job interview?
- 2 Does the choice of clothes depend on the job you're trying to get?

- 7) Complete the text with the missing words.



When I was going for my first job interview as a babysitter, I had no idea what to wear. I thought of wearing my comfortable ¹*V-neck* jumper and a pair of ²*skinny* trousers and my old trainers. Not very smart but I thought that since I usually dress like this it was fine. Just to be sure, I asked my friend, who already had a job and she told me it was all wrong. She lent me a white ³*cotton* ⁴*tight-fitting* shirt and a designer ⁵*knee-length* skirt. She also suggested I should wear ⁶*high-heeled* shoes. But when my mom saw me, she said it was all too much: my job didn't require formal clothes. She found my ⁷*striped* shirt, denim skirt and ⁸*open-toed* sandals and said that was absolutely enough. She was right, I got the job. :-)

Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 3

- 8) Translate the Polish parts of the sentences into English.

- 1 Which of these events has had the biggest *influence on you* (*wpływ na Ciebie*)?
- 2 Can you *tell the difference* (*rozróżnić*) between a skirt and a dress?
- 3 I think that the world of fashion *sends out the wrong* (*wysyła zły*) message – beauty is not only about the way you look.
- 4 Please stop asking me about every little thing – just use your own *common sense* (*zdrowy rozsądek*)!

- 9) Complete the sentences so that they are true for you. *Students' own answers*

- 1 I would never wear _____ because _____.
- 2 I try to look smart when _____.
- 3 Last time I went to a wedding reception, I wore _____.

Present simple and present continuous

Czasu **present simple** używamy:

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

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

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

Uwaga!

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

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

Grammar challenge! >> Student's Book, page 108, UNIT 1

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

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

1> Divide the verbs into stative and dynamic.

need sleep understand want play agree try
dislike have read

stative verbs: *need, understand, want, dislike, have, agree*

dynamic verbs: *sleep, try, play, read*

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

- She studies IT in Cambridge. (-)
*She **doesn't study** IT in Cambridge.*
- You are reading *Solaris*. (?)
*Are you **reading** Solaris?*
- I buy fashion magazines. (?)
*Do you **buy** fashion magazines?*
- Is she wearing expensive clothes? (+)
*She **is wearing** expensive clothes.*
- Paul and Tina are dating each other. (-)
*Paul and Tina **aren't dating** each other.*
- Does Kevin care about his clothes? (+)
*Kevin **cares** about his clothes.*
- All students at the school have to wear uniforms. (?)
*Do all students at the school **have to wear** uniforms?*
- Lisa is going shopping tomorrow afternoon. (-)
*Lisa **isn't going** shopping tomorrow afternoon.*

3> Choose the correct option to complete each sentence.

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

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

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

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

A	
Kate	What ¹ <i>are you looking</i> for, Sue?
Sue	My red sunglasses. I ² <i>keep</i> them in this drawer, but they aren't here.
Kate	Don't worry about it. You can take mine. I ³ <i>am not using</i> them at the moment.

B	
Martha	So, how ⁴ <i>do I look</i> in my new dress?
Mike	Really good! Where ⁵ <i>are you going</i> ? Anywhere interesting?
Martha	I ⁶ <i>am visiting</i> my grandparents this afternoon. You know I ⁷ <i>don't go</i> there too often, so I want to look nice.

C	
Patrick	What time ⁸ <i>do you finish</i> on Friday? We could go home together.
Fiona	Usually at 3.00, but this month I ⁹ <i>am having</i> extra maths lessons on Fridays because of the contest that's coming up.
Patrick	Great! I ¹⁰ <i>finish</i> at 4.00, so we can meet outside school.

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

Nina Tina? Hello. What ¹*are* you doing (**do**) here?
Tina Nina? What a coincidence! Nice to see you! Well, I ²*'m spending* (**spend**) my holidays here, just like you, I ³*suppose* (**suppose**). ⁴*Are* you going (**go**) to the beach now?
Nina No, actually, I ⁵*need* (**need**) to buy a swimming costume. What about you?
Tina I ⁶*'m not doing* (**not do**) anything special. Look, there's a small café over there where they ⁷*serve* (**serve**) lovely coffee. Let's go there and have a chat.
Nina Sure! Is Jason here with you?
Tina No, he's stayed at home. He ⁸*is taking* (**take**) care of our son, Max. Now that he's been promoted he ⁹*goes* (**go**) away on business so often that he really ¹⁰*doesn't feel* (**not feel**) like going on holiday. That's why I'm here on my own. Nina, ¹¹*are* you doing (**do**) anything later today? We could go to the beach together.
Nina I'd love to, but actually I ¹²*'m meeting* (**meet**) somebody in the afternoon. Tomorrow, perhaps? Ah, here is the café. Let's sit outside, shall we?



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

see smell think have

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

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

Example answers:

- Opisz ustalone plany na niedaleką przyszłość.
I am taking a driving course in September.
- Opisz styl ubierania się Twojego kolegi / Twojej koleżanki.
My friend usually wears casual clothes.
- Napisz, gdzie Twój przyjaciel obecnie spędza wakacje.
My friend is spending (his/her) holidays in the USA.
- Opisz typową pogodę jesienną w Twoim regionie.
It usually rains in Kraków in autumn.
- Napisz, czego uczysz się w tym tygodniu.
We are learning present tenses in English this week.
- Napisz, czym zajmują się zawodowo Twoi rodzice.
My dad is a police officer and my mum works in a hospital.
- Opisz sytuację, która Cię zwykle złości.
I get angry when people tell lies.

Verb + -ing form / infinitive

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

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

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

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

Grammar challenge! » Student's Book, page 108, UNIT 1

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

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

1) Choose the correct option to complete each sentence.

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

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

afford fancy finish agree promise manage miss persuade

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

3) Choose the correct option to complete each sentence.

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

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

- I couldn't sleep because of the noise.
The noise **prevented me from sleeping**. PREVENTED
- Karen invited me to her sister's wedding.
Karen **asked me to go/come** to her sister's wedding. ASKED

- What do you think about watching a horror film?
Do **you feel like watching** a horror film? LIKE
- 'Stay away from this place,' said Michael.
Michael **warned me to stay away** from that place. WARNED
- Would you like to eat out tonight?
Do **you fancy eating out tonight**? FANCY
- Lou asked me to give him my homework, but I said no.
I **refused to give Lou my homework**. REFUSED
- Passing all the exams was difficult, but I did it.
I **managed to pass all the exams**, which was difficult. MANAGED
- Giving extra support to all our pupils is our goal.
We **aim to give** extra support to all our pupils. AIM

Grammar challenge! » Student's Book, page 108, UNIT 1, ex. 2 and 3

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

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

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

Students' own answers

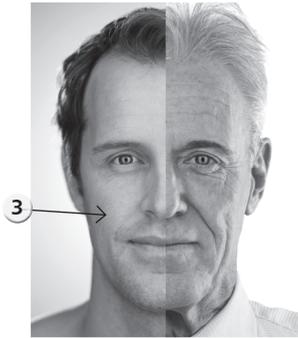
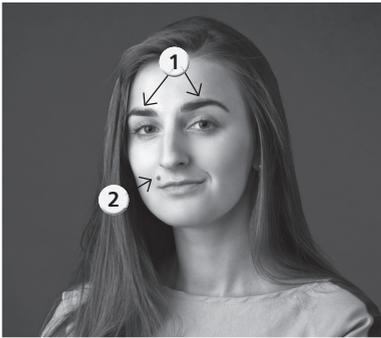
- Tonight, I fancy _____.
- I can't imagine _____.
- At the moment, I'm tired of _____.
- One day, I'd love _____.
- Last year, I managed _____.

7) CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- On Sunday, **I'm flying to London** (*leczę do Londynu*) for three days.
- Where **do you buy** (*kupujesz*) clothes?
- I'm not sure if **he can afford to travel** (*stać go na podróżowanie*) first class.
- So, Mike is looking at Ella, but he **doesn't recognise her** (*nie rozpoznaje jej*) at all!
- I can't stay. I **am eating / having dinner with** (*jem obiad z*) my boss in fifteen minutes.
- Julia **often wears** (*często nosi*) black clothes, but today she **is wearing** (*ma na sobie*) a lovely red dress.
- How often **do you practise reading** (*ćwiczysz czytanie*) aloud?
- She **stopped eating chocolate** (*przestała jeść czekoladę*) when she started preparing for a marathon.
- I **am thinking of buying** (*myślę o kupnie*) a new scooter, but I may have to borrow some cash.
- Don't forget to lock** (*Nie zapomnij zamknąć na klucz*) the back door!

1) Match the words with the pictures.

double chin **5** mole **2** smooth skin **3** eyebrows **1** tousled hair **4**



2) Complete gaps 1–4 with sentences A–E. There is one extra sentence you don't need to use.

Picture Perfect

Airbrushing and retouching pictures is a common thing nowadays. Everybody knows that the images of models on magazine covers with their pearly white teeth, perfect figures and shiny hair are visibly improved. ¹ D We're a culture obsessed with perfection. But what does it really mean to be perfectly beautiful? Three journalists **decided to find out**.

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

The new photos of the third journalist, Priscilla Yuki Wilson, present a slightly different picture. Priscilla's features (eyes, nose, lips) are a mixture of black and Japanese which **seems to make** people unsure of how to judge her looks. As a result, most editors decided to 'fix' her and make her look more one than the other. ³ E

A closer analysis of the results of numerous such experiments reveals another interesting tendency: photo editors from countries with more homogeneous populations introduced more changes to the photos, especially to images showing people with mixed heritage. They seem to have very defined standards of beauty rooted in their cultures and wanted their models to resemble them. ⁴ A And, fortunately, they're not the only ones.

More and more women, including celebrities, rebel against the idea of promoting perfection. Models and actresses refuse to have their pictures in magazines retouched, even if it means visible cellulite or wrinkles on the cover of *Glamour*. The new message seems to be 'this is the real me and I'm proud of it'. We're all different and that's what makes us us. There's beauty in diversity and in being real.



- A Editors from countries with more mixed populations, on the other hand, seemed to **be happy to accept** different kinds of beauty.
- B These changes were upsetting at first, but soon both learned to laugh about them and started looking for deeper analysis of the results.
- C In some pictures their eyes are bigger, in some they have heavy make-up or thicker eyebrows, but these are minor changes.

- D Smartphones and cameras have modes that can, for instance, smooth out your face in pictures, and people do not **think twice about posting** selfies or creating online profiles showing better versions of themselves.
- E There are pictures where her complexion is lighter, her nose slimmer, her eyes wider to a point where she **has difficulty recognising** herself at all.

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

- hesitate to post (post)
- involve changing (change)
- promise to do (do)
- seem to make (make)
- have difficulty recognising (recognise)
- be happy to accept (accept)

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

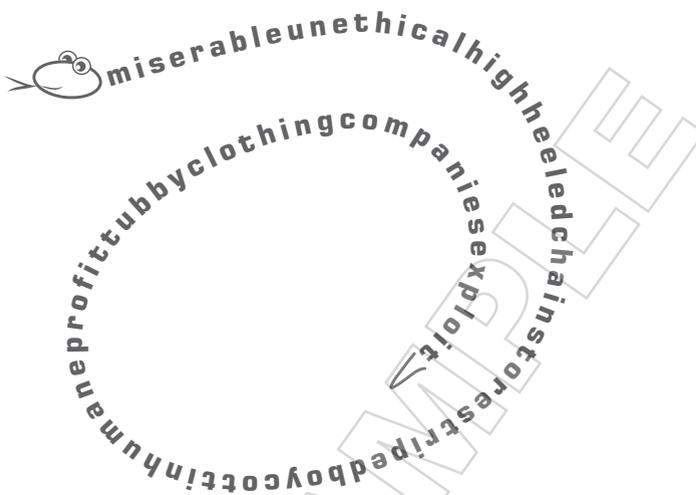
be tell do decide take learn

- Before a party, Jenny is always happy to do my make-up for me.
- My mum never hesitates to tell me when I look bad.
- The course involves learning to sing.
- Dad always promises to take us sailing, but he never does.
- Monica seems to be a very intelligent girl.
- I always have difficulty deciding what I want on my pizza.

Revision ■ Student's Book, pages 8–9

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

miserable, unethical, chain store, boycott, inhumane, profit, tubby, clothing companies, exploit



- 6) Complete the sentences with appropriate verbs.

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

Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 4 and 5

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

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

- 8) Translate the sentences into English.

Suggested answers:

- Nie rozumiem, jak ludzie mogą zachowywać się w tak nieetyczny sposób.
I don't understand how people can act in such an unethical way / manner.
- Myślę o zorganizowaniu kampanii przeciwko testowaniu kosmetyków na zwierzętach.
I'm thinking of organising a campaign against animal testing of cosmetics / testing cosmetics on animals.
- Nie sądzisz, że warunki pracy w azjatyckich zakładach pracy są nieludzkie?
Don't you think that the working conditions in Asian sweatshops are inhumane?
- Po przeczytaniu tego artykułu przestałam kupować już ubrania w sklepach sieciowych.
After reading this article, I stopped buying clothes in chain stores.
- Moja babcia piecze przepyszne ciasto na deser. (absolutely)
My grandma is baking an absolutely delicious cake for dessert.
- W tej sukni ślubnej Julia wygląda naprawdę przepięknie.
Julia looks really gorgeous in this wedding dress.
- Nasz pies Rex jest zawsze strasznie brudny po spacerze w lesie.
Our dog, Rex, is always really filthy after a walk in the forest.

SPEAKING

describing a picture

1) Find and correct a mistake in each sentence.

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

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

background foreground casual if judge take
look see

I believe this picture was ¹taken at school. In the ²background, I can see a blackboard. In front of it, there's a woman with a group of kids. They ³look like primary school students, so it is probably a teacher with her class. ⁴Judging from their faces, they're having a lot of fun. Many of them are laughing, and some are making funny faces. They're wearing very ⁵casual clothes, mostly T-shirts and jeans, but it looks as ⁶if the teacher is wearing something smarter.



3) Describe the picture and answer the three questions.

Student's own answers

TEST IT! ⌚ 3 minuty



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

WRITING

a private letter

1

1) Read the writing task and the example letter below. Which points from the task has the student not covered? Add extra information to cover the missing points.

Od września chodzisz do nowej szkoły i zaprzyjaźniłeś się / zaprzyjaźniłaś się z koleżanką z klasy. Napisz list (100–150 słów) do kolegi/koleżanki z poprzedniej szkoły i:

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

Hi Stacy,
How are you? The new school is OK, and the people here are nice, especially one girl – Debbie.
You see, Debbie is into heavy metal music, and she plays in a band. Usually after school, I go to sit in on their rehearsal and I listen while they practise. They're really fantastic.
Next week, Debbie is taking me to a Metallica concert. They're her favourite band.
Let me also tell you about the dress code at the new school: it's quite formal. Girls mustn't wear make-up or paint their nails, and boys mustn't wear shorts.
So how is your new school? Write back soon!
Hugs, M.

