

Exercise 1

Personality:

cheerful, determined, sensible, sensitive

Appearance:

bald, slim, tall, wavy hair

Clothes/Materials:

cotton, hoodie, leather, suit

A new look

You never get a second chance to make a first impression.

Andrew Grant

VIDEO



BBC

Distressing jeans 1
Lesson 1.1



GRAMMAR ANIMATION

Lesson 1.2 2
Lesson 1.5 3



FOCUS VLOG

About clothes 4
Lesson 1.5

1.1

VOCABULARY

Clothes and accessories • fashion and style
• personality

I can describe people's personality, abilities and clothes.

SHOW WHAT YOU KNOW

1 Copy the table. Write the words in the box under an appropriate heading.

(bald cheerful cotton determined hoodie leather
sensible sensitive slim suit tall wavy hair)

Personality	Appearance	Clothes/Materials
	bald	

2 **SPEAKING** Add more words under each heading. Use the words to describe somebody you know well.

Magda is slim with wavy hair. She's very determined. She usually wears ...

3 Look at the picture in the quiz. Which 'look' do you like most? Why?

4 **SPEAKING** Do the quiz and compare your answers. Do you agree with the descriptions below? Why?/Why not?

STYLE TRIAL QUIZ

Read the statements below and write in your notebook [...]

A = I agree B = it depends C = I disagree

- 1 People say I'm trendy.
- 2 I always use hair products (gel, hairspray, etc.) in the morning.
- 3 I get bored with my clothes quickly.
- 4 I love dressing up for parties.
- 5 I don't mind where my clothes come from – I just want to look good.
- 6 I'd never shave my head for charity.
- 7 I believe that wearing make-up is not only for women.
- 8 I'm interested in **what's in fashion** and **what's out of fashion**.

MOSTLY As

You're a fashionista! You're a party animal and you like to **be the centre of attention**. You're **trendy** and you **care about your appearance** but be careful you don't **come across as shallow** or **vain**.

MOSTLY Bs

You might have some trendy items in your wardrobe, but in general you **go for a casual look** rather than a formal one. You're **down-to-earth** and have a **carefree** attitude to clothes. That's why you like practical clothes like sportswear. You **feel comfortable in your own skin**, and people like you because you're **easy-going** and **you go with the flow**.

MOSTLY Cs

You're not interested in following trends and you tend to be a little **rebellious**. You're against 'fast-fashion'* and you believe in buying good-quality clothes that last a long time. You like to know where your clothes are made, and you don't mind paying a bit more for ethical brands.

*fast fashion – inexpensive fashionable clothes that are sold for a short time and then replaced by newer collections.

REFERENCES

Videoscript p. 253

Using videos in the classroom p. T14

How to teach with projects p. T17

EXTRA ACTIVITIES

- BBC video. Video worksheet 1.1 in the WB, p. 15.
- Photocopiable resource 1 *What are they wearing?* (10 min.) pp. 259, 274
- Photocopiable resource 2 Test yourselves (10 min.) pp. 259, 275

- Extra digital activities: Vocabulary Checkpoint
- Students discuss and classify all the personality adjectives from ex. 9, e.g. Positive: *easy-going*; Negative: *vain*.
- Students describe famous people for their partner to guess, e.g. *He's got straight dark hair, it's usually short.*

FOCUS ON WORDS | Clothes and accessories

- 5 **1.2** Which items in the lists below can you see in the picture? Write them in your notebook. Then listen and repeat.

Clothes

- 1 a blouse ✓
- 2 a dark suit ✗
- 3 a denim jacket ✓
- 4 faded jeans ✓
- 5 a fleece ✗
- 6 leggings ✓
- 7 a sweatshirt ✓
- 8 a waistcoat ✗

Shoes and accessories

- 9 ankle boots ✓
- 10 bangles ✓
- 11 a beanie ✓
- 12 high heels ✗
- 13 a leather belt ✗
- 14 a necklace ✓
- 15 a silk tie ✗
- 16 vintage sunglasses ✓

- 6 **SPEAKING** Describe in detail the type of clothes you would wear in the following situations. In your notebook, add any useful new vocabulary to the lists in Exercise 5.

at school at home on a night out for a picnic
for an interview for a date



He's not tall and he's got blue eyes. He doesn't usually wear designer clothes, he prefers casual ones. He's down-to-earth. He's a film star. I think his online profile would be a photo of him looking serious. (Daniel Radcliffe)

WORKBOOK

pp. 4–5, including Show What You've Learnt

FOCUS ON WORDS | Fashion and style

- 7 **1.3** Look at the expressions in red from the quiz. In your notebook, complete these expressions in questions 1–8. Then listen, check and repeat.

Who ...

- 1 knows what's in fashion or out of fashion?
- 2 likes to be the centre of attention?
- 3 goes for a casual look?
- 4 comes across as kind and friendly?
- 5 cares a lot about their appearance?
- 6 feels comfortable in their own skin ?
- 7 likes to go with the flow?
- 8 is trendy ?

- 8 **SPEAKING** Answer the questions in Exercise 7 with the names of people you know. Then choose the person most different from you and describe them in detail to a partner.

