

# 1

## The image makers

### VOCABULARY appearance



1> Work in pairs and answer the questions. *Students' own answers*

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? *Students' own answers*

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

#### Which person

- f 1 is dark-skinned? c 5 has his/her hair in bunches?  
e 2 has a beard? b 6 is wearing designer glasses?  
d 3 is wearing braces? - 7 is dark-haired?  
- 4 is wearing lipstick? a 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, blond / fair, bald, wavy, shoulder-length, straight, a ponytail, short-haired
Complexion	dark-skinned, pale, spots / spotty, wrinkles / wrinkled, freckles, tanned
Build	slim, muscular, overweight, skinny, well-built, tubby, plump, broad-shouldered
Features	a beard, wear glasses/braces/lipstick, a tattoo, a piercing, a scar / scarred, a moustache, a high forehead, a dimple, hollow-cheeked
General	short, plain, ugly, youngish, good-looking, tallish, gorgeous, handsome

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.

- T1 You can see dimples on people's faces.  
T2 The opposite of a tanned complexion is a pale complexion.  
F3 People wear braces on their hands.  
F4 Freckles can only be seen on people's faces.  
T5 Gorgeous is the opposite of ugly.  
F6 Fair hair is the same as thin hair.  
F7 Young people usually have a lot of wrinkles.

6> Work in pairs. Go to page 115 and do the speaking task. *Students' own answers*

>> **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. *Students' own answers*

- 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.

- 1> Where do you get your ideas about what clothes to buy or wear? Think about fashion magazines, blogs or other people. *Students' own answers*
- 2> Work in pairs. How many different types of clothes can you write down in two minutes? *Students' own answers*
- 3> 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?

1 designer dress 6 tie 7 tights 4 cotton suit 2 bracelet  
10 tight-fitting jacket 8 knee-length skirt  
3 open-toed sandals 11 V-neck jumper  
9 high-heeled shoes 5 striped shirt 12 skinny jeans



- 4> **CD 1.01** Listen to the radio programme. In your notebook, write down the items of clothing the speakers mention.  
*dresses, jeans, jackets, trousers, a suit and tie, T-shirts, hoodies, shoes, high heels, a coat, a scarf, a hat, gloves, socks, boots, pyjamas*
- 5> **CD 1.01** Listen again. Match the statements 1–5 with the speakers: Anna, Robby, Izzy, Grant. There is one extra statement.

- |   |  |
|---|--|
| 1 | I like to copy the look of famous people. <i>Izzy</i>        |
| 2 | I follow the latest designs to look good. <i>Anna</i>        |
| 3 | I go to fashion shows. <i>-</i>                              |
| 4 | I decide what to wear depending on the weather. <i>Grant</i> |
| 5 | I don't like to be different from other people. <i>Robby</i> |

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

trendy smart elegant scruffy casual

- 1 When I get home from school I change into *casual* clothes – they're more comfortable.
- 2 It's important to look *smart* at weddings and other special occasions.
- 3 When my sister got married, she looked so *elegant* in her long white dress.
- 4 Our English teacher is quite *trendy* and wears the latest designer clothes.
- 5 My cousin Matt often looks *scruffy* – he sometimes wears T-shirts which have got holes in them.

- 7> Describe the style of your friends or people in your family, using the adjectives from exercise 6.

*Students' own answers*

- 8> Work in pairs and answer the questions.

*Students' own answers*

- 1 Is there anything in your wardrobe that is out-of-date but you think may come into fashion again in the future?
- 2 Do you think it's OK to use very slim models in magazines and advertisements? Why?/Why not?

- 9> **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.

- 1 Judy says that slim models *show clothes* better than overweight ones.
- 2 Mark believes that showing only thin models sends out *the wrong message* to young people.
- 3 Judy says that people should make *their own decisions* in life.
- 4 Airbrushing is a technique used by *magazines* to make celebrities look better in photos.
- 5 At the end of the conversation, Judy says that it's normal for people to want to look *good* in magazine photos.

- 10> Which person in exercise 9 do you most agree with? Why? *Students' own answers*

» **Vocabulary challenge!** Unit 1, page 108, exercise 3

- 11> **WHAT DO YOU THINK?** Work in pairs and discuss the questions. *Students' own answers*

- 1 If you could buy only one new outfit next month, what would it be? Why?
- 2 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? *Students' own answers*
- 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!

*Ben likes adverts because they are useful – they give us ideas. Jax doesn't like adverts because you can't escape them.*

- 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: *I usually go online.*
  - We use the present simple to talk about facts that are generally true: *They make me angry. / I can't stand adverts in general.*
  - We use the present continuous to talk about something that is happening now: *I'm just browsing a website.*
  - We use the present continuous to talk about something that is happening around now: *They are putting more and more of them online. / He's driving around in that car.*
  - We use the present continuous to talk about a future arrangement: *I'm meeting Robby in half an hour. / We're watching a film at his house.*
  - We usually use stative verbs (e.g. *hate, love, like, know, believe, need, have, see, hear*) in the present simple: *I hate this type of adverts ...*
- 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, take, put, play, listen, get, work, talk</i>
Stative (describe emotions, opinions, senses)	<i>have, recognise, understand, agree, prefer, love, believe, mean</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** (go) shopping with my friends every Saturday, but this weekend I **am staying** (stay) at home.
- Jake **is wearing** (wear) his new suit to his brother's wedding next week.
- Is Ella studying** (Ella / study) French this year?
- The company **brings out** (bring out) a new perfume every year. They **are advertising** (advertise) a new perfume at the moment. It's quite expensive.
- Ken and Penny **don't live** (not live) here any more. They moved to Bristol last month.
- Sorry, I can't talk now. I **'m chatting** (chat) to Mick online.
- Our school always **puts** (put) on a charity fashion show in the summer.
- They **are building** (build) a new shopping mall in the centre. It's nearly finished.
- I **don't wear** (not wear) woolly jumpers because they **make** (make) me hot.
- Are we going** (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?  
*What interesting things are you studying at school at the moment?*
- How many adverts / you / see / every day?  
*How many adverts do you see every day?*
- What / the people in this class / wear / now?  
*What are the people in this class wearing now?*
- Which adverts / you / like (hate) / most?  
*Which adverts do you like (hate) most?*
- When / you / next / go shopping?  
*When are you next going shopping?*
- How many fashion designers / you / know?  
*How many fashion designers do you know?*
- What colours / you / prefer / wear?  
*What colours do you prefer to wear / prefer wearing?*
- Which singer or band / young people in Poland / listen to / at the moment?  
*Which singer or band are young people in Poland listening to at the moment?*

- 8> Work in pairs. Ask and answer the questions in exercise 7. *Students' own answers*

## Verb + -ing form / infinitive

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



- 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:

- I hoped **to look** just like my older brother.
- I'd love **to spend** money on designer clothes.
- My mum won't allow me **to do** that.

### Verb + -ing:

- They're more interested in **looking** like them.
- I can't stand **being** different.
- They enjoy **wearing** 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
finish, miss, prevent from, practise, fancy, imagine, get tired of	afford, advise, promise, agree, invite, offer, refuse, manage, warn, ask, persuade

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

- Lily** Hi! Do you fancy <sup>1</sup>**to come / coming** into town tomorrow? Dad's offered <sup>2</sup>**to give / giving** me a lift.
- Kate** Yeah, I'd love <sup>3</sup>**to come / coming**. But I can't afford <sup>4</sup>**to spend / spending** a lot of money! And I need <sup>5</sup>**to get / getting** back early to finish <sup>6</sup>**to do / doing** my English homework!
- Lily** Oh! I haven't started mine yet. I've promised <sup>7</sup>**to help / helping** my little sister with her French. We're going to practise <sup>8</sup>**to 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

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

» **Grammar challenge!** Unit 1, page 108, exercises 2 and 3

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

- Something you spend a long time doing every day.
- Something you can't afford to do.
- Something you quickly get tired of doing.
- Something you have refused to do recently.
- Something you haven't finished doing yet.
- 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? *Students' own answers*



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

- a nieludzki *inhumane*
- b wykorzystywać *exploit*
- c zakład wyzyskujący pracowników *sweatshop*
- d nieszczęśliwy, przygnębiający *miserable*
- e sklep sieciowy *chain store*
- f zysk *profit*

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

- 3a Work or starve
- 4d A need for change
- b Cheap fashions
- 2e Living in hell
- c Poor but happy
- 1f Travel and see

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 ...?