Points not covered are:

- opisz wygląd swojej nowej przyjaciółki.
- poproś o pożyczenie stosownego stroju.

Suggested answers:

- Debbie is short and slim. She's got blue eyes and long wavy hair. Her dark complexion makes her look rather exotic.
- Is it all right if I borrow your leather jacket and black jeans?

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

Change the verb forms where necessary.

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

3) Read the instructions and do the writing task.

Students' own answers

TEST IT! Od niedawna masz nowego sąsiada / nową sąsiadkę, który przyjechał / która przyjechała z zagranicy. Napisz do kolegi list (100–150 słów) i:

- zrelacjonuj swoje pierwsze spotkanie z sąsiadem/sąsiadką;
- opisz, jak wygląda i skąd pochodzi;
- napisz, jakie dostrzegasz różnice kulturowe w jego/jej przyzwyczajeniach;
- poproś o radę, co przygotować na spotkanie, na które go/ją zaprosiłeś/zaprosiłaś, żeby go/ją lepiej poznać.

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

chain brand top tie

- 1 Mark is very close to his parents. Family ties are very important for him.
 - 2 Martha is wearing a beautiful gold chain.
 - 3 Do you usually buy your clothes in boutiques or in chain stores?
 - 4 It's a very formal occasion, so you'll need to wear a tie.
- 2) Use a dictionary to find out two meanings of the words you did not use in exercise 1. For each of these words write a pair of sentences to show these two meanings.

Students' own answers

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

- 1 Ski _____ often manage to cover a distance of more than 250 metres nowadays.
Every year, my grandma buys us the same thing for Christmas – warm woolly _____.
a fliers **b** jumpers c runners
 - 2 He turned on his _____ and left the room without a word.
These shoes were very expensive, and yet one _____ broke off the first time I wore them!
a tie **b** heel c foot
 - 3 I don't know how you can wear these _____ jeans – you can hardly move in them. I prefer something looser.
Jenny is too _____, she really should gain a few pounds.
a skinny b tight c short
 - 4 If you're so _____, why are you asking me for advice?
Do you have any _____ clothes? This is a fancy restaurant, they won't let you in in a scruffy T-shirt.
a intelligent b elegant **c** smart
 - 5 She often comes _____ as impolite, but she's simply shy.
Most of the things at the flea market are rubbish, but sometimes I come _____ something really valuable.
a upon b to **c** across
- 4) Complete the second sentence so that it means the same as the first. Use no more than five words.
- 1 When I ask my sister to lend me her skirt, she always says no.
My sister always refuses to lend me her skirt.
 - 2 Tara's hair reaches her shoulders.
Tara has (got) shoulder-length hair.
 - 3 I'd like to borrow your jacket.
Can/Could I (possibly) borrow your jacket?
 - 4 I like my hair long, so don't try to talk me into cutting it.
I like my hair long, so don't try to persuade me to cut it.
 - 5 I think this girl might be going to a party.
This girl looks like she's going to a party.
- 5) Complete the text with appropriate words. Put one word in each space.
- 6 I saw Kanye West in concert last summer. I'll never forget it! I'll never forget seeing Kanye West in concert last summer!
 - 7 The last time I wore my hair in a ponytail was when I was six. I stopped wearing my hair in a ponytail when I was six.
 - 8 This magazine greatly influences his taste in clothes. This magazine has a great influence on his taste in clothes.

- 5) Complete the text with appropriate words. Put one word in each space.



I'm so excited! I'm ¹having/throwing/organising a birthday party tonight! ☺ My parents didn't want to agree at first, but I managed ²to convince them that I'm old enough to have a party without their supervision. I just had to promise to use ³common sense and prevent people from doing things that are too crazy. So they're staying with grandma all weekend and the house is mine! ☺ My mum even baked a birthday cake for me and it ⁴smells/looks wonderful. It says 'Happy Birthday Michele' on it, and I'm sure it is delicious. My best friends, Linda and Megan, have been here all day. There's so much to do! Linda helped me to ⁵dye my hair golden blond this morning, but the colour doesn't look any different from my original blond, so I'm just a ⁶little/bit disappointed. But maybe that's a good thing. Maybe mum won't be able to ⁷tell the difference either, and she won't be angry with me (I kind of forgot to ask her if I could do it). We've already decorated the house, but we still have to prepare the food. Megan says we should simply have lots of snacks, and I agree with her. Then we're going to put ⁸on our make-up and do our hair. This is going to be so much fun! ☺☺☺

- 6) MP3 02 Listen to five people from Michele's party talking during the party. Match speakers (1–4) with replies (A–E).

- A Yes, and I completely agree with their arguments.
- B Then let's go and cheer her up a bit.
- C Of course, I can lend you my whole make-up bag if you need.
- D No, they just like spending hours on passionate but friendly discussions at parties.
- E Great! Take one of me with all these gorgeous guys in the background.

1	B
2	D
3	E
4	C

Mówienie *Rozmowa z odgrywaniem roli* • Rozumienie tekstów pisanych
 Dobieranie zdań do luk w tekście • Wypowiedź pisemna *Wpis na blogu*

1) Which of the following things would not be tolerated in your school? *Students' own answers*

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

2) Read the instructions and do the speaking task.

Students' own answers

TEST IT! 🕒 4 minuty

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



Rozmowę rozpoczyna zdający.



3) **TEST IT!** Przeczytaj tekst, z którego usunięto trzy fragmenty.

Wpisz w luki 1–3 litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst.

Uwaga: dwa fragmenty zostały podane dodatkowo i nie pasują do żadnej luki.

IMAGE MAKERS AND TRENDSETTERS

Have you ever wondered why one year home design is all about glass and steel and the next it's bare bricks and vintage sofas? ¹E And why was bottle green in last winter but this season everything from hats to pants is dark burgundy? Oh, and what's with the funny looking glasses, everyone? In other words, how much of what we and our homes look like is actually dictated by our personal taste?

At first glance – not much. The baby industry seems to believe in gender colour-coding and, as a result, armies of poor little boys and girls end up dressed alike in their blue and pink gender betraying uniforms. Yet there are mothers who campaign against it and others who boycott shops and hand-sew brightly coloured clothes themselves. ²B They are defined months in advance by institutions such as Pantone's Color Institute and all clothing companies fall in line. But do you have to follow them as well?

- A These clothes often resemble those from the designer brands we see in fashion magazines and on websites but are much cheaper.
- B The colour schemes for over-five-year-olds, on the other hand, are uniform regardless of sex, but they change on an annual basis.
- C Those with the most unique and innovative ideas have thousands of followers who get inspired by them – earning them the name 'trendsetters'.
So the question is, how do you create your own unique style in this pre-programmed world?
- E Then there's the concept of 'blue for the boys and pink for the girls' which, though familiar to us all, no one can really explain.

True, magazines such as *Vogue*, *Elle*, *GQ*, or *Men's Health* promote these set trends. However, the Internet offers an alternative source of inspiration for fashion rebels and dreamers: fashion bloggers. ³C Such bloggers, some in their teens or early twenties, offer pointers on how to mix and match chain store clothing with cool accessories or treasures found in second-hand shops. Of course, some traditionalists will take a whole article to tell you about 10 ways to wear a turtleneck with style. Yet there are also visionaries of both sexes (because fashion is not only for girls anymore) who present outfits pairing colours, patterns and clothes of different styles that shouldn't work together and yet somehow they do. So if you're still looking for your own style, click away: get inspired and start experimenting!