My friend Sasha cares a lot about his appearance. He spends a lot of money on clothes and rarely wears the same thing twice ...

FOCUS ON WORDS | Personality

- 9 **1.4** In your notebook, match the underlined words and expressions in the quiz with their synonyms. Then listen, check and repeat.

- 1 happy and without worries = carefree
- 2 sensible and practical = down-to-earth
- 3 difficult or disobedient = rebellious
- 4 not interested in serious things = shallow
- 5 not easily upset or annoyed = easy-going
- 6 too proud of the way you look = vain

- 10 In your notebook, complete the sentences with the most appropriate adjectives in Exercise 9.

- 1 Tom never loses his temper or gets irritated. He's very easy-going.
- 2 Ana is so shallow. She's only interested in how people look.
- 3 Will is down-to-earth. He always knows how to solve practical problems.
- 4 Phil is extremely proud of his good looks. He's quite vain.
- 5 Tammy never worries about anything. She's so carefree.

- 11 **SPEAKING** Choose three people you have a photo of on your phone. Describe their personalities to a partner.

This is Maria. She's my cousin. She's a really easy-going person with a carefree attitude to life. She ...

- 12 **PROJECT** Work in groups. Choose a style icon, e.g. James Dean or Marlon Brando. Do some research online and prepare a digital presentation about them. Then present it to your class.

NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 1.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 6.

1.2

GRAMMAR

Dynamic and state verbs

I can use dynamic and state verbs correctly.

1 **SPEAKING** Imagine you are going to a weekend music festival in the summer. Discuss what you would wear.

2 **1.5** Read and listen to Jo Mack and answer the questions.

- 1 Who does she work for? 3 What is she doing there?
2 Where is she now?

Exercise 2

- Hip magazine.
- At the Coachella music festival in California.
- She's speaking to people about what they're wearing and why.

HOW TO DRESS:

FESTIVAL FASHION

Welcome to our regular feature. This week we are looking at what people wear to music festivals.



Jo: Hi! I'm Jo Mack and I **work** as a fashion editor for *Hip* magazine. I **think** I must have the best job in the world because today I'm **working** at the Coachella music festival in California. The question I'm **asking** is 'What is the "Festival Look" this year?'. Ten thousand people **are listening** to music here and I **believe** the temperature is 32°. I **know** Radiohead are on later and I really **want** to watch them, but right now I'm **speaking** to people about what they're **wearing** and why.

3 **Read the GRAMMAR FOCUS and look at the verbs in blue in Exercise 2. Which verbs describe an action and which describe a state? Action: work, ask, listen, speak, wear State: think, believe, know, want**

GRAMMAR FOCUS 62

Dynamic and state verbs

- Most verbs have dynamic meanings. They describe actions: something 'happens'. You can use them with simple or continuous forms.
*I **work** as a fashion editor for Hip magazine.*
*Today I'm **working** at the Coachella music festival.*
- Some verbs have stative meanings. They describe states: nothing 'happens'. You cannot use them with continuous forms.
*I **believe** the temperature is 32°. (NOT ~~I'm believing~~)*

Note:

A few verbs (e.g. *think, have, look*) have both dynamic and stative meanings. The meanings are different:
*I **think** I must have the best job in the world.*
(*think* = *believe* → stative)
*I'm **thinking** about going to see them.*
(*think* = *consider* → dynamic)

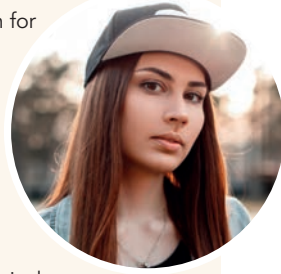
4 **1.6** Read and listen to Jo's interview with Anna. Decide which of the underlined verb phrases are state verbs and which are dynamic verbs.

Jo: Hi! I'm reporting on festival fashion for *Hip* magazine. I like your hat.

Anna: Thanks. I don't usually wear hats. But it's really hot, so I'm wearing this baseball cap. It belongs to my boyfriend. He doesn't need it because he isn't here today. He's revising for his exams!

Jo: Oh, that's a shame.

Anna: No, it's OK. My boyfriend hates festivals. He prefers listening to music at home. I really want to see Kings of Leon – I listen to their music all the time!



5 **1.7** In your notebook, complete Jo's interview with Tom with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.

Jo: Hi! I'm reporting on festival fashion for *Hip* magazine. ¹Are you enjoying (you/enjoy) the festival?

Tom: Yes, I ²'m having (have) a really good time.

Jo: I ³love (love) your T-shirt.

Tom: Oh, thanks! It's my festival T-shirt!

Jo: Oh, it ⁴looks (look) great. But why ⁵are you wearing (you/wear) jeans? It's so hot!

Tom: My legs are very skinny and so I ⁶never wear (never/wear) shorts, even in summer. In fact, I ⁷don't have (not have) any shorts!

Jo: So which bands ⁸do you want (you/want) to see today?

Tom: I ⁹like (like) Foo Fighters, but I ¹⁰don't know (not know) when they're on.