- 3a describe the attitude of the Cambodians to their work  
1b explain why the Norwegians went to Cambodia  
2c mention the reason for somebody's tiredness  
Xd criticise the sweatshop owners  
3e say what surprised the bloggers the most  
4f 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.

- What were the working conditions in Cambodian sweatshops like? *The conditions were very difficult because rooms were stuffy, dark and small. There were no proper toilets and the workers did not have any breaks.*
- What health problems may the workers suffer from? *The hard work may affect workers' back and eyes.*
- How did the bloggers feel after just a few days in Cambodia? *They were horrified and devastated to see how difficult workers' lives were.*
- What did the bloggers decide to do as they were leaving Cambodia? *They decided to try to tell people in Norway about the working conditions in Cambodian sweatshops.*
- How did the Norwegian Parliament respond to the friends' reports? *It took action against some unethical companies.*

- 6> Work in pairs and answer the questions. *Students' own answers*

- 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?
- 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

- buy clothes in *chain stores*
- work in *sweatshops*
- pay a high *price*
- care about the *idea* of something
- take action against / boycott *unethical* clothing companies
- lead a *miserable* life
- make a *profit*

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



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

I strongly believe that we should <sup>4</sup> *boycott* companies which employ children and exploit them so much and show that we <sup>5</sup> *care* 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 8 boiling 7 delicious 10 huge 9 gorgeous 4  
devastated 1 delighted 3 starving 2 fascinating 6 filthy 5

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

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

- I was afraid to ask for help. *I was terrified to ask for help.*
- The girls working in the sweatshops were very hungry. *The girls working in sweatshops were starving.*
- We were devastated to hear the stories of underage workers in Asian countries. *We were sad to hear the stories of underage workers in Asian countries.*
- The room where we had to sleep was really filthy. *The room where we had to sleep was really dirty.*
- I was happy to leave that place. It was so depressing. *I was miserable to leave that place. It was so depressing.*
- It was really hot outside. *It was boiling 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. *Students' own answers*

- 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. *Students' own answers*

- 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.

- 4a How are they feeling?
- 3b What are they doing? What are the people wearing?
- 2c Who is the main person in the picture? Who else is in the picture? Where might they come from?
- 1d 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 <sup>1</sup>*made / taken* during some music or film festival.

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

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

It looks <sup>4</sup>*like / that* the celebrity is enjoying the experience.

The star <sup>5</sup>*wears / is wearing* an elegant black dress.

Everybody <sup>6</sup>*seems / is seeming* to be happy.

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

- |                     |                                      |
|---------------------|--------------------------------------|
| c 1 She looks       | a she's going to a party. (+ phrase) |
| b 2 She looks like  | b a film star. (+ noun)              |
| a 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 *like* a friendly person.
- 2 The people look *as if* they are having a good time.
- 3 The boy *looks* stressed out.
- 4 The men look as if they *are having* an argument.
- 5 The teenager looks like *a* music fan.
- 6 The girls look *like* 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. *Students' own answers*

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. *Students' own answers*

#### 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. *Students' own answers*

- 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? *to inform the English friend about a new boyfriend/girlfriend*
- How many points do you have to include in the letter? *four*
- What tenses will you use for each point? *present simple for description; present perfect to give an excuse; going to or present continuous to talk about the plans for the future*

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?

<sup>1</sup> However, I have great news for you. I have a boyfriend!

His name is Alan. He's tall and slim. <sup>2</sup>

I must say he has fantastic taste in clothes. <sup>3</sup> 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.

<sup>4</sup> 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 <sup>1</sup> *incredibly* blue eyes make him/her look very handsome/ pretty.

He/She has fantastic <sup>2</sup> *taste* in clothes.

He/She has a <sup>3</sup> *casual* /sporty/smart style.

He/She <sup>4</sup> *comes across as* somebody unusual/interesting.

He/She has a real <sup>5</sup> *talent* for putting together great outfits.

##### ► Asking for permission and giving permission

Could I possibly <sup>6</sup> *borrow* 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 fashionable black leather jacket*
- a man:** handsome – young – friendly  
*a handsome friendly young man*
- a car:** American – black – big  
*a big black American car*
- hair:** ginger – straight – long  
*long straight ginger hair*
- girls:** young – tall – French  
*tall young French girls*
- a watch:** square – plastic – modern  
*a modern square plastic watch*

### 6> Read the instructions and do the writing task in your notebook. *Students' own answers*

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.

*Students' own answers*

- 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 **let** my best friend borrow my clothes because she **lets** me borrow hers.
- 2 Tom hates wearing smart clothes, but his mum **made** him buy an elegant suit before his first job interview.
- 3 I forgot my English book, but Julia **let** me share hers.
- 4 Ann is sometimes lazy, but her maths teacher **makes** 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 <sup>1</sup> more than just how neat we are; it says a lot about our personality too. So, long <sup>2</sup> hair is associated with people who care about their appearance and are


fun, but may be money-oriented. Medium-length hair <sup>3</sup> 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 <sup>4</sup> bored as they are highly motivated, action-oriented people.

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



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




- 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 **am wearing a skirt** (**wear / a skirt**) today because I need to look elegant, but I **usually wear trousers** (**usually / wear / trousers**).
- 2 Olivia **doesn't fancy going** (**not / fancy / go**) shopping today. She's too tired.
- 3 Kate loves her pet cat so much that she **lets him sleep** (**let / he / sleep**) on her bed.
- 4 The government **is taking action against** (**take action**) unethical clothing companies at the moment.
- 5 George **has offered to lend me** (**offer / lend / I**) his rucksack when I go on my school trip.
- 6 I **am not interested in talking** (**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.

- |                                   |                           |
|-----------------------------------|---------------------------|
| 4a I'd say flowery dresses.       | 2c I really don't care.   |
| 3b Well, I just fancied a change. | d Honestly, I don't mind. |
|                                   | 1e Not really.            |

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

- 1 Why **are you smelling** (**wąchasz**) her clothes? Do you think she smokes?
- 2 I **can't tell the difference** (**Nie rozróżniam**) between the twins. They both look the same to me.
- 3 I can't meet you today because I **am seeing my boyfriend** (**widzę się z moim chłopakiem**) at 6.
- 4 I don't recognise the man. I don't remember **ever meeting him** (**abyśmy kiedykolwiek się spotkali**).
- 5 I **forgot to pack** (**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.

*Students' own answers*

- 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 zacytowanych 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?**

- 1 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**. *women – a: they*
  - a In many cases they did not even have those to use. *cheek rouge and lipstick – a: those*
- 2 In the Middle Ages the philosophy was *less is more*. The reason was to do with religion – changing your looks was seen as sinful. *the Middle Ages – b: those days*
  - b That's why in those days women wore almost no make-up. Fresh looks were in fashion. *The reason was – b: That's why*
- 3 In the 16<sup>th</sup> century a **wealthy woman** would want to look pale, so she would **apply lead powder, water and vinegar to whiten her complexion**. *a wealthy woman – c: her*
  - c This process was very dangerous as the mixture was highly toxic and often damaged her skin. *apply lead powder, water and vinegar – c: this process*

**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.**

- d 1 I don't usually wear much make-up.
- a 2 The lesson was about the history of make-up, and I found it quite interesting.
- e 3 I remember getting my first make-up set when I was a teenager.
- b 4 Some experts say that wearing even light make-up damages your skin.
- c 5 Last time I was going out. I put too much perfume on and you could smell me a mile off.
  - a It was full of fascinating facts about lipstick and eye shadows.
  - b Therefore, I never wear any.
  - c I haven't repeated that mistake ever again.
  - d However, it changes when I go to a party.
  - e 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.**

- 1 I hate wearing make-up. **b** So, what's the point?
- 2 Lots of my family were at the party. **c** We had a really interesting conversation.
- 3 I can't imagine leaving home without any make-up on. **a** I guess, I'd just feel ugly.
  - a I would think that everyone was looking at me.
  - b It simply irritates my skin.
  - c 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. <sup>1</sup> \_\_\_ 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. <sup>2</sup> \_\_\_ 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. <sup>3</sup> \_\_\_ 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.