4) **TEST IT!** W ramach postanowień noworocznych postanowiłeś/postanowiłaś, że czas na zmiany w Twoim wizerunku. Napisz o tym na swoim blogu. We wpisie: *Students' own answers*

- przedstaw osobę, która była Twoją inspiracją;
- opisz, co chcesz zmienić w swoim wizerunku i jakich efektów oczekujesz;
- wyjaśnij, jak planujesz wprowadzić te zmiany;
- zachęć innych by również coś zmienili w swoim wizerunku, wyjaśniając, dlaczego to dobry pomysł;
- przedstaw swoje obawy związane z ewentualnymi trudnościami.

2

Work and play

VOCABULARY jobs and typical activities

1) Find the names of ten jobs in the wordsearch.

L	I	B	R	A	R	I	A	N	B	T	R
A	O	E	V	I	T	U	C	E	X	E	T
C	G	H	U	T	Y	W	A	S	P	L	I
C	O	U	N	S	E	L	L	O	R	M	N
O	G	T	R	E	C	X	Z	A	S	W	S
U	N	E	S	C	I	E	N	T	I	S	T
N	I	D	P	Y	T	V	B	E	N	U	R
T	S	I	L	A	N	R	U	O	J	M	U
A	P	T	Q	A	Z	X	F	V	B	J	C
N	N	O	V	E	L	I	S	T	N	W	T
T	E	R	D	S	X	O	I	U	Y	B	O
W	V	H	E	A	D	H	U	N	T	E	R

2) Complete the sentences with the jobs from exercise 1.

- Julia works as an editor in a publishing house.
- Martin has always wanted to become a novelist, so now that his book has been published, he is thrilled.
- You'd better hire a good accountant to check your financial documents.
- Dylan doesn't need to look for a job – headhunters call him several times a month with job offers.
- Sheila works as a counsellor – she is very good at helping people and always gives good advice.
- Mum says that a fitness instructor is not a proper job, but it's the only thing I want to be!
- As a journalist, he writes three to four articles a week for a national newspaper.
- Not everybody can be a good chief executive – it's not easy to manage employees and make sure the company makes a profit.

3) Complete the texts with the missing words. Which of the jobs below could each person do? There is one extra job.

architect politician sales representative physician

A



Yuki has always wanted to do something important and have a job that involves ¹responsibility. He doesn't have a family, so he wouldn't mind working ²overtime, as he doesn't have much to do after work. He would like to continue studying again. He successfully completed three years of pre-medical school, where one of the things he learnt was how to stay calm in ³stressful situations. He could be a(n) ⁴physician.

B



Ellen is a creative person. She's good at building new things and drawing. She doesn't want to work in a ⁵team, but would prefer to work individually. She would also like to have a nice office – working ⁶outside is not her thing, and she would rather stay in one location. She could be a(n) ⁷architect.

C



James is quite talkative and enjoys being in a group. He knows how to ⁸deal with people, and they usually trust him. He doesn't like speaking in public, however. He's very ambitious, so he would like to have good ⁹promotion opportunities, which would motivate him to work harder. He could be a(n) ¹⁰sales representative.

4) Complete the sentences with the missing words.

Are the statements true (T) or false (F)?

- Teachers in Finland are so badly paid that few university graduates decide to work in education. *(they are the best paid teachers in Europe)* T/F
- A soldier can quit his/her job at any time he or she wants. T/F
- The Polish prime minister receives a salary of around 50,000 PLN. *(around 17,000 PLN)* T/F
- If you want to be a surgeon in America and operate on people, you have to study for 12 years. T/F
- Statistics show that the average American changes jobs twice in their career. *(twelve times)* T/F
- People who are unemployed don't have to pay taxes because they don't earn any money. *(they pay VAT when they buy things)* T/F
- Almost 35% of people who work in Poland are self-employed, that is, they run their own business. *(about 18%)* T/F

Vocabulary challenge!

» Student's Book, page 109, UNIT 2, ex. 1 and 2

5) Write an appropriate adjective next to each question.

What do you call a job which

- requires that you do the same things every day? repetitive
- makes you feel proud of your successes? rewarding
- makes you feel bored? tedious
- may make you rich? lucrative
- is difficult, but interesting and enjoyable? challenging
- is done in a factory rather than in an office? manual
- requires specialised training? skilled

6) Write four sentences to describe your dream job. Mention some of the things you would/would not like to do.

Students' own answers

1) Read the text and complete the sentences below.

It's a sunny morning in California as you're riding a free bike along the lawn full of people sitting in sun chairs. You've just had a delicious free breakfast trying to keep it light as you're having that workout session at the free gym in about two hours. Having arrived at your destination, you enter the building and head down a spacious corridor with colourful walls, grab a free smoothie and make yourself comfortable in a stuffed chair. Outside the window Android figures seem to be cheerfully waving at you, saying 'welcome to your office'. This unexpected work environment is the result of Google's wish to create 'the happiest, most productive workplace in the world'. And these are just a few of a long list of things their employees enjoy thanks to this philosophy.



- The author's reason for not eating too much for breakfast is their planned visit to the gym.
- Google's office is so different because they'd like to create the happiest and most productive workplace in the world.
- According to the text, Google's employees enjoy free bikes, breakfasts, gyms and smoothies (name two).

2) **MP3 03** Listen to six recordings and complete the sentences.

- Table tennis helps Nadia to be more creative.
- Two fun activities that are going to be held in the office are a quiz and Irish dancing.
- Workers who are stressed out are less productive.
- Helen thinks having fun at work is a bad idea because you don't do enough work / you don't get any work done.
- Young people don't want to be like their parents, many of whom are/were/became workaholics.
- Marion wanted to convince Ola to stay, so she offered her a pay rise.

3) Match the words below with their Polish equivalents.

- | | | |
|-----------------|----------------------------|--------------------------|
| 1 workplace | <input type="checkbox"/> e | a tablica ogłoszeń |
| 2 loads of work | <input type="checkbox"/> c | b rzucić pracę |
| 3 pay rise | <input type="checkbox"/> d | c mnóstwo pracy |
| 4 social events | <input type="checkbox"/> f | d podwyżka |
| 5 quit | <input type="checkbox"/> b | e miejsce pracy |
| 6 department | <input type="checkbox"/> g | f wydarzenie towarzyskie |
| 7 noticeboard | <input type="checkbox"/> a | g dział |

4) Complete the sentences with the words from exercise 3.

- For more information about after-school activities, check the noticeboard.
- Do you remember Mary from the accounts department?
- If I get a pay rise, I will be able to afford a new car.
- My ideal workplace would be a big office in the city centre.
- Do you ever take part in social events with your colleagues such as company parties?
- If you don't like your job then quit and find another one.
- I've got loads of work to do, so I'm afraid I will have to stay longer.

Revision ■ Student's Book, page 17

5) Complete the text with appropriate words.

My older brother, Ben, got a new job a few weeks ago. He is really happy about it. He has got a big ¹office with a large desk and modern ²equipment, such as the latest model of a laptop and a 3-D projector. Ben says that the ³atmosphere at work is really nice and his ⁴colleagues are supportive – they always help with any questions and offer advice. He often works quite late, but he has a long lunch ⁵break at midday, so he doesn't complain. He even gets ⁶free food – he doesn't have to pay for his lunch in the canteen. There is only one drawback to his new job – the salary.