I ¹¹'m looking (look) for a festival programme.

Jo: I have one here – oh, they ¹²'re playing (play) now.

Tom: Oh right – thanks! See you.



6 **Look at Jo's interview with Tom again. Find two verbs with both dynamic and stative meanings and explain the differences in meaning.**

7 **In your notebook, write true sentences about yourself with the affirmative or negative form of an appropriate present tense.**

- I (don't) need (need) a new pair of trainers.
- I 'm (not) wearing (wear) my favourite T-shirt today.
- I (don't) buy (buy) all my clothes online.
- I (don't) like (like) shopping.
- I (don't) think (think) most clothes are too expensive.
- I 'm (not) thinking (think) of going shopping later.

8 **SPEAKING** Ask each other questions based on the sentences in Exercise 7.

Do you need a new pair of trainers?

Grammar page 116

REFERENCES

Culture notes p. 225

Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 3 Test yourselves (10 min.) pp. 259, 276

• Extra digital activities: Grammar Checkpoint

• In pairs, students take turns to say state and dynamic verbs for their partner to make a sentence.

WORKBOOK

p. 6, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.2, Grammar.
- Ask students to find out 2–3 facts about the numbers of people who use social networking sites, mobile phones, texts, etc. in different countries.

1.3

LISTENING

Gap fill

I can understand the key points of a radio programme on a familiar topic.



A 'A friend is someone who knows everything about you and still likes you.'

1 SPEAKING Read sayings A–C about friendship and discuss the questions.

- Which saying do you like best? Why?
- What qualities should a close friend have?
- How would you complete the sentence: 'A true friend ...'?

2 **1.8** Listen to a radio programme about friendship. What do the numbers in the box refer to?

(2 16 17 5 or 6 313 3 or 4)

3 SPEAKING Discuss how many friends you have. Talk about online friends, close friends and friends of the opposite sex.

B 'The best mirror you can have is an old friend.'

C 'There is nothing better than a friend, apart from a friend with chocolate.'

6 **1.10** Listen to dialogues 1–4. In your notebook, match them with descriptions a–e. There is one extra description.

- | | |
|--------------|--|
| Dialogue 1 d | a They get along really well together. |
| Dialogue 2 a | b They've lost touch. |
| Dialogue 3 e | c They're always there for each other. |
| Dialogue 4 c | d They've fallen out. |
| | e They're getting to know each other. |

7 Copy the questions and complete them with an appropriate verb.

- How easy was it to get to know your best friend?
- Why do you get along so well together?
- Have you ever fallen out?
- What sort of places do you usually hang out in?
- Will you always be there for your best friend?
- Do you think you'll ever lose touch with each other?

8 SPEAKING Think about your best friend. Ask and answer the questions in Exercise 7 with a partner.

Exercise 2

- 2 – Two people
- 16 – Jenny's age that the presenter says
- 17 – Jenny's age that she corrects
- 5 or 6 – Jenny's close friends
- 313 – Jenny's online friends
- 3 or 4 – Fraser's friends of the opposite sex

Exercise 4

- 1 close/real/best/genuine
- 2 doesn't know/doesn't recognise/can't recognise
- 3 happens naturally
- 4 boys or girls

LISTENING FOCUS Gap fill

4 **1.8** Listen to the radio programme again and complete the summary in your notebook. Write 2–5 words in each gap.

On *That's Life* this week we talk to Jenny and Fraser about friendships. Jenny has five or six ¹ _____ friends and lots of online friends. She admits that she ² _____ some of her online friends, but she finds it difficult to de-friend them. With real friends she says there are lots of reasons why you might lose touch. It just ³ _____. Fraser's closest friends are the ones he hangs out with. They have a lot in common and they get along well together. Fraser says it doesn't matter whether you are ⁴ _____, the important things about friendship are the same. A good friend is always there for you.

FOCUS ON WORDS | Relationship phrases

5 **1.9** Match the definitions in the box with phrases 1–6 from the recording. Then listen, check and repeat.

- | | |
|--------------------------------|-------------|
| have a good relationship | socialise |
| slowly find out about sb | be reliable |
| stop seeing/hearing from sb | |
| argue then stop being friendly | |

- hang out (with sb) = socialise (with)
- lose touch (with sb) = stop seeing/hearing from sb
- get to know sb = slowly find out about sb
- be always there for sb = be reliable
- fall out (with sb) = argue then stop being friendly
- get along (with sb) = have a good relationship (with sb)

PRONUNCIATION FOCUS

9 **1.11** In your notebook, write the numbers in full. Then listen, check and repeat.

- 515 – five hundred and fifteen
- 214 – two hundred and fourteen
- 3,330 – three thousand, three hundred and thirty
- 901 – nine hundred and one
- 7,880 – seven thousand, eight hundred and eighty
- 4,416 – four thousand, four hundred and sixteen

10 In your notebook, write down three long numbers. Dictate the numbers to your partner. Check that your partner has written the same number as you.