<sup>4</sup> \_\_\_ 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.

- 3A It also seems that the rich people wore more make-up than the poor.
- 1B There have been periods in history when it was in fashion, and others when it was less welcome.
- 4C Apart from facial improvements, Egyptians cared about the other parts of their bodies too.
  - D However, only women used to comb their hair or decorate it in any way.
- 2E 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 **casual**. It's only a barbecue party.
- 2 She had a lovely silver **bracelet** on her wrist.
- 3 Most people buy clothes in **chain stores**.
- 4 People should **boycott** companies which exploit children.
- 5 Some clothing companies **make** profits in an unethical way.
- 6 More and more teenagers **care** 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 **hates** (**hate**) wearing them. She **prefers** (**prefer**) wearing trousers.
- 2 My parents **do** (**do**) the shopping every Saturday, but this week they **are going** (**go**) shopping on Friday.
- 3 **Are you and your classmates meeting** (**you and your classmates** / **meet**) tomorrow to finish your fashion project?
- 4 I **don't believe** (**not believe**) fashion models when they **say** (**say**) they aren't on a diet.
- 5 I can't talk at the moment because I **am getting** (**get**) changed.
- 6 Our art teacher **wants** (**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 **has agreed/agreed to help us** (**zgodził się nam pomóc**) with the project.
- 2 I **don't fancy going** (**nie mam ochoty na pójście**) to this party. I've got nothing to wear.
- 3 Most people **can't afford to buy** (**nie mogą sobie pozwolić na kupienie**) expensive clothes.
- 4 The boy **refused to wear/put on** (**odmówił założenia**) his new shoes, which made his mum angry.
- 5 I **have finished/finished working** (**skończyłem pracować**) on my presentation about ethical clothes production.
- 6 My mother **always advises me to buy** (**zawsze doradza mi kupowanie**) clothes in second-hand shops.
- 7 My dad **didn't let me have/get** (**nie pozwolił mi na**) a tattoo on my arm.
- 8 I wanted to have a piercing, but my girlfriend **made me change my mind** (**sprawiła, 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 **in** clothes.
- 2 His/Her green eyes and ginger hair **make** him/her look really original.
- 3 He/She comes **across** as a trendy person.
- 4 His/Her style really appeals **to** me.
- 5 He/She looks **like** a top model.
- 6 He/She has a real talent **for** finding bargains in the clothes shops.
- 7 Judging **from** his/her clothes, he/she isn't really into fashion.

—/7

- 6> Correct the adjective order only where necessary.

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

—/5

- 7> Work in pairs and test each other. **Students' own answers**

Student A: go to page 122.  
Student B: go to page 129.

## Appearance / Wygląd

## Hair /heə(r)/ Włosy

bald /bɔːld/ łysy

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

ponytail /ˈpəʊniːteɪl/ kucyk, koński ogon

short-haired /ʃɔː(r)t 'heə(r)d/ krótkowłosy

shoulder-length /ˈʃəʊldə(r)ˌlenθ/ do ramion

straight /streɪt/ proste

wavy /ˈweɪvi/ faliste

## Complexion /kəmˈplekʃ(ə)n/ Cera, karnacja

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

freckles /ˈfrek(ə)lz/ piegi

pale complexion /ˈpeɪl kəmˈplekʃ(ə)n/ blada cera

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

tanned /tænd/ opalony

wrinkles/wrinkled /ˈrɪŋk(ə)lz, 'rɪŋk(ə)d/ 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 /ˌdɪˌzaɪnə(r)'glɔːsɪz/ markowe okulary

dimples /ˈdɪmp(ə)lz/ dołeczki na policzkach

high forehead /ˌhaɪ 'fɔː(r)ˌhed/ wysokie czoło

hollow-cheeked /ˈhɒləʊˌtʃiːkt/ z zapadniętymi policzkami

moustache /mə'staːʃ/ wąsy

piercing /ˈpɪə(r)ɪŋ/ 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, 'lɪpˌstɪk/ nosić aparat na zębach/mieć na ustach szminkę

## General /ˈdʒen(ə)rəl/ Wygląd ogólny

good-looking /ˌɡʊd 'lʊkɪŋ/ atrakcyjny, przystojny

gorgeous /ˈɡɔː(r)dʒəs/ olśniewający, zachwycający

handsome /ˈhæns(ə)m/ przystojny

plain /pleɪn/ przeciętny, zwyczajny

short /ʃɔː(r)t/ niski

tallish /tɔːlɪʃ/ dość wysoki

ugly /ʌɡli/ brzydki

youngish /ˌjʌŋɪʃ/ dość młody

## Clothes and fashion / Ubrania i moda

bracelet /ˈbreɪslət/ bransoletka

casual /ˈkæʒuəl/ swobodny, nieformalny

cotton /ˈkɒt(ə)n/ bawełniany

designer dress /ˌdɪˌzaɪnə(r)'dres/ markowa sukienka

elegant /ˈelɪɡənt/ elegancki

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

jacket /ˈdʒækt/ marynarka, żakiet, kurtka

knee-length /ˈniː lenθ/ do kolan

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

scruffy /ˈskrafi/ niechlujny

shirt /ʃɜː(r)t/ koszula

skinny jeans /ˌskɪni 'dʒiːnz/ dzinsy 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 aɪˈdɪə əv ˌsʌmθɪŋ/ interesować się czymś

chain store /ˈtʃeɪnˌstɔː(r)/ sklep sieciowy

exploit /ɪkˈsplɔɪt/ wykorzystywać, eksploatować

inhuman /ˌɪnhjuːˈmeɪn/ nieludzki

lead a miserable life /ˌliːd ə ˈmɪz(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 /ˈswetˌʃɒp/ zakład wyzyskujący siłę roboczą

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

unethical /ʌnˈeθɪk(ə)l/ nieetyczny

clothing companies /ˌkləʊðɪŋ 'kʌmp(ə)nɪz/ firmy odzieżowe

Non-gradable adjectives /  
Przymiotniki niestopniowalne

boiling /ˈbɔɪlɪŋ/ upalny, skwarly

delicious /dɪˈlɪʃəs/ pyszny

delighted /dɪˈlaɪtɪd/ zachwycony

devastated /ˌdevəˈsteɪtɪd/ zdruzgotany, załamany

fascinating /ˈfæsɪneɪtɪŋ/ fascynujący

filthy /ˈfɪlθi/ bardzo brudny

huge /hjuːdʒ/ ogromny

starving /ˈstɑː(r)vɪŋ/ wygłodzony

terrified /ˈterəfaɪd/ przerażony

## Other words / Pozostałe wyrażenia

airbrushing /ˈeə(r)ˌbrʌʃɪŋ/ retuszowanie zdjęć

appeal /əˈpiːl/ podobać się komuś, przemawiać do kogoś

apply make-up /əˌplɪ ˈmeɪkʌp/ nakładać makijaż

associate with sth /əˈsəʊsiːt wɪð ˌsʌmθɪŋ/

kojarzyć z czymś

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

beauty /ˈbjuːti/ piękno, uroda

beholder /biˈhəʊldə(r)/ patrzący, obserwator

cheek rouge /tʃiːk 'ruːʒ/ róż na policzki

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

come across as /kʌm əˈkrɒs əz/ sprawiać

wrażenie, wydawać się

escape /ɪˈskeɪp/ uciekać od czegoś, unikać czegoś

fair trade /feə(r)ˌtreɪd/ sprawiedliwy handel

fashionable /ˈfæʃ(ə)nəb(ə)l/ modny

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

ginger /ˈdʒɪŋdʒə(r)/ rude (włosy)