Vocabulary challenge! » Student's Book, page 109, UNIT 2, ex. 3

6) Choose the correct option to complete each sentence.

- People in my career / profession do not usually earn a high salary.
- Linda started work / job when she was sixteen.
- What's the daily wage / salary you're going to earn?
- The company provides free drinks and snacks for its colleagues / staff.
- Most women find it difficult to combine a career / work and family.
- He got a money / pay increase that was much higher than he had expected.
- If you keep coming late, you're going to get laid off / fired.
- They've been looking for a new IT specialist since Tom laid off / resigned.

7) Write 1–2 sentences about each point below.

Students' own answers

- Describe the ideal colleague.

- Give one good reason to resign from a job.

- Name one thing that is more important at work than a good atmosphere.

Past simple and present perfect

Czasu *past simple* używamy, aby opisać:

- czynności lub wydarzenia, które miały miejsce w określonym momencie w przeszłości:
He moved here three years ago.
- czynności i wydarzenia, które zostały zakończone w przeszłości:
He lived in New York for six months. (już tam nie mieszka)

Czasu *present perfect simple* używamy, aby opisać:

- doświadczenia życiowe, bez określania, kiedy miały miejsce:
I've been to London a few times.
- sytuacje, określając od jak dawna mają miejsce:
Judith hasn't learned Chinese for two months.
- wydarzenia z niedalekiej przeszłości, których skutek jest widoczny w chwili obecnej (często z *just, already, yet*):
Kate hasn't done her homework yet.
I've just taken the photo.

W zdaniach w czasie *past simple* stosujemy często następujące wyrażenia: *in 2015, last year/week/month, When ...?, then, three months/years ago.*

W zdaniach w czasie *present perfect* stosujemy najczęściej następujące wyrażenia: *this morning/year, never, ever, so far, since I was a kid, How long ...?, recently, in the last few days, for.*

Grammar challenge! » Student's Book, page 109, UNIT 2

Określ *this morning, this week, today* można używać zarówno z czasem *past simple*, jak i *present perfect*. Użycie czasu *past simple* oznacza, że wspomniany okres czasu już się skończył; użycie *present perfect* oznacza, że ten okres jeszcze trwa, np.:

Have you seen Mark this morning? (ranek jeszcze się nie zakończył)
Did you see Mark this morning? (najprawdopodobniej zdanie jest wypowiedziane po południu lub wieczorem)

1) Complete the table with the correct verb forms.

Infinitive	Past simple	Past participle
sleep	slept	slept
speak	spoke	spoken
teach	taught	taught
buy	bought	bought
stand	stood	stood
hide	hid	hidden
drink	drank	drunk
know	knew	known
grow	grew	grown
wear	wore	worn

2) Write negative sentences and questions.

- He has applied for a job as a waiter at a café.
a He hasn't applied for a job as a waiter at a café.
b What kind of job has he applied for?
- Kevin left three hours ago.
a Kevin didn't leave three hours ago.
b When did Kevin leave?
- They've given me a nice present.
a They haven't given me a nice present.
b Have they given me a nice present?
- She rang at midnight.
a She didn't ring at midnight.
b Did she ring at midnight?

3) Choose the correct answers.

- I've known Linda _____.
a in 2005 **b since 2005**
- She didn't go on holiday _____.
a last year b this year
- _____ did you try to apply for this job?
a When b How long
- They didn't manage to find the lost key _____.
a so far **b after all**
- Paul has been in hospital _____.
a for three weeks b three weeks ago

4) Choose the correct option to complete each sentence.

- How many novels did Charles Dickens write / has Charles Dickens written?
- Were you ever / Have you ever been to New York?
- George has found / found a new job recently, and he seems thrilled.
- Monica has been / was interested in photography since her childhood.
- Oh, no! I forgot / have forgotten to feed the dog.
- Jack is an excellent chess player. He has taken / took part in many tournaments.
- You just missed / 've just missed Rob. He left / has left ten minutes ago.
- 'How long has she worked / did she work for McDonald's?'
'She started in 2015 and left two years later.'

5) Complete the sentences with the correct form of the verbs in brackets. Use the present perfect or the past simple.

- A Why do you look so happy, John?
B I have just bought (*just / buy*) a new laptop.
- Pete arrived (*arrive*) almost half an hour ago.
He has been (*be*) in his study since then.
- Have you had (*you / have*) breakfast or shall we get something to eat?
- My computer has broken (*break*) down. Can you help me repair it?
- Steven had (*have*) an accident last year. His car hit (*hit*) a tree.
- Tom worked (*work*) as a teacher for four years in the 1990s.
- Did you visit (*you / visit*) any interesting places when you were in Sweden?
- Diana has not had (*not have*) even a day off since the beginning of the year.
- Tina is a flight attendant. She has visited (*visit*) twenty countries so far during her career.
- Do you know that Harry and Jane have known (*know*) each other for ten years?

- 6) Write sentences or questions, using prompts A–F. Then match them with mini-dialogues 1–6.

- A you / have / a good time / yesterday?
Did you have a good time yesterday?
- B it / stop / raining.
It has stopped raining.
- C when / I / graduate / I / work / secretary / two years.
When I (had) graduated, I worked as a secretary for two years.
- D Derek / not do / chemistry project / yet.
Derek hasn't done his chemistry project yet.
- E Sheila / not be / at school / last week.
Sheila wasn't at school last week.
- F when / you / decide / change your job?
When did you decide to change your job?

- 1 A D B But he should present it tomorrow! Otherwise the teacher will be angry.
- 2 A What was your first job? B C
- 3 A E B I know, she was sick.
- 4 A F B It was two months ago, after my boss got angry with me.
- 5 A Look! B B Let's go for a walk then.
- 6 A A B Yes, the party was great!

Grammar challenge! » Student's Book, page 109, UNIT 2, ex. 1

- 7) Match 1–6 with a–f.

- 1 Have you seen Tom this morning? c
- 2 Did you see Tom this morning? f
- 3 I've been to a library this afternoon to borrow the latest Ken Follett novel. d
- 4 I went to a library this afternoon to borrow the latest Ken Follett novel. a
- 5 I've found a twenty-dollar banknote today. e
- 6 I found a wallet at work today. b
- a It's time for me to go to sleep now, but I can't stop reading it.
- b I left it at the reception desk before I went home.
- c I want to catch him before the first lesson.
- d Now I need to pick up my sister before it gets dark.
- e I'll buy the CD I've always wanted to get.
- f I think he was only at school until lunchtime.

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

Students' own answers

- 1 I've recently _____.
- 2 Last month, my friend _____.
- 3 In primary school, I _____.
- 4 Since I was a child, _____.
- 5 I've never _____.

Present perfect continuous

Czasu *present perfect continuous* używamy, aby:

- powiedzieć, od jak dawna trwa jakaś czynność:
I've been saving up all my pocket money since September.
- opisać czynności, które trwają przez jakiś czas i których skutki są nadal widoczne:
The road is very wet. It's been raining.

Zdania twierdzące i przeczące

I/You/We/They	have/haven't been waiting for you	since six o'clock.
He/She/It	has/hasn't been waiting for you	

Pytania i krótkie odpowiedzi

	Have	I/you/we/they	been waiting	since six o'clock?	Yes, I have. No, you haven't.
	Has	he/she/it			Yes, she has. No, he hasn't.
How long	have/has	I/you/we/they/he/she/it	been waiting?		

Uwaga!