7

REFERENCES

Audioscript p. 234

EXTRA ACTIVITIES

• Use the facts about social networking sites students have found out after you have done the PRONUNCIATION FOCUS – in pairs, students dictate the

sentences to each other. They say if any information surprised them.

• Students write sentences about themselves using the expressions from ex. 5. Four of the sentences should be true and two false. In pairs or small groups, they read out the sentences and try to guess which are false.

WORKBOOK

p. 7

NEXT CLASS

• Ask students to bring in photos of fashion icons (people or iconic items of clothing). Explain the notion briefly if necessary.



READING

Multiple choice

I can identify key information in an extended article.

1 Choose a word from each box to describe the clothes you can see in the photos.

(blue white) + (cotton leather) + (jacket jeans)
(black denim) + (T-shirt)

2 **SPEAKING** Do you wear any of the clothes in the photos? Why?/Why not?

3 Guess the answers to questions 1–5 below. Then read the article and check your ideas.

- Why is a T-shirt called a T-shirt?
- Which was the first profession to wear leather jackets?
- How are the words 'denim' and 'blue jeans' connected to France?
- When did young people start wearing jeans as fashion items?
- Why are these clothes still popular with young people?

Exercise 3

- Because of its shape like the letter T
- The air force – fighter pilots
- denim = de Nîmes and blue jeans = bleu de Gènes
- after World War II
- They're comfortable, multi-purpose, easy to wear, keep you warm and give you a little attitude

READING FOCUS Multiple Choice

4 Read the article again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.

- Jeans, the white T-shirt and leather jacket
 - are recent inventions.
 - were created in the 1970s.
 - have been around for about 100 years.
 - were military uniforms 100 years ago.
- The T-shirt and leather jacket became popular in the 1950s because
 - they were associated with motorcycle sports.
 - teenagers were rebelling.
 - film stars and rock stars wore them.
 - they were available in colour.
- In the 1970s, T-shirts
 - were worn as underwear.
 - became multi-coloured.
 - were popular with politicians.
 - were only worn by men.
- Denim jeans
 - are named after two European cities.
 - were invented in Germany.
 - were first worn by rich businessmen.
 - were worn as school uniform.
- The writer's main intention is to suggest that people who wear these iconic clothes today
 - are cooler than they think they are.
 - like wearing old-fashioned garments.
 - want to imitate famous people.
 - are not aware of the history behind them.

5 Look at the strategies which can help you guess the meaning of unknown words. Then discuss the meaning of the words in blue in the text.

- It looks like a word in my language.
- It looks like a member of a word family I know.
- It is made up of words I understand.
- The context can give me clues.

FOCUS ON WORDS | Clothing

6 1.13 In your notebook, match the words in blue in the text with the definitions. Then listen, check and repeat.

- a style worn by both men and women = unisex
- items of clothing = garments
- recognised by everyone = iconic
- a person who makes clothes = tailor
- clothing you wear next to your skin = underwear
- material that clothes are made of = fabric

7 **SPEAKING** What's the oldest item of clothing in your wardrobe? Tell your partner its 'history'.

FOCUS ON WORDS | Compound adjectives

8 1.14 In your notebook, complete the list of compound adjectives for describing clothes. Refer to the underlined words in the article. Then listen, check and repeat.

- | | |
|-------------------------|-----------------------------|
| 1 fast- <u>drying</u> | 4 brightly- <u>coloured</u> |
| 2 short- <u>sleeved</u> | 5 cutting- <u>edge</u> |
| 3 hard- <u>wearing</u> | 6 multi- <u>purpose</u> |

9 In your notebook, complete the message with the compound adjectives in Exercise 8.

Hi Karen,

I'm going on a cycling weekend. As an experienced cyclist, what do you think I should wear?

Hi Sam,

Lucky you! Take at least two ¹ short-sleeved shirts or T-shirts and suntan lotion for your arms. You need a pair of ² hard-wearing shorts – cycling damages shorts quickly, so invest in good ones. Lots of people wear black ones but I prefer ³ brightly-coloured shorts and T-shirts so that car drivers can see you! A warm jacket – something that will keep you warm in the evening. A rain jacket that's made from ⁴ fast-drying fabric. There's some amazing ⁵ cutting-edge technology out there in new fabrics for sports clothes. Oh, and don't forget your sunglasses! Have fun.

10 How do you say these compound adjectives in your language? How many of them can you use to describe clothes in your wardrobe?

REFERENCES

Culture notes p. 225

EXTRA ACTIVITIES

- Students use the photos to discuss fashion icons. As feedback, check how many students had the same ideas.

- Students write true/false statements about the text in pairs. They exchange with another pair and decide if the other pair's sentences are true or false.
- Students write sentences using the words in ex. 6 and 8.

WORKBOOK

pp. 8–9

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 10.

ICONS

of fashion

1.12

We think we look so cool, so modern and just a little rebellious in our jeans, white T-shirt and black leather jacket. But we're not as original as we think we are – this look goes back to the 1970s, right? Well, no, not exactly – as a matter of fact, you can trace most of it back to 100 years ago.