grateful /ˈɡreɪt(ə)l/ wdzięczny

have a fantastic taste in clothes /ˌhæv ə ˈfænˌtæstɪkˌteɪst ɪnˌkləʊðz/ bardzo gustownie

się ubierać

have an unusual talent for sth /ˌhæv ən ʌnˌjuːzʊəlˌtælənt fɔ(r) ˌsʌmθɪŋ/ mieć niezwykle

talent do czegoś

image /ˈɪmɪdʒ/ wizerunek

image maker /ˌɪmɪdʒˌmeɪkə(r)/ specjalista od

kreowania wizerunku

incredibly /ɪnˈkredəbli/ niezwykle

ivory /ˈɪv(ə)ri/ kość słoniowa

lead powder /ledˌˈpaʊdə(r)/ sproszkowany ołów

open-minded /ˌəʊpənˌmaɪndɪd/ otwarty,

pozbawiony uprzedzeń

out-of-date /ˌaʊt əvˌdeɪt/ staromodny,

przestarzały

outfit /ˈaʊtɪt/ strój, ubiór

outgoing /ˌaʊtɡəʊɪŋ/ towarzyski, łatwo

nawiązujący kontakt

persuade /pəˈsweɪd/ namawiać, przekonywać

pop-up advert /ˌpɒpʌpˌædvɜː(r)t/ reklama

w wyskakującym okienku

recognise /ˈrekəɡnaɪz/ rozpoznawać

responsibility /rɪˌspɒnsəˈbɪləti/

odpowiedzialność

self-confident /selfˈkɒnfɪd(ə)nt/ pewny siebie

sinful /ˈsɪnfʊl/ grzeszny

smell /smel/ wąchać, pachnieć

socially acceptable /ˌsəʊʃ(ə)li əkˈseptəb(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 /ðəˌredˌˈkɑː(r)pɪt/ czerwony

dywan

tribe /traɪb/ plemię

vinegar /ˈvɪnɪɡə(r)/ ocet

wardrobe /ˈwɔː(r)dɹəʊb/ szafa

woolly jumper /ˌwɒliˌˈdʒʌmpə(r)/ wełniany

sweter

working conditions /ˌwɜː(r)kɪŋ kənˈdɪʃ(ə)nz/

warunki pracy

## Challenge!

absolutely /ˌæbsəluːtli/ całkowicie

be down to common sense /biˌˈdaʊn təˌkɒmənˌsens/ (być) kwestią zdrowego rozsądku

dye your hair /daɪ jə(r)ˌheə(r)/ farbować włosy

extremely /ɪkˈstriːmli/ niezwykle, nadzwyczaj

fairly /ˈfeə(r)li/ dość

grow a moustache /grəʊ ə mə'staːʃ/

zapuszczać wąsy

have an influence on sb /hæv ən ˈɪnfluəns ɒn ˌsʌmbədi/ mieć na kogoś wpływ

have your lip pierced /hæv jə(r)ˌlɪpˌˈpɪə(r)st/

przekłuć sobie wargę

paint your nails red /peɪnt jə(r)ˌneɪlzˌˈred/

malować paznokcie na czerwono

put on your make-up /pʊt ɒn jə(r)ˌmeɪkʌp/

nakładać makijaż

send out the wrong message /send ˌaʊt ðə ˌrɒŋˌˈmesɪdʒ/ wysłać niewłaściwy komunikat

shave off your beard /feɪv ɒf jə(r)ˌˈbeə(r)d/

zgolić brodę

straighten your hair /ˈstreɪt(ə)n jə(r)ˌˈheə(r)/

prostować włosy

tell the difference /tel ðəˌˈdɪfrəns/ rozróżniać,

zauważać różnicę

wear contact lenses /weə(r)ˌkɒntæktˌˈlenzɪz/

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.

*Students' own answers*

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

A1 Which person works a few hours every day? *Jackie*

B2 Which person doesn't have a job? *Mark*

C3 Which person has their own business? *Jack*

B4 Which person would like a job working eight hours every day? *Mark*

D5 Which person is a boss? *Karen*

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

accountant 3 surgeon 4 counsellor 1 beautician 10  
executive 9 nanny 7 sales representative 8  
architect 2 editor 5 presenter 6

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
instructor, headhunter, soldier, teacher + doctor	journalist, physicist (studies physics), dentist, scientist + pianist	politician, physician (doctor), librarian, technician + musician

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

- are often **stressful** *executive, surgeon, sales representative, politician, soldier*
- are sometimes **badly paid** *nanny, librarian, teacher*
- involve **responsibility** *executive, surgeon, architect*
- have good **promotion opportunities** *accountant, sales representative, programmer*
- involve **dealing with clients** *sales representative, counsellor, beautician, headhunter*
- involve **working outside** *nanny, sales representative, soldier*

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

1 *journalist/reporter*

2 *politician*

3 *nanny*

4 *surgeon*

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. *Students' own answers*

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? *Students' own answers*

All work and no play makes Jack a dull boy.

*It means that without time off work, a person becomes both bored and boring.*

- 1> Work in pairs. Which of these things is most important to create a good workplace? Why? *Students' own answers*

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? *Students' own answers*



- 3> **CD 1.07** Listen to six recordings. Which one (1–6) mentions an after-work event? *Recording 2*

- 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.
  - (c)** She can take breaks when she wants to.
- When is the administrator talking to the staff?
  - (a)** before lunch
  - during the lunch break
  - after working hours
- What is the speaker doing?
  - (a)** advising managers how to make their workplace more fun
  - advertising a TV show about motivation
  - asking employees to comment on their workplaces

- 4 What is Helen's attitude to work?

- (a)** 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.

- 5 Why do people complain about young employees?

- They only want to have fun in life.
- (b)** They do not work hard enough.
- They cannot communicate with their bosses.

- 6 Who is Marion?

- Ola's workmate
- (b)** Ola's manager
- Ola's secretary

- 5> **CD 1.08** Listen to a radio interview with a company director. Choose the correct answer and give reasons to explain your choice. *Students' own answers*

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

- 1 Dan is

- explaining how to motivate employees through a fun working environment.
- describing how his employees relax at work.
- (c)** outlining a new approach to providing a good working atmosphere. *the text mentions in the past and new research shows*

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

- Well, we have done *in the past* – you know, setting up interdepartmental competitions ...
- ... it's better for management to create an environment where the fun and games are *suggested by the staff* and not ordered by the company.
- ... Doesn't that just mean that the employer *is passing on* the responsibility?
- It's better if they come *from the employees themselves*.
- I don't mind if the job *gets done*.
- People just *bring their own* 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?  
*His company used to organise fun activities for its employees.*
- Why is it a good idea to ask the employees for ideas?  
*Because it gives the employees a sense of control over what is going on in the company.*
- How did Dan feel about the idea of naps at work to start with? *He was sceptical at first.*
- How does a nap help the employees to complete their work? *It improves concentration.*
- Why do the employees like preparing meals together?  
*It gives them an opportunity to bond.*

» **Vocabulary challenge!** Unit 2, page 109, exercise 3

- 9> **WHAT DO YOU THINK?** Work in pairs and discuss the questions. *Students' own answers*

- 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? *Students' own answers*
- 2> **LANGUAGE IN CONTEXT** Read Ben's blog below and answer the questions.
- Why is his sister not happy today? *Because her computer has crashed.*
  - What's his sister's job? *She's a vlogger.*
  - How did she start it? *She posted a video online about make-up.*

## 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**

- for a completed action or repeated actions in the past at a specific time:  
*I watched an interesting programme yesterday.*  
*Last year she got a job in a department store.*

2 for a finished period in the past:

*She studied Spanish for two years when she was a teenager.* *She stayed for two months and then resigned.*

We use the **present perfect**

- for an action or repeated actions in the past when the time is not given:  
*I've run marathons before.* *My sister's computer has crashed.*

4 for a period that is not finished:

*I've worked here for a year and I love it.... so far this year she's earned thousands of pounds giving video make-up advice.*

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.*

*... she's already lost a lot of money this morning.*

- 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
last year this morning; in 2015; a few months ago; last year; for two months; then; after that; When ...?	never this morning; so far this year; since she was a kid; for two months; in the last few days; How long ...? ever; recently

- 5> **PRACTISE** Choose the correct options. Write the answers in your notebook.