Niekiedy czasów *present perfect simple* i *present perfect continuous* używamy zamiennie:

I've lived / 've been living in Warsaw for ten years.
I've attended / 've been attending this school since September.

W następujących sytuacjach używamy czasu *present perfect simple*:

- z czasownikami statycznymi (np. *know, like, love, need*):
They've loved each other very much.
- aby określić, jak wiele rzeczy wykonaliśmy lub ile razy miała miejsce jakaś czynność:
I have written three letters.
- aby opisać jednorazową czynność lub wydarzenie, gdy zostały już zakończone:
Tom has recently graduated.

- 1) Write the sentences about the people in the pictures. Use the present perfect continuous.



- 1 Stephen / repair the car / all morning.
Stephen has been repairing the car all morning.

- 2 Jane and Lucy / not do homework / they / play with the phone.
Jane and Lucy haven't been doing their homework, they've been talking on the phone.



- 3 Julia / do the course / month.
Julia has been doing the course for a month.



- 4 I / run / park / an hour.
I've been running in the park for an hour.



2) Complete the sentences with the correct form of the verbs in brackets, using the present perfect continuous. Then match statements 1–5 with responses a–e.

- 1 Martha has been making (make) biscuits. e
 2 How long have you been waiting (you / wait) here? c
 3 I have been crying (cry) all afternoon. a
 4 Has Dan been driving (Dan / drive) all day? b
 5 I haven't been eating (not eat) any sweets lately. d

- a Yes, I can see you've got red eyes.
 b Yes, he needs a break.
 c No more than 10 minutes.
 d Yeah, I can see you've lost weight.
 e That's why the kitchen smells so good.

3) Choose the correct option to complete each sentence. Sometimes both answers are correct.

- 1 You look awful! Have you fought / Have you been fighting again?
 2 Peter feels depressed and so he has decided / has been deciding to go on holiday.
 3 My dad has worked / has been working in the same company for ten years.
 4 You've got so many postcards from so many different places! Have you collected / Have you been collecting them long?
 5 A Sean's acting strangely these days, isn't he?
 B Yes, I think he 's tried / 's been trying to give up chocolate for the last few days, but I don't think he 's managed / 's been managing to do so yet.
 6 Fleur's a very good skier. She has won / has been winning lots of competitions!
 7 A Hungry?
 B Not at all. 've just had / 've just been having a few sandwiches.
 8 So, you're saying you've lived / you've been living next door for three months? How come we've never met?

4) Complete the texts with the correct form of the verbs in brackets. Use the present perfect or the present perfect continuous.

Teacher



Oh, this week is probably one of the busiest! I ¹have ever had (ever / have) in my life! Since Monday, I ²have been correcting (correct) my pupils' exercise books, but I ³have only checked (only / check) about half of them so far. My class are preparing a performance for a school celebration, so I ⁴have been helping (help) them a little.

Novelist



It ⁵has been (be) a very good week. At last I ⁶have finished (finish) my latest novel, called *The Girl who Killed the Giant Frog*, and the publisher is very pleased with it. So for the last three days, I ⁷have been relaxing (relax). I ⁸haven't even answered (not / even / answer) any emails yet.

5) Complete mini-dialogues 1–6 with the correct form of the verbs below. Use the present perfect or the present perfect continuous.

cry collect run wait know see

- 1 A Your collection is really impressive! How many stamps have you collected so far?
 B There are exactly 1,524 of them.
 2 A I'm so sorry I'm late again. Have you been waiting long?
 B No, don't worry. I only came a couple of minutes ago.
 3 A Why are your eyes red? Have you been crying?
 B No, it's just an allergy.
 4 A His company is really successful, isn't it? How long has he been running the business?
 B For over twenty years, I guess. Yes, he set it up in the early 1990s.
 5 A You seem to know the dialogues almost by heart! How many times have you seen the film?
 B Well, five or six suppose. It's a really great film, isn't it?
 6 A So how long have you known him?
 B For as long as I can remember. We grew up together.

6) CUMULATIVE GRAMMAR Find and correct seven mistakes in the dialogue.

- Interviewer** Why would you like to work as a sports instructor at our camp?
Steve Well, I ~~was~~ have always been into sports. And I'm also quite good at organising things. I've organised three school trips last year.
Interviewer Do you have any experience in working with children?
Steve Yes, I do. I ~~am~~ have been doing some babysitting for the last two months.
Interviewer ~~Were you ever~~ Have you ever been to Scotland?
Steve No, but I ~~have gone~~ went to Manchester a few years ago, and also visited London last summer.
Interviewer What about your language skills?
Steve I can speak good English. I ~~am~~ 've been studying it for ten years at school. I have just passed CAE.
Interviewer OK, thank you very much for coming to the interview. We will contact you in a few days.

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

- 1 Jane has been living here for three months.
 Jane moved here three months ago. **Moved**
 2 They began travelling six months ago, and they aren't back home yet.
 They have been travelling for six months. **Have**
 3 We have been eating for an hour.
 We haven't finished eating yet. **Finished**
 4 The last time Tom wrote to me was two months ago.
 Tom hasn't written to me for two months. **Not**
 5 Dan started watching TV two hours ago, and he still hasn't stopped.
 Dan has been watching TV for two hours. **For**
 6 He has had the job for a week now.
 He got the job last week. **Last**
 7 I last saw aunt Lucy as a child.
 I haven't seen aunt Lucy since I was a child. **Since**

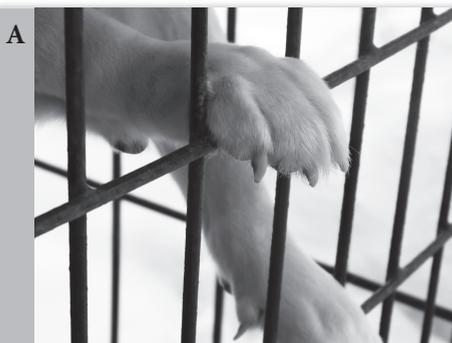
1) Read the advertisements below. What part-time jobs for young people are advertised? What are the key requirements for each job?

Job	Key requirements
A animal caretaker's helper	good with animals
B pet sitter	warm heart and patience
C lifeguard	excellent swimming skills
D tutor	good knowledge of music, foreign languages or sport

2) Match questions 1-5 with advertisements A-D. One advertisement matches two questions.

Which text mentions

- | | |
|---|----------------------------|
| 1 the possibility of choosing where you'd like to work? | <input type="checkbox"/> D |
| 2 a job that could help applicants in their future career? | <input type="checkbox"/> A |
| 3 a wage that is dependent on the weather? | <input type="checkbox"/> C |
| 4 a chance for a temporary job to become a long-term one? | <input type="checkbox"/> B |
| 5 teaching successful job applicants some necessary skills? | <input type="checkbox"/> C |



A

ANIMAL CARETAKER

If you're good with animals, then an animal caretaker's helper might be the job for you. We're not offering a big salary, but job satisfaction is guaranteed. We're looking for young people to help clean out the cages, feed the animals or simply spend time with them. It's all useful experience for any future vet! We need any time you can spare, whether it's one or ten hours a week. The working hours are flexible, although we do ask that you try to schedule them ahead of time as the shelter works around the clock, and we need to fill both day and night shifts.

Show contact details



B

SITTERS WANTED!

Whether you like cats or dogs, we've got the job for you. At present, we have a couple of weekend cat and dog sittings. This often turns into a regular job when the dog takes to the sitter, and its owners have busy schedules or simply need help because they don't like getting up on a rainy day. Many of our sitters have been offered permanent dog walker positions. Salaries vary, depending on the amount of time and responsibilities. No experience necessary, just a big heart and, sometimes, a lot of patience!