- 5 Take the white T-shirt and leather jacket. Both started life in the military. The T-shirt (so-called because of its shape like a T) was in fact **underwear**. In the American Navy, it was worn under a uniform. Until the early 20th century, underwear was woollen, but a revolution in textile production produced cotton jersey, a **fast-drying fabric** which fit tightly to the body and kept sailors warm. The **short-sleeved** T-shirt was born. Leather jackets were worn by fighter pilots
- 10 in the First World War – they were **hard-wearing**, warm and fur-lined for maximum protection from the elements. Then, in 1928, an American raincoat company, Schott, designed the first leather motorcycle jacket with a zip.

- By the 1950s both **garments** had reached **iconic** status when famous actors like Marlon Brando and James Dean wore them in films. Later, in the 1960s and 1970s bands from
- 15 the Beatles to the Ramones adopted the leather jacket, and it moved from motorcycle sports to teenage rebellion. In the 1970s T-shirts got a colourful update: **brightly-coloured** T-shirts were particularly popular as well as T-shirts with band logos and political slogans. Having started out as an undergarment for men, T-shirts became **unisex** in the 1970s and have been part of everyone's wardrobe since then.

- 20 You may think your fashionably distressed jeans are **cutting-edge** fashion items, but they can be traced even further back in history. In the 1800s denim, the material jeans are made of, was a kind of cotton made in Nîmes, France ('de Nîmes'). The first blue denim trousers were worn by sailors in Genoa – 'Gênes' in French. 'Bleu de Gênes' became 'blue jeans'.



Marlon Brando



The Ramones

- Blue jeans as we know them originated during the 1849
- 25 Californian Gold Rush. They were developed by German storekeeper Levi Strauss and Latvian **tailor** Jacob Davis. Levi Strauss never wore a pair of jeans himself – he was a wealthy businessman, and jeans were only worn by manual workers and cowboys. But then their popularity spread
- 30 after the Second World War. Young people started wearing jeans to imitate young Hollywood stars. However, they were associated with rebellious behaviour and were banned in schools.

- So each time you wear your jeans, white T-shirt and black
- 35 leather jacket, you're actually wearing 100 years of style history! The secret to their long life? They're comfortable, **multi-purpose** clothes made of natural materials that are easy to wear, keep you warm and give you a little attitude. What's not to love?

GLOSSARY

fur-lined – podszyty futrem
the elements – żywioły
a zip – zamek błyskawiczny

distressed – wytarty
originate – pojawić się
banned – zakazany

GRAMMAR

1.5

Present Perfect Continuous

I can use the Present Perfect Continuous and Present Perfect Simple.

Exercise 2

Because he's been listening to people's silly questions for over two hundred years.

Exercise 6

- How long have you been studying English?
- How long have you been listening to the same music?
- How long have you been going to the same hairdresser's?
- How long have you known your oldest friend?
- How long have you been sitting in this chair?

Exercise 8

- How many messages have you received today?
- How long have you been wearing the same watch?
- How long have you had the same bag?
- How many foreign countries have you visited?
- How many books have you read in the past three months?

Focus vlog

A bag, a good rain jacket, a new pair of boots, sunglasses, sandals, new running shoes, the perfect-fitting blazer

1 SPEAKING Look at the different versions of the Mona Lisa and discuss the questions.

- Which version do you like best? Why?
- What do you know about the original painting?



2 Read about the real Mona Lisa. Why does the curator think the Mona Lisa is smiling?

STOP ASKING SILLY QUESTIONS

- My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the Mona Lisa for nearly ten. So, for the past ten years I've been watching people's faces when they first see the Mona Lisa. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the Mona Lisa has been in the Louvre since 1804. But it isn't quite true. The Mona Lisa hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately the painting was returned two years later. The other questions are impossible to answer. They ask me: 'Who was she? Why is she smiling?' Why? Because she's been listening to people's silly questions for over two hundred years! Stop asking questions and look at the painting – it's beautiful!



3 Read the GRAMMAR FOCUS. Then find six more examples of the Present Perfect Continuous in the text in Exercise 2.

GRAMMAR FOCUS 63

Present Perfect Continuous

You use the **Present Perfect Continuous** to talk about unfinished actions that started in the past and continue in time 'up-to-now'. Use **for** or **since** to say how long.

I've been working here for twenty-one years.

Present Perfect Continuous: has/have + been + -ing form

+	<i>I've been working.</i>
-	<i>He hasn't been working.</i>
?	<i>Have you been working?</i> Yes, I have./No, I haven't.

Note: State verbs (*be, have, know, etc.*) do not take the continuous form.

The Mona Lisa has been in the Louvre since 1804.
(NOT *has been being ...*)

4 In your notebook, complete the dialogue between the Manager (M), a guest (G) and the guest's son Jack (J). Use the Present Perfect Continuous.