- Kate has worked / worked for the same company for ten years. She loves it there.
- When has your uncle retired / did your uncle retire?
- Jack hasn't met / didn't meet any of my colleagues yet, but he will on Friday.
- My brother has done / did an apprenticeship in 2015 to become an electrician.
- 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.
- 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.

- you / apply for / the job / yet? *Have you applied for the job yet?*
- the teacher / not tell us / about the test / yesterday.  
*The teacher didn't tell us about the test yesterday.*
- I / like / this band's music / for three years / since / I / be / 13. *I've liked this band's music for three years since I was 13.*
- My dad / just get / promotion! *My dad has just got a promotion!*
- I / not speak / to my cousin / since his birthday.  
*I haven't spoken to my cousin since his birthday.*
- How many / video clips / you put online / this month?  
*How many video clips have you put online this month?*
- First, I make / a video / then / I / upload it / online.  
*First, I made a video, then I uploaded it online.*
- I / eat too much / and now I feel sick! *I've eaten too much and now I feel sick*
- A you / ever / write / a blog? *Have you ever written a blog?*  
B Yes, I / write a blog / for six months / last year. *Yes, I wrote 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. *Students' own answers*

- Some things you did this morning before school and some things you have done since school started.
- Something you haven't done for a long time.
- 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? *Students' own answers*
- 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.

1 in a café

2 She's been playing computer games all day.

3 testing new games / computer games tester

- 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 <sup>1</sup> <i>'ve been playing</i> computer games all day. ( <i>play</i> ) She <sup>2</sup> <i>'s been playing</i> computer games all day. ( <i>play</i> )
Negative	I <sup>3</sup> <i>haven't been chatting</i> to Marvin online. ( <i>not chat</i> ) He <sup>4</sup> <i>hasn't been chatting</i> to Marvin online. ( <i>not chat</i> )
Yes/No question	<sup>5</sup> <i>Have you been chatting</i> to Marvin online? ( <i>you / chat</i> ) <sup>6</sup> <i>Has she been chatting</i> to Marvin online? ( <i>she / chat</i> )
How long?	How long <sup>7</sup> <i>have you been doing</i> this? ( <i>you / do</i> ) How long <sup>8</sup> <i>has he been doing</i> 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. *I've been sitting here for half an hour. He's been working in his dad's shop all week.*
- how a recent continuous activity has caused the present situation. *I've been playing computer games all day. (= That's why I look tired.)*

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

- I *'ve been doing* (*do*) my homework for 3 hours and I've got a headache. I'll finish it this evening.
- James *hasn't been working* (*not work*) very much recently and his marks are getting worse.
- I'm sorry I'm late. *Have you been waiting* (*you / wait*) here for a long time?
- My colleagues *have been using* (*use*) old computers for a long time.
- Tina *hasn't been getting on* (*not get on*) very well with her boss recently. I think she'll resign soon.
- Where *have you been cycling* (*you / cycle*)? Your wheels are all dirty!
- We *'ve been travelling* (*travel*) all day and we're tired and hungry!
- How long *have they been talking* (*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

- with stative verbs (e.g. *love, like, have, need*). **b**
  - to give details of how many or how much. **a**
  - to describe a single completed action. **c**
- 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**

**Present perfect continuous:** *all morning*

**Present perfect simple:** *five times this week; How many ...? once*

**Both:** *for three hours; How long ...? since 6 July; this month; today*

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

- How many applications *have you filled in / have you been filling in* this month?
- I *'ve met / 've been meeting* the boss once since I arrived.
- I *'ve browsed / 've been browsing* the Internet for two hours and I still *haven't found / haven't been finding* the right information.
- Ron is crying because he *'s heard / 's been hearing* some bad news.
- We *'ve lived / 've been living* in the city for ten years.
- I *'ve read / 've been reading* this magazine, so you can have it now.
- We *'ve jogged / 've been jogging* for an hour and we're really tired.
- How long *have you had / have you been having* that laptop?
- I *haven't known / haven't been knowing* Fred for very long – maybe two months.
- 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.

**Students' own answers**

*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. *Students' own answers*

- 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?

*Students' own answers*

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.

- 3a Can you tell us about a case you've been working on lately?
- 1b Why do teenagers need careers advisers?
- 4c What did you do next?
- d What has been your most difficult case so far?
- 2e 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. *Students' own answers*

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

- F1 The careers adviser thinks that these days most schools focus on practical knowledge.
- F2 The careers adviser says that teenagers want only well-paid jobs.
- T3 Ken Robinson suggests that schools ignore students' interests.
- F4 The 17-year-old boy does not mind his parents' choice of career for him.
- T5 The boy was surprised to learn that he could work as a cartoonist.
- F6 Shadowing allows young people to earn money for the first time.
- F7 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 <sup>1</sup>*doradcą zawodowym*. Potwierdziła, że rodzice często nalegają, abyśmy wybrali zawód, który <sup>2</sup>*gwarantuje dobre wynagrodzenie / wysokie dochody*, ale jednocześnie nie wiedzą, jak będzie się zmieniać rynek pracy. Z wywiadu dowiedziałam się też o pracy Sir Kena Robinsona, który podkreśla, że szkoła powinna nie tylko uczyć przedmiotów, ale powinna <sup>3</sup>*rozвивać talenty i pasje*. Pani doradca podała przykład <sup>4</sup>*chłopca*, który miał niesamowitą wyobraźnię, ale z testów uzyskiwał tylko <sup>5</sup>*przeciętne oceny*. Nie wiedział, co ma robić w przyszłości, dopóki nie zrobił ćwiczenia, które nazywa się <sup>6</sup>*„Siedem Historii”*, i nie zdał sobie sprawy z tego, że chce zostać <sup>7</sup>*rysownikiem kresówek*. Opowiem Ci o nim, kiedy się zobaczymy. To, co mnie zaciekało, to to, że pani doradca <sup>8</sup>*skontaktowała* tego chłopca z rysownikiem komiksów i teraz chłopak ma szansę się sprawdzić. Może coś takiego zaproponować w naszej szkole? Do zobaczenia jutro!  
Witek

## Vocabulary development

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

make career 2 work find 4 job 3 do 1

- 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.

- 7> Work in pairs and answer the questions. *Students' own answers*

- 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?

- 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. *Students' own answers*

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 4, 5 and 6

- 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. *Students' own answers*

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 *looking* for a job?
  - 2 Why should we *hire* you?
  - 3 Do you *enjoy* working in a team?
  - 4 What has *been* your greatest achievement so far?
  - 5 How has your school *prepared* you for work?

- 2> Read the job advertisement below. Would you like to apply for this job? Why? / Why not? *Students' own answers*



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. *Students' own answers*

- 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? *She has experience working with children. She has been responsible for designing an extra activities programme for younger students in her school.*
- 2 Which two character traits help Rosie to be a good team member? *She is sociable and cooperative.*
- 3 Why does Rosie think the job might be difficult for her? *She is a little overambitious and wants to achieve too much in too short a time.*

- 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 <sup>1</sup> *good with* children / animals / numbers.  
I <sup>2</sup> *enjoy* working in a team / talking to people.  
Organising events such as sports competitions has always been one of my <sup>3</sup> *strong points*.  
Sometimes I may be a little <sup>4</sup> *overambitious*.