Show contact details



C

SUMMER JOB

The seaside is the perfect place to work in the summer! New Jersey is hiring young people to help keep people safe on our beaches this summer season. You must be an excellent swimmer, but no prior lifeguard experience is necessary. First aid training will be provided to anybody without a certificate. You'll only be paid for the time actually spent working and, unfortunately, the beach is a workplace that is often closed! No wages on rainy days!

Show contact details



D

TUTORS NEEDED

Our centre provides tutoring services in fields such as music, foreign languages and sports. Our database matches kids who have problems at school with older students who could tutor and help them. Our long-term plan is to have our own learning centre. But we're still renovating the building, so, temporarily, the lessons take place at the child's home. When applying, make sure to give us all relevant information concerning your skills and talents as well as your preferred districts, and we'll put you in touch with kids looking for teachers in those areas.

Show contact details

- 3) Match 1–6 with a–f to form collocations.
Check your answers in the texts on page 19.

1 busy	c	a experience
2 day/night	d	b training
3 permanent	f	c schedule
4 regular	e	d shifts
5 first aid	b	e job
6 prior	a	f position

- 4) Use the phrases from exercise 3 in the correct form to complete the sentences.

- Yesterday, paramedics from the hospital organised a *first aid training* session for all the students at our school.
- My boss has such a *busy schedule* that I had to wait three days for a meeting with him.
- Are you looking for just a summer job or a more *permanent position*?
- Actors rarely have a *regular job*. They usually exist from one contract to the next.
- His *prior experience* in business impressed the company, and he got the job.
- My mum's doing a *night shift* today. She finishes work at 7 a.m.

Revision ■ Student's Book, pages 20–21

- 5) Unscramble the words. The hidden word is a name of a job.

- 1 Most students of our university find MEETYMONLP as soon as they get their diplomas.

e m p l o y m e n t

- 2 I'm keen on chemistry. What kind of career NIPTUTOIPERSO are there for me?

o p p o r t u n i t i e s

- 3 If you can't decide what you'd like to do in life, get some RERCAES advice.

c a r e e r s

- 4 My school careers VARDIES suggested I might be a good diplomat.

a d v i s o r

- 5 There are many tests that help people find and realise their TOLNTPAIE.

p o t e n t i a l

The hidden word: n u r s e



- 6) Complete the sentences with the prepositions below.

out in (x2) for (x2)

- Mike's done so well in his final tests that he can choose any university he wants.
- I've known what I wanted to do for a living ever since I was a child.
- Dan's always been great at drawing, so it's not surprising that he's decided to follow a career in graphic design.
- Once you know what kind of a job you want, find out what skills you need for it.
- Sally got fired five months ago and has been looking for a job since then.

Vocabulary challenge!

» Student's Book, page 109, UNIT 2, ex. 4, 5 and 6



- 7) Complete the sentences with the correct form of the words in brackets.

- I'm sorry, but with no skills and no experience, you are really almost unemployable (*employ*).
- Jake has great leadership (*lead*) skills, I'm sure he'll be a great manager one day.
- Thank you, your advice has been very helpful (*help*).
- He owes his success (*succeed*) to hard work as well as to great talent.
- Great imagination (*imagine*) is helpful not only in the arts, but also in business.
- The company is very satisfied (*satisfy*) with my work, and I've been promoted.
- The creator (*create*) of this app is a young IT student.

- 8) Translate the sentences into English.

- Zrobiłem parę testów psychologicznych i dowiedziałem się, że nie jestem dobry w podejmowaniu decyzji.
I've done a few psychological tests and found out that I'm not good at making decisions.
- Planowanie kariery na szybko zmieniającym się rynku pracy nie jest proste.
Planning a career in the fast-changing job market is not easy.
- Po nieudanej kampanii marketingowej nasza firma straciła wiodącą pozycję na rynku ubrań dla młodzieży.
After the unsuccessful marketing campaign, our company lost its leading position/role on the teenage clothing market.
- Jeśli Twoją mocną stroną jest kreatywność, pomyśl o karierze w marketingu.
If creativity is your strength, think about a career in marketing.
- Dla wielu młodych ludzi satysfakcja z pracy jest ważniejsza od pieniędzy.
For many young people, job satisfaction is more important than money.

SPEAKING

a job interview

1) Match sentences 1–6 with responses a–f.

- 1 Good morning, my name is Shaun Sanders, and I'm here for a job interview. c
 - 2 And will I be paid monthly or weekly? f
 - 3 So, why should we hire you for this position? a
 - 4 Is this a part-time job? b
 - 5 Could you tell me a little bit about your work at the newspaper? e
 - 6 Is there anything you'd like to know about the job? d
- a For a start, I'm a very creative person, and I can write interesting articles.
 - b Actually, it's full-time, but only from June to October.
 - c Good morning. Please come in and take a seat.
 - d Yes, could you tell me what my responsibilities will be?
 - e For the past 2 years, I've been responsible for writing articles and interviews.
 - f We are offering £250 a month.

2) Write appropriate responses to complete the minidiálogos.

- 1 Q Do you have / Have you had any experience in journalism / working for a newspaper?
A Three years of working for my school newspaper.
- 2 Q Does your job involve / require working / coming to work at weekends?
A Sometimes it does, but I only have to come to work on Saturday mornings.
- 3 Q What are your strong points / strengths?
A I think I have a few. First, I'm a great communicator, so others enjoy working with me.
- 4 Q Do you have any weaknesses?
A Sometimes I can be a bit of a perfectionist, and I tend to spend too much time on things.
- 5 Q When can you start?
A I have my last exam on June 3rd, so my first day in the office could be the 4th.

3) Write a short dialogue. Use the phrases and ideas from exercises 1 and 2 to help you. Students' own answers

TEST IT! ⌚ 4 minuty

Szukasz pracy wakacyjnej. Znalazłeś/Znalazłaś ogłoszenie o tym, że amerykański park rozrywki (*theme park*) szuka studentów do pracy jako postaci z bajek zabawiające gości (*theme park mascots*). W rozmowie o pracę:

- opisz swoje doświadczenie w pracy z dziećmi;
- przedstaw swoje umiejętności lub cechy charakteru przydatne w takiej pracy;
- dowiedz się o szczegółowy zakres obowiązków;
- uzgodnij godziny pracy i zapytaj o pensję.

Rozmowę rozpoczyna egzaminujący.



WRITING

a job application

2

1) Rewrite the parts of the sentences in bold, using more formal language.

- 1 **Hi** Dear Mr Moore
- 2 I am writing **about** in response to the job advertisement which I found on your website.
- 3 I would like to **ask** apply for the job position of a waiter at your coffee shop.
- 4 I believe my experience makes me a **great** suitable candidate for the job post.
- 5 In my previous job, I learned **a lot** a great deal about customer service.
- 6 I also **have** hold certificates in English and French.
- 7 I **am waiting to hear** look forward to hearing from you.
- 8 **Yours** Yours sincerely

2) Express the ideas below in English. Suggested answers:

- 1 Napisz, że po pierwsze pracowałeś/pracowałaś już jako recepcjonista/recepcjonistka.
First of all, I have worked as a receptionist before.
- 2 Napisz, że Twoje zainteresowania obejmują sport i gry komputerowe.
My interests include sport and computer games.
- 3 Napisz, że Twoje doświadczenie zawodowe sprawia, że jesteś właściwą osobą na to stanowisko.
My professional experience makes me a suitable candidate for this position.
- 4 Napisz, że uważasz się za osobę, która doskonale potrafi pracować w grupie.
I consider myself to be an excellent team player.
- 5 Dodaj, że chętnie uczysz się języków obcych.
Moreover, I am keen to learn / on learning foreign languages.
- 6 Napisz, że dołączasz swoje CV.
I enclose / am enclosing my CV.
- 7 Zaproponuj kontakt, jeśli potrzebne będą dodatkowe informacje na Twój temat.
Please do not hesitate to contact me if you need more information.