- M: I'm sorry, the museum is really busy today. How long ¹ *have you been waiting* (wait)?
- G: It's OK. We ² *haven't been waiting* (not wait) long. We ³ *'ve been standing* (stand) in this queue for about twenty minutes.
- M: Right. Well, I'll introduce you to Henri, our curator. He ⁴ *'s been working* (work) here for over twenty years.
- G: Thanks. My son, Jack, is very excited. He ⁵ *'s been learning* (learn) about Leonardo da Vinci at school.
- M: Well, I'm sure Henri can answer any questions. He ⁶ *'s been looking after* (look after) the Mona Lisa for ten years.
- J: Er ... How long ⁷ *has the Mona Lisa been hanging* (the Mona Lisa/hang) in the Louvre?

5 In your notebook, write the sentences using the Present Perfect Simple or Continuous form of the verbs in brackets. Then add a time expression to make them true for you.

- I *'ve had* (have) the same computer for *three years*.
- I *'ve been studying* (study) English since _____.
- I *'ve been listening* (listen) to the same music since _____.
- I *'ve been going* (go) to the same hairdresser's for _____.
- I *'ve known* (know) my oldest friend since _____.
- I *'ve been sitting* (sit) in this chair since _____.

6 SPEAKING In your notebook, write questions for the sentences in Exercise 5 beginning with *How long have you...?* Then ask your partner.

How long have you had the same computer?

REMEMBER THIS

You use the **Present Perfect Simple** to talk about finished actions in time 'up-to-now'. You can say 'how many' but not 'when'.

Piotr has visited the Louvre seven times. He has visited twenty-seven other museums.

7 Which Present Perfect form is the most appropriate? Which sentences are true for you?

- I *'ve seen* / *I've been seeing* the Mona Lisa twice.
- My mum *has bought* / *has been buying* a new car.
- It *snowed* / *It's been snowing* since yesterday.
- I *'ve learnt* / *I've been learning* the piano for years.
- We *have never been going* / *have never been* abroad.
- I *haven't eaten* / *haven't been eating* lunch yet.

8 SPEAKING In your notebook, write questions in the Present Perfect Simple or Continuous. Begin the questions with *How long ...?* or *How many ...?* Then ask your partner.

- messages / receive / today?
- wear / the same watch?
- have / the same bag?
- foreign countries / visit?
- books / read / in the past three months?

FOCUS VLOG 64 About clothes

▶ 1.15 Listen to the Focus Vlog. Is there anything the speakers have been planning to buy recently? Write the answers in your notebook.

REFERENCES

Culture notes p. 225

Audioscript p. 235

Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation

- Focus Vlog. Video worksheet 1.5 in the WB, p. 15.

- Photocopiable resource 4 *Busy people* (10 min.) pp. 259, 277

- Extra digital activities: Grammar Checkpoint

- Students write questions about ex. 2 using the Present Perfect Continuous.

WORKBOOK

p. 10, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.5, Grammar.

1.6

USE OF ENGLISH

Word formation – common suffixes

I can form a range of nouns, verbs and adjectives using common suffixes.

- 1 **SPEAKING** Look at the photos and discuss which hairstyles you think are acceptable for school.



- 2 **1.16** Listen to a phone-in about Martha's situation at school and answer the questions.



- 1 What's Martha's problem at school? *She shaved her head.*
- 2 Why did she change her hairstyle? *To raise money for charity.*
- 3 How many callers thought the school was right? *Two.*
- 4 How many callers thought the school was wrong? *Four.*

- 3 **SPEAKING** Discuss whether you think the school was right or wrong. How do you think your school would react?

- 4 **1.16** Listen again and write the correct option in your notebook.

- 1 The priority / obligation of the school is to educate / be respectful.
- 2 The reason it's so successful / helpful is that it has rules and regulations / punishment.
- 3 Your rules are pathetic / creative.
- 4 The school should focus on her academic achievements / leadership.
- 5 Schoolchildren must clarify / realise that their school has rules.
- 6 I honestly / absolutely think it's ridiculous / unacceptable to make such a fuss about a shaved head.

- 5 Look at the words in all the options in Exercise 4 again and write them in your notebook under the correct heading.

NOUN	VERB	ADJECTIVE	ADVERB

- 6 Read the LANGUAGE FOCUS. Which words in the box complete the information correctly?

(adjectives x3 adverbs nouns verbs)

LANGUAGE FOCUS

Word formation – common suffixes

- Many different words are formed by adding suffixes to nouns, verbs and adjectives.
 - Forming ¹ nouns : -ance/-ence, -ion, -ity, -ment, -ship
 - Forming ² verbs : -ate, -en, -ify, -ise
 - Forming ³ adjectives : -able, -al, -ed, -ful, -ic, -ing, -ive, -less, -ous
 - You can add prefixes **un-, in-, im-, il-, ir-, dis-** to some ⁴ adjectives to get the opposite meaning.
 - acceptable – unacceptable, respectful – disrespectful
- Note:** You form most ⁵ adverbs by adding **-ly, -y, -ily** to ⁶ adjectives .
- honest – **honestly**, absolute – **absolutely**, angry – **angrily**

- 7 Copy the table and complete it with appropriate forms.