##### ► Talking about your experience

I have <sup>5</sup> *had a lot of experience* working with children / dealing with customers.  
I have <sup>6</sup> *been responsible* 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. *Students' own answers*

- 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 12<sup>th</sup> c 6.30

- a The time when Rosie has to arrive at work at the weekends.  
b The day there is going to be a meeting for all the new employees.  
c The time of the meeting for new employees.

- 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. *I am calling to ask a couple of questions about the job you have offered me.*
- 2 it / involve / work / weekends? *Does it involve working at the weekends?*
- 3 What time / I start / weekends? *What time do I start at the weekends?*
- 4 I / be paid / weekly / or / monthly? *Will I be paid weekly or monthly?*
- 5 When you want / me / start? *When do you want me to start?*
- 6 I / bring / documents / with me? *Shall I bring any documents with me?*

- 9> Express the following in English.

Powiedz, że:

- 1 masz duże doświadczenie w pracy w restauracji. *I've (got) a lot of experience working in a restaurant.*
- 2 czasami bywasz trochę niecierpliwy/niecierpliwa. *Sometimes I may be a little / a bit impatient.*
- 3 od czterech lat jesteś odpowiedzialny/odpowiedzialna za prowadzenie kółka teatralnego (run a drama club) w szkole. *I have been responsible for running a drama club at my school for four years.*
- 4 organizowanie zajęć dla dzieci zawsze było Twoją mocną stroną. *Organising activities for children has always been one of my strong points.*

Zapytaj:

- 5 czy będziesz otrzymywać wypłatę tygodniową czy miesięczną? *Will I be paid weekly or monthly?*
- 6 czy masz przynieść jakieś dokumenty? *Shall I bring any documents?*
- 7 ile godzin dziennie masz pracować? *How many hours a day do I need to / have to work?*
- 8 jakie będą Twoje obowiązki w nowej pracy? *What does the job involve? / What are my duties?*

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

*Students' own answers*

#### 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

#### Phrase Bank

##### ► Starting and ending a letter of application

*I am writing in <sup>1</sup>response to the job advertisement I found on your website.*

*I would like to apply for the <sup>2</sup>position of shop assistant in your store.*

*I <sup>3</sup>enclose my CV and copies of my language certificates.*

##### ► Talking about your personality, skills and experience

*I believe I would be a <sup>4</sup>suitable candidate for the position.*

*I also <sup>5</sup>hold certificates in English and German at B2 level.*

*I consider <sup>6</sup>myself to be well organised.*

##### ► Ordering your points

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

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

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

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 opiszesz swoje dotychczasowe doświadczenia zawodowe i umiejętności językowe oraz cechy charakteru, które sprawiają, że jesteś właściwą osobą na to stanowisko.

*Dotychczasowe doświadczenie zawodowe, umiejętności językowe, 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,

1 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.

2 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.

3 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.

4 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

1 opening: to explain why you're writing

2 to describe work experience and qualifications

3 to describe personality traits which make the writer a suitable candidate

4 ending the letter: information about enclosed documents

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

#### ! 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 spajać 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 writing to apply for the position of waiter in your restaurant.*
- I am interested in football, tennis and orienteering.  
*My interests include football, tennis and orienteering.*
- I know quite a lot about fashion.  
*I know a great deal about fashion.*
- I can come to a job interview any time.  
*I am available for an interview at any time.*
- I think I'm the right person for the job.  
*I believe I am a suitable candidate for this post/position.*
- To finish off, I'm hard-working and just love working with other people.  
*Finally, I consider myself hard-working and a good team player.*
- I can't wait to hear from you. *I look forward to hearing from you.*
- And one more thing, I'm just great at organising things. *In addition, I am excellent at organising events/activities.*

- 6) Complete the following paragraph with your own ideas.

Make sure you use formal language. *Students' own answers*

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.

*Students' own answers*

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 opiszesz swoje doświadczenie w pracy przy podobnym projekcie oraz przedstawisz 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.

1 I **can swim very well**, so I could work as a lifeguard.

a GOOD *I am good at swimming.*

b SWIMMER *I am a good swimmer.*

2 I'm **never successful at** maths tests.

a FAIL *I always fail (at) maths tests.*

b DO WELL *I never do well in maths tests.*

3 My uncle **earns a lot of money**.

a WELL-PAID *My uncle has a well-paid job.*

b SALARY *My uncle gets/has/earns a good salary.*

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

1 My brother quit his new job a week ago because he didn't like the boss.

- a left
- b found
- c started

2 Tom has been employed at this company since he graduated from university.

- a has found employment at
- b has applied for
- c has worked for

3 I am responsible for tasting different flavours of ice cream.

- a I work overtime
- b My duties include
- c I'm keen on

4 People often ask me what I would like to do for a living in the future.

- a where I want to live
- b what career I would like to follow
- c how much I hope to earn

5 Robert hasn't had a break from work since last May. He's very tired.

- a The last time Robert had a break was last May.
- b Robert had no break last month.
- c Robert hasn't been working since last May.

6 My computer gaming skills are quite advanced. Moreover, I hold an FCE certificate.

- a Additionally
- b However
- c Lastly

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

1 I **have been looking** (*Szukam*) for a job the last three months, but I haven't had much luck.

2 You have a new job again! How many times **have you changed** (*zmieniłeś*) your job this year?

3 My older sister has been to three job interviews **since she started to** (*odkąd zaczęła*) look for work.

4 My boss promised **to give me promotion** (*że da mi awans*) if I complete the project on time.

5 Teamwork **has always been my strength / my strong point** (*zawsze była moją mocną stroną*) and that's why I'd like to be a project manager.

6 I am writing in response to the job advertisement for **the position/post of editor** (*stanowisko redaktora*) at your company.

7 I wasn't **satisfied with my salary** (*zadowolona z mojej pensji*), so I asked for a pay rise.

8 My father **worked in London** (*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 following/ making** an ordinary career, but instead try to find an unusual **work job** 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 dissatisfied** with his career as an office clerk. Luckily for him, one day he was **fired laid off** 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 has 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 rewarding** 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 employer** what he thought of the game and how he would improve it. This month he even **started has 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. *Students' own answers*

1 Would you like to do any volunteer work? If so, what kind? Why?

2 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&gt; 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.

*The correct answer is a. The girl says: I'm too young and I don't have enough work experience. Answer b is incorrect because the girl says: "I think I am able to write one, but will it be OK enough...". Answer c is incorrect because she says: "What if I can't say a word because of all that stress?" It means that she worries about her reaction to stress rather than not knowing what to say.*



## 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&gt; 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.

*Option b is correct because of the following clues: "I'm in charge of a huge department."; "I'm good with people, especially the new employees."; "I can train them up..."*

- 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.

*2 Option c is correct because of the following clues: "No, just a few stops."; "Now you can just watch the other people getting wet!"; "I know it can take a long time at this time of the day because of the traffic..."*



Barcelona

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

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.

- F1 An executive operates on people.  
*A surgeon operates on people. An executive manages a company.*
- T2 A nanny looks after small children.
- T3 A beautician gives treatments for your skin and hair.
- F4 A physicist treats people for illnesses. *A physician treats people for illnesses. A physicist is a scientist who studies physics.*
- F5 A counsellor deals with a company's financial documents. *An accountant deals with a company's financial documents. A counsellor helps people with their problems.*
- T6 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 <sup>1</sup> *living*?
- Jim** At the moment he doesn't have a job – he's <sup>2</sup> *unemployed*. He <sup>3</sup> *quit* his job last month.
- Martha** Why? Was it <sup>4</sup> *badly paid* or stressful?
- Jim** Both. He had to work <sup>5</sup> *overtime* and didn't earn a good <sup>6</sup> *salary*.
- Martha** Is he <sup>7</sup> *looking* for a new job now? It can't be easy to find one on the <sup>8</sup> *job* market these days.
- Jim** Yes, he is, but there aren't too many job <sup>9</sup> *opportunities* here. He will probably have to get some new qualifications. I think he's been talking to a careers <sup>10</sup> *adviser* to see what his options are.