3) Read the instructions and do the writing task.

Students' own answers

TEST IT! Znalazłeś/Znalazłaś w internecie ogłoszenie o pracy wakacyjnej na stanowisku recepcjonisty/recepcjonistki w schronisku młodzieżowym (*youth hostel*) w Nowym Jorku. Napisz **list motywacyjny** (200–250 słów), w którym przedstawisz swoje predyspozycje do tej pracy oraz opisziesz swoje dotychczasowe doświadczenie na podobnym stanowisku.

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



I am writing to apply ¹ _____ the position of junior assistant as advertised on your website. In the future, I would like to follow a ² _____ in advertising. Working for an advertising agency such as yours has always been my dream.

As for my experience, for the past two years I ³ _____ ads for our school paper. I have also read a few books about advertising ⁴ _____. I am a very creative and hard-working person, so I believe I am a ⁵ _____ candidate for the position. I am also prepared to work ⁶ _____ in the evenings or even at weekends, since I would like to learn as much as possible during the next two months.

- 1 a to b about c for
 2 a job b career c work
 3 a have been preparing
 b have prepared
 c prepared
 4 a ever b so far c recently
 5 a responsible b capable c suitable
 6 a overtime b full-time c part-time

2) Choose the correct answers.

- 1 There have been many _____ people in our town since the local factory closed.
 a employer b unemployed c employ
 2 Our nanny is paid _____.
 a week b weekly c weekends
 3 Being a politician is very _____.
 a stressed b stressing c stressful
 4 We only use modern _____ in our lab.
 a equip b equipped c equipment
 5 I have an appointment with a careers _____ today.
 a council b counselled c counsellor
 6 We always try to _____ our customers' needs.
 a satisfy b satisfying c satisfied
 7 Stephen Hawking's book about black holes inspired me to become a _____.
 a physician b physics c physicist
 8 What a _____ this project is! I can finally put my creativity to good use!
 a challenge b challenged c challenging

3) Complete the text with the correct form of the words below. There are two extra words.

deal employ help think own success
 reward work

We've had a discussion about our future careers in my English class today, and I ¹ have been thinking about it all day. Most of my classmates want to work for big corporations, but I'm not sure. Personally, I think that the ² employees of big companies are just helping to make somebody else rich. Also, I suppose the ³ working environment in such places can be very stressful. So maybe it's better to be self-employed, like my dad, who is the ⁴ owner of a small logistics company? I know it's difficult these days to ⁵ succeed in business, but judging from my dad's experience, if you do, it is very ⁶ rewarding. But, on the other hand, there are so many things to worry about such as social insurance and taxes. So, I guess I still don't know.



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 Who was in charge of (*be / charge*) the project while I was away?
 2 Mike has done / did so well in (*do / good*) the job interview that he's sure he'll get the job.
 3 Thanks to their helpful staff (*they / helpful / staff*), our stay at the hotel has been very pleasant.
 4 What had she been doing for (*she / do*) a living before she started working for the police?
 5 When I entered the shop, my colleague was just dealing with (*just / deal*) an angry customer.
 6 'What kind of work are you looking for (*you / look*)?' 'Ideally, I'd like a job that involves a lot of travel.'
 7 This company has/had never laid off so (*never / lay off*) many workers before.
 8 He was dissatisfied with his salary (*be / dissatisfied / salary*), so he started looking for a new job.
- 5) Complete the second sentence so that it means the same as the first. Write no more than four words.
- 1 How does she earn money?
 What does she do for a living?
 2 Craig started his own company in September.
 Craig has been self-employed since September.
 3 I got this position 3 weeks ago.
 I have been working here for three weeks.
 4 Who is responsible for this project?
 Who is in charge of this project?
- 5) I think I didn't enclose my CV in my application.
 I can't remember enclosing my CV in my application.

Mówienie Rozmowa na podstawie materiału stymulującego • Rozumienie ze słuchu Wybór wielokrotny • Znajomość środków językowych Tłumaczenie fragmentów zdań, Tłumaczenie zdań

1) Read the instructions and do the speaking task.

Students' own answers

TEST IT! 🕒 Do the speaking task and answer the two questions below. Write 4–5 sentences.

Ubiegasz się o staż w dużej korporacji i prawdopodobnie będziesz pracować w jednym z trzech poniższych biur.

- Wskaż biuro, w którym najbardziej chciałbyś/chciałabyś pracować, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego nie podobają Ci się pozostałe miejsca.



- 1 Do you think a fun atmosphere in the work place makes workers more productive?
- 2 What are the good and bad sides of being self-employed?

2) **TEST IT!** MP3 04 Usłyszysz dwukrotnie program radiowy. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B albo C.

- 1 The host of the programme says that students
 - A should email him their questions concerning work.
 - B don't make much money in big companies.
 - C often can't have a fixed work schedule.
- 2 Which of the following is stated as a fact, not as an opinion?
 - A Anybody can learn to write well if they put enough effort into it.
 - B People don't trust the opinions of experts as much as those of other members of the public.
 - C Most people will have online jobs in the future.

3 People who write online reviews

- A should review at least one product a week.
- B sometimes don't get money for them.
- C must also answer other consumers' questions online.

4 What is the main idea of this segment of the programme?

- A To encourage young people to consider writing online reviews.
- B To warn listeners that some online review companies often cheat young people.
- C To explain why online jobs should only be treated as part-time jobs.

3) **TEST IT!** W zadaniach 1–5 spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę.

- 1 He _____ (*jest bezrobotny*) for months now and he's slowly losing hope.
 - A is unemployed
 - B was unemployed
 - C has been unemployed
- 2 The company asked us to sign contracts that prevent _____ (*naszym odejściom*) before the end of the year.
 - A us from quitting
 - B our quit
 - C that we quit
- 3 We _____ (*siedzimy tu*) for hours, let's go outside – we'll think better afterwards.
 - A are sitting
 - B have sat
 - C have been sitting
- 4 I think they're serving dinner in the canteen – _____ (*pięknie pachnie*).
 - A wonderful smell
 - B it smells wonderful
 - C smelling wonderful
- 5 When _____ (*przestałaś pracować*) as a beautician?
 - A you stopped to work
 - B did you stop working
 - C have you stopped to work

4) **TEST IT!** Przetłumacz zdania (1–5) na język angielski, tak aby były logiczne i gramatycznie poprawne.

- 1 Ta firma zwolniła wielu pracowników w zeszłym miesiącu.
This company laid off many employees last month.
- 2 Masz naprawdę dobre podejście do dzieci, powinnaś być opiekunką do dzieci.
You are really good with children, you should be a baby-sitter.
- 3 Nie mogę sobie teraz pozwolić na rzucenie pracy.
I can't afford to quit my job now.
- 4 Czy zatrudniliście już kogoś na to miejsce?
Have you hired anyone for this position yet?
- 5 Praca w grupie zawsze była jedną z moich mocnych stron.
Working in a team has always been one of my strong points.