NOUN	VERB	ADJECTIVE	ADVERB
1 creation	<u>create</u>	<u>creative</u>	<u>creatively</u>
2 <u>education</u>	<u>educate</u>	educational	<u>educationally</u>
3 <u>hope</u>	<u>hope</u>	hopeless/ hopeful	<u>hopelessly</u> / <u>hopefully</u>
4 achievement	<u>achieve</u>	<u>achievable</u>	–
5 <u>success</u>	succeed	<u>successful</u>	<u>successfully</u>
6 <u>acceptance</u>	accept	<u>acceptable</u>	<u>acceptably</u>

- 8 **USE OF ENGLISH** In your notebook, complete the sentences with an appropriate form of the word in brackets.

- 1 The main duty of a school is to educate its students. (education)
- 2 It's ridiculous for schools to ban tattoos or piercings. (ridicule)
- 3 You can't punish a student for shaving his or her head. (punishment)
- 4 Female students worry more about their appearance than male students. (appear)
- 5 The fewer regulations about what students can and can't wear, the better. (regulate)
- 6 It's unacceptable for students to deliberately ignore sensible school rules. (accept)
- 7 Academic performance is not linked to how the students look. (academy)

- 9 **SPEAKING** Discuss whether you agree or disagree with the statements in Exercise 8. Give reasons for your answers.

Use of English page 118

Exercise 5

Nouns: priority, obligation, regulations, punishment, achievements, leadership

Verbs: educate, clarify, realise, be respectful

Adjectives: respectful, successful, helpful, pathetic, creative, academic, ridiculous, unacceptable

Adverbs: honestly, absolutely

REFERENCES

Audioscript p. 235

EXTRA ACTIVITIES

- Students write sentences about their school using the words in ex. 7, then compare with a partner.

WORKBOOK

p. 11

NEXT CLASS

- Ask students to make notes about someone they know, including the following information: age, personality and interests, physical description,

height and build, general impression and clothes they usually wear.

- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 1.6, Use of English.

Describing a person

I can write a personal email to describe a person.

- 1 SPEAKING** Look at your partner for ten seconds. Then close your eyes and describe their appearance and clothing in as much detail as you can.
- 2** Below, Maggie describes her friend Claire. Before you read, write a list of things you think she might include in your notebook.
age, hair (length and colour), interests ...
- 3** Now read Maggie's message and see which things on your list in Exercise 2 she mentioned.

Hi Dominic,

Zara told me you are looking for a new singer for your band. Is that right? If so, I think my friend might be perfect.

Her name's Claire. The first thing you notice about her is that she

- 5** looks a little older than she is. She's **our** age, but she looks like she's already in her **early** twenties. She's very easy-going and I think she has a great sense of humour – we get on really well. She's also a very creative person and a fantastic singer. She plays the piano and writes her own songs and has even made a video to
- 10** go with one of them. She's **into** all sorts of music, from classical to rap and I think she's the kind of person **who** is open to new ideas. I think she'd **make** a great singer for the band.

She's also very pretty ;-). She's about **medium height** and **slim**, and she's got long, **straight, dark** hair. She **dresses** fashionably, though

- 15** usually in black. I think she looks kind of punky but in a good way.

On the negative side, she isn't exactly punctual and she can be a little moody at times. She tends to get upset if you criticise her. But hey, she's a creative!

Watch her video (attached) and let me know what you think.

- 20** Love Maggie x



*Dominic is not online at the moment.
We'll deliver your message next time Dominic logs in.*

- 4 SPEAKING** Discuss whether you think you would get on well with Claire. Give reasons for your answers.
- 5** Read the WRITING FOCUS. Which words in purple from the message in Exercise 3 complete the examples correctly?

WRITING FOCUS

Describing a person

- Give first impressions
The first thing you notice about her is that she looks older than she is.
- Mention age
*He's (about) my/your/¹our age.
He's in his teens/² early /mid-/late twenties.*
- Describe personality and interests
*He's a very easy-going/interesting, etc. person.
She has a great sense of humour.
She's the sort/type/kind of person ³ who always remembers your birthday/loves kids.
She'd ⁴ make a great teacher/doctor/friend.
He's ⁵ into music/fashion/skateboarding.*
- Describe hair, eyes, skin and face
*He's got cool, short, ⁶ dark hair.
She's got beautiful, long, ⁷ straight, blond hair.
She's got a kind/friendly/unusual smile/face.*
- Mention height/build
*She's short/⁸ medium height /tall.
He's fairly well-built/⁹ slim .*
- Mention clothes
*She ¹⁰ dresses casually/smartly/well/in black.
He always wears casual/smart/scuffy/fashionable/stylish clothes.*

- 6** Which words in the WRITING FOCUS complete the description correctly? Do you know anybody like Martin? Tell your partner.

My friend Martin is the ¹ kind of person who can argue about anything. He always ² dresses smartly and he's a very interesting ³ person . But he's not always serious. He's ⁴ into music and dancing, and he has a great ⁵ sense of humour. He's ⁶ our age, but he looks older. He's got short ⁷ hair and a friendly ⁸ smile . I think he'd ⁹ make a good politician.