—/10

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

- 1 My older sister *has changed jobs* (*zmieniła pracę*) three times this year.
- 2 My uncle John *worked as a police officer* (*pracował jako policjant*) for many years. Now he's retired.
- 3 *How long have you been* (*Jak długo jesteś*) a manager here?
- 4 Look at the news. They *have just said* (*właśnie powiedzieli*) that there will be more jobs for young people.
- 5 In the last few months *I haven't found* (*nie znalazłam*) any work I'd like to do.
- 6 *Did you work* (*Czy pracowałeś*) anywhere last summer?
- 7 My father *never complained* (*nigdy nie narzekał*) about his boss while he was working for that firm.

—/7



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

—/7

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

- 1 I know how to deal with children.  
 I'm good (*at dealing*) with children.
- 2 My responsibility is to look after the clients.  
 I am responsible *for looking after the clients*.
- 3 I'm good at organising events.  
 Organising events is *my strong point*.
- 4 Impatience is sometimes my weakness. I may *be a little impatient / be impatient sometimes / be impatient at times*.
- 5 I have worked with children before. I have *experience working with children*.

—/5

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

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

Correct order: 6, 4, 3, 5, 1, 2

—/6

7> Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

- | Student A  | Student B   |
|------------|-------------|
| 1 making   | 1 working   |
| 2 do       | 2 deal with |
| 3 look for | 3 involve   |
| 4 follow   | 4 find out  |
| 5 involve  | 5 do        |

## Jobs / Zawody

**accountant** /ə'kaʊntənt/ księgowy/księgowca  
**architect** /'ɑ:(r)kɪtekt/ architekt  
**beautician** /bju:ˈtɪʃ(ə)n/ kosmetyczka  
**boss** /bos/ szef/szefowa  
**businessman / businesswoman** /'biznəsˌmæn, 'biznəs,wʊmən/ biznesmen/biznesmenka  
**chemist** /'kemɪst/ aptekarz, chemik  
**comedian** /kə'mi:diən/ komik  
**counsellor** /'kaʊns(ə)lə(r)/ psycholog szkolny/psycholożka szkolna  
**dentist** /'dentɪst/ dentysta/dentystka  
**editor** /'edɪtə(r)/ redaktor/redaktorka  
**electrician** /ɪˌlektˈrɪʃ(ə)n/ elektryk  
**employee** /ˌemplɔɪˈi:/ pracownik/pracownica  
**executive** /ɪgˈzekjʊtɪv/ kierownik/kierowniczka  
**graphic designer** /ˌɡræfɪk dɪˈzajnə(r)/ grafik  
**headhunter** /'hedˌhʌntə(r)/ łowca/łowczyni głów  
**instructor** /ɪn'strʌktə(r)/ instruktor/instruktorka  
**journalist** /'dʒɜ:(r)nəlist/ dziennikarz/dziennikarka  
**librarian** /laɪˈbreəriən/ bibliotekarz/bibliotekarka  
**nanny** /'næni/ niania  
**novelist** /'nɒvəlɪst/ powieściopisarz/powieściopisarka  
**owner of a company** /'əʊnə(r) əv ə ˌkʌmp(ə)ni/ właściciel/właścicielka firmy  
**physician** /fɪˈzj(ə)n/ lekarz/lekarka  
**physicist** /'fɪzɪsɪst/ fizyk/fizyczka  
**politician** /ˌpɒləˈtɪʃ(ə)n/ polityk  
**presenter** /ˈpriːzəntə(r)/ prezenter/prezenterka  
**programmer** /ˈprəʊˌɡræmə(r)/ programista/programistka  
**receptionist** /ˈriːsepʃ(ə)nɪst/ recepcjonista/recepcjonistka  
**sales representative** /seɪlz reprɪˈzentətɪv/ przedstawiciel handlowy/przedstawicielka handlowa  
**scientist** /ˈsaɪəntɪst/ naukowiec  
**soldier** /'səʊldɪə(r)/ żołnierz  
**surgeon** /'sɜ:(r)dʒ(ə)n/ chirurg  
**technician** /tekˈnɪʃ(ə)n/ technik

Work adjectives/collocations /  
Przymiotniki i zwroty związane z pracą

**badly paid** /ˌbædli ˈpeɪd/ kiepsko płatny  
**be in charge of sth** /bi ɪn 'tʃɑ:(r)dʒ əv ˌsʌmθɪŋ/ być odpowiedzialnym za coś, zarządzać czymś  
**change jobs** /tʃeɪndʒ 'dʒɒbz/ zmieniać pracę  
**deal with clients** /di:l wɪθ ˈklaɪənts/ obsługiwać klientów  
**earn a good salary** /ɜ:(r)n ə ɡʊd 'sæləri/ dobrze zarabiać, dostawać niezłą pensję  
**employed** /ɪmˈplɔɪd/ zatrudniony  
**full-time** /fʊlˈtaɪm/ na cały etat  
**get promotion** /get prəˈmɔʃ(ə)n/ dostawać awans

## Challenge!

**challenging** /'tʃælɪndʒɪŋ/ wymagający, ambitny  
**career** /kəˈrɪə(r)/ kariera  
**colleagues** /'kɒli:gz/ koledzy/koleżanki z pracy, współpracownicy  
**create/creation/creativity** /kriˈeɪt, kriˈeɪʃ(ə)n, kriˈeɪtɪv/ tworzyć / dzieło, wytwór / kreatywność  
**creator** /kriˈeɪtə(r)/ twórca, wynalazca  
**creative** /kriˈeɪtɪv/ twórczy, kreatywny  
**employ/employment** /ɪmˈplɔɪ, ɪmˈplɔɪmənt/ zatrudniać / zatrudnienie  
**employer/employee** /emˈplɔɪə(r), ˌemplɔɪˈi:/ pracodawca / pracownik  
**employable/unemployable** /ɪmˈplɔɪəb(ə)l, ˌnɪmˈplɔɪəb(ə)l/ zdolny do pracy / bez szans na zatrudnienie  
**fire** /ˈfaɪə(r)/ zwalniać, wyrzucać z pracy  
**help/helper** /help, ˈhelpə(r)/ pomagać / pomocnik

**have promotion opportunities** /ˌhæv prəˈmɔʃ(ə)n ˌɒpə(r)'tju:nətiːz/ mieć możliwość awansu

**involve responsibility** /ɪnˌvɒlv rɪˌsponsəˈbɪləti/ wymagać odpowiedzialności, wiązać się z odpowiedzialnością  
**part-time** /pɑ:(r)tˈtaɪm/ na pół etatu  
**quit your job** /kwɪt jə(r) 'dʒɒb/ odejść z pracy, rzucić pracę  
**self-employed** /ˌself ɪmˈplɔɪd/ posiadający własną działalność gospodarczą  
**stressful** /'stresf(ə)l/ stresujący  
**unemployed** /ˌʌnɪmˈplɔɪd/ bezrobotny  
**work outside/in a team** /wɜ:(r)k ˌaʊtˈsaɪd, ɪn ə 'ti:m/ pracować na zewnątrz / w zespole  
**work overtime** /wɜ:(r)k ˌəʊvə(r)'taɪm/ pracować po godzinach

## Workplaces / Miejsca pracy

**fun atmosphere** /ˌfʌn ˌætəməˌfɪə(r)/ przyjemna atmosfera  
**helpful colleagues** /ˌhelpf(ə)l 'kɒli:gz/ pomocni współpracownicy  
**modern equipment** /ˌmɒdə(r)n ɪˈkwɪpmənt/ nowoczesny sprzęt  
**regular breaks** /ˌregjʊlə(r) 'breɪks/ regularne przerwy  
**working environment** /wɜ:(r)kɪŋ ɪnˈvaɪrənmənt/ środowisko pracy

## Careers advising / Doradztwo zawodowe

**career opportunities** /kəˈrɪə(r) ˌɒpə(r)'tju:nətiːz/ możliwości rozwoju zawodowego  
**careers adviser** /kəˈrɪə(r) ədˈvaɪzə(r)/ doradca zawodowy  
**do a test** /du: ə 'test/ pisać test, zdawać egzamin  
**do sth for a living** /du: ˌsʌmθɪŋ fə(r) ə 'lɪvɪŋ/ zajmować się czymś zawodowo, wykonywać jakiś zawód  
**do well in sth** /du: ˌwel ɪn ˌsʌmθɪŋ/ dobrze sobie w czymś radzić, osiągać dobre wyniki  
**fast-changing job market** /ˈfɑ:st ˌtʃeɪndʒɪŋ 'dʒɒb ˌmɑ:(r)kt/ szybko zmieniający się rynek pracy  
**find/realise your potential** /faɪnd, ˌri:əlaɪz jə(r) ɒˈtenʃ(ə)l/ odkryć / wykorzystywać swój potencjał  
**find employment** /faɪnd ɪmˈplɔɪmənt/ znaleźć pracę  
**find sth out** /faɪnd ˌsʌmθɪŋ ˈaʊt/ dowiedzieć się czegoś  
**follow a career** /ˌfɒləʊ ə kəˈrɪə(r)/ wybierać drogę zawodową  
**look for a job** /ˌlʊk fə(r) ə 'dʒɒb/ szukać pracy

## Looking for a job / Poszukiwanie pracy

**apply for the post / position of** /əˌplai fə(r) ðə ˈpəʊst, pəˈzɪʃ(ə)n əv/ ubiegać się o stanowisko / posadę  
**be good at (doing sth)** /bi ˌɡʊd ətˈ du:ɪŋ ˌsʌmθɪŋ/ być dobrym w (czymś)  
**be good with children/numbers** /bi ˌɡʊd wɪθ ˈtʃɪldrən, ˌnʌmbə(r)z/ mieć podejście do dzieci / mieć głowę do liczb  
**be paid weekly/monthly** /bi ˈpeɪd ˈwi:kli, ˈmʌnθli/ być opłacanym co tydzień / miesięcznie  
**be responsible for sth** /bi ˈrɪˌsponsəb(ə)l fə(r) ˌsʌmθɪŋ/ być odpowiedzialnym za coś  
**enclose a CV** /ɪnˌklaʊz ə ˌsi: ˈvi:/ załączać CV  
**have experience with sth** /hæv ɪkˈspəriəns wɪθ ˌsʌmθɪŋ/ mieć doświadczenie w czymś  
**hire sb** /ˈhaɪə(r) ˌsʌmbədi/ zatrudnić kogoś  
**hold a certificate** /həʊld ə sə(r)'tɪfɪkət/ posiadać certyfikat  
**strength** /streŋθ/ mocna strona  
**strong point** /strɒŋ ˈpɔɪnt/ mocna strona  
**suitable candidate** /ˌsu:təb(ə)l ˈkændɪdət/ odpowiedni kandydat/kandydatka  
**summer job** /ˌsʌmə(r) 'dʒɒb/ praca wakacyjna  
**team player** /ˈti:m ˌpleɪə(r)/ osoba umiejąca pracować w zespole  
**weakness** /ˈwi:knəs/ słaba strona

## Other words / Pozostałe wyrażenia

**as still as the grave** /əz ˈstɪl əz ðə ˈɡreɪv/ (panowała) śmiertelna cisza  
**attitude** /ˈætɪˌtju:d/ postawa, nastawienie  
**badge** /bædʒ/ identyfikator  
**boot** /bu:t/ bagażnik (samochodu)  
**cartoon strip** /kɑ:(r)tu:n ˈstri:p/ komiks  
**cartoonist** /kɑ:(r)'tu:nɪst/ rysownik kreskówek, karykaturzysta  
**corporate social responsibility** /ˌkɔ:p(ə) rət ˌsəʊʃ(ə)l rɪˌsponsəˈbɪləti/ społeczna odpowiedzialność przedsiębiorstw  
**do an apprenticeship** /du: ən əˈprentɪʃɪp/ odbywać praktykę  
**drop out** /drɒp ˈaʊt/ rezygnować (ze studiów, nauki w szkole)  
**flexible** /ˈfleksəb(ə)l/ elastyczny  
**get paid** /get ˈpeɪd/ zarabiać, dostawać pieniądze  
**hesitate** /ˈhezɪteɪt/ wahać się  
**income** /ˈɪŋkʌm/ dochód  
**open-plan office** /ˌəʊpən ˌplæn ˈɒfɪs/ otwarta przestrzeń biurowa  
**outline** /ˈaʊtlaɪn/ zarysować, przedstawić w skrócie  
**raise eyebrows** /ˌreɪz ˈaɪˌbraʊz/ zadziwiać  
**reflect** /ˈrɪfleks/ odzwierciedlać  
**regulation** /ˌregjʊˈleɪʃ(ə)n/ przepis, nakaz  
**spread one's wings** /ˌspred wʌn ˈwɪŋz/ rozwinąć skrzydła  
**work and play** /ˌwɜ:(r)k ænd ˈpleɪ/ praca i zabawa

**helpful/unhelpful/helpless** /ˈhelpf(ə)l, ˌʌnˈhelpf(ə)l, ˈhelpləs/ pomocny / mało pomocny / bezradny  
**imagine/imagination** /ɪˈmædʒɪn, ɪˌmædʒɪˈneɪʃ(ə)n/ wyobrażać sobie / wyobraźnia  
**imaginary/imaginable** /ɪˈmædʒɪnəri, ɪˌmædʒɪnəb(ə)l/ zmyślony, urojony / dający się wyobrazić  
**imaginative/unimaginative** /ɪˈmædʒɪnətɪv, ˌʌnˈmædʒɪnətɪv/ pomysłowy, z wyobraźnią / bez wyobraźni  
**job** /dʒɒb/ praca, stanowisko  
**lay off** /leɪ ˈɒf/ zwalniać kogoś z pracy (przy redukcji zatrudnienia)  
**lead/leadership** /li:d, ˈli:də(r)ʃɪp/ prowadzić, przewodniczyć / kierownictwo, przywództwo  
**leader** /ˈli:də(r)/ szef, lider, przywódca  
**leading** /ˈli:dɪŋ/ wiodący, czołowy  
**lucrative** /ˈlu:kɹətɪv/ intratny, dochodowy  
**manual** /ˈmænjʊəl/ ręczny, manualny, fizyczny  
**pay** /peɪ/ płaca, gaża, wynagrodzenie

**profession** /prəˈfeʃ(ə)n/ profesja, zawód (z wyższymi wymaganiami co do kwalifikacji, wykształcenia)  
**resign** /rɪˈzaɪn/ zwalniać się z pracy, rezygnować  
**repetitive** /rɪˈpetətɪv/ powtarzalny, monotony  
**rewarding** /rɪˈwɔ:(r)dɪŋ/ dający satysfakcję  
**salary** /ˈsæləri/ stała pensja, wynagrodzenie (płatne co miesiąc)  
**skilled** /skɪld/ wykwalifikowany  
**staff** /stɑ:f/ pracownicy, personel  
**succeed/success** /səkˈsi:d, səkˈses/ odnosić sukces / sukces  
**successful/unsuccessful** /səkˈsesf(ə)l, ˌʌnsəkˈsesf(ə)l/ udany, odnoszący sukcesy / nieudany, bez powodzenia  
**tedious** /ˈti:diəs/ żmudny, monotony  
**wages** /ˈweɪdʒɪz/ płaca, zarobki (płatne za dzień lub tydzień pracy)  
**work** /wɜ:(r)k/ praca (zarobkowa), płatne zajęcie