EXTRA ACTIVITIES

- Photocopiable resource 5 Describing a person (15 min.) pp. 260, 278
- After ex. 3, write the following three questions on the board: *What is she like? What does she look like? What does she like doing?* Briefly check the difference in meaning and explain if

necessary. Ask students to read the letter again quickly and answer the three questions about Claire.

- Students use the notes about someone they know to write their description in ex. 9.

WORKBOOK

pp. 12–13, including *Show That You've Checked*

NEXT CLASS

Students bring in photos of themselves and/or family members on different occasions, wearing different clothes.

- 7 Decide which underlined examples in the message in Exercise 3 complete the LANGUAGE FOCUS correctly.

LANGUAGE FOCUS

Tentative language: making language less negative or extreme

• **kind of/sort of**

She looks kind of cool/unusual/mysterious/nervous /
1 punky .

• **tend to be/get + adjective**

She gets upset = She tends 2 to get upset .

• **can be/could be + a little/a bit + adjective**

His hair's too long = His hair could be a bit shorter.

She's moody. = She can be 3 a little moody .

• Negative adjective to positive adjective with **always, exactly, particularly**

He's lazy. = He isn't always hard-working.

He's mean. = He's not particularly generous.

She's always late. = She isn't 4 exactly punctual .

• **Quantifiers/softeners**

She's skinny. = She's a bit too slim.

He's tiny. = He's a little short.

She's old. = She looks 5 a little older .

- 8 Rewrite the sentences in your notebook to make them less negative or extreme. Use the word in brackets.

- 1 Amanda's rude. Amanda isn't particularly polite . (polite)
- 2 Bryan's mean. Bryan isn't exactly generous . (exactly)
- 3 Caroline's lazy. Caroline isn't always hard-working . (always)
- 4 David's loud. David could be a little quieter . (could)
- 5 Elena's insensitive. Elena can be a little insensitive . (can)
- 6 Freddie's untidy. Freddie tends to be untidy . (tends)

- 9 Choose one of the photos. Imagine he or she is your friend. In your notebook, write a description including physical appearance, style and personality. The description should be exactly 50 words long. Compare with your partner.



SHOW WHAT YOU'VE LEARNT

- 10 Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Jeden z twoich kolegów wybiera się do miasta, w którym mieszka twoja kuzynka. Kuzynka zgodziła się oprowadzić go po swoim mieście. Tyle że oni się nie znają i nigdy się nie widzieli. Napisz e-mail do swojej kuzynki.

W swoim e-mailu:

- opisz wygląd kolegi,
- przedstaw kilka cech jego charakteru,
- napisz, jakie są jego zainteresowania,
- podziękuj kuzynce za to, że zgodziła się pokazać twojemu koledze swoje miasto.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

1.8

SPEAKING

Describing a photo

I can describe a photo and speculate about the people in it.

- 1 Look at the adjective order key. In your notebook, put clothes descriptions 1–5 in the correct order. Is anybody in the class wearing one of these items?

Adjective order

Opinion	Size/ Age	Colour/ Pattern	Material	Make/ Type	Noun
a lovely	big old	brown	leather	flying	jacket

- trainers / Nike / New
New Nike trainers
 - A / cotton / shirt / patterned
A patterned cotton shirt
 - jeans / blue / Fashionable / skinny
Fashionable blue skinny jeans
 - leather / high-heeled / Black / boots
Black leather high-heeled boots
 - A / striped / jumper / big / woollen
A big striped woollen jumper
- 2 **SPEAKING** Take it in turns to describe clothes in the class. Use at least two adjectives to describe each item. Guess who your partner is describing.
- 3 Look at photo A. Can you use any of the adjectives in Exercise 1 to describe the clothes?
patterned cotton T-shirt; blue skinny jeans
- 4 **1.17** How would you describe the situation in photo A? Think of two adjectives to describe how the woman is feeling. Then listen and check your ideas.
She's feeling bored. She isn't excited about buying clothes.

SPEAKING FOCUS

Beginning a description

The photo shows ...

In this photo, I can see .../there is .../there are ...

Saying where (in the photo)

in the background/in the middle/in the foreground

on the left/on the right

in front of/behind/next to

Showing uncertainty

It's hard to say/make out ..., but ...

I'm not sure ..., but ...

Speculating

He/She/It looks ...

He/She/It looks as if/as though/like ...

It seems to be .../Perhaps it's .../Maybe it's ...

I imagine they're .../They're probably ...

Giving your opinion

I (don't) think .../I prefer .../Personally, .../In my opinion ...



- 5 **1.17** Read the SPEAKING FOCUS. In your notebook, complete the description of photo A with one word in each gap. Then listen again and check.

The photo ¹shows a man and a woman shopping together. It's ²hard to say exactly how old they are, but I ³think they're in their twenties, and they're ⁴probably a couple. The man's wearing a red top and grey jeans. The woman is sitting on a white chair and she ⁵looks bored. On the floor, ⁶next to her chair, there are several shopping bags. I'm not ⁷sure what's in them, but I think they're probably clothes, and I ⁸imagine they've been shopping for a few hours already.

It's hard to ⁹make out exactly what kind of shop they are in, but it ¹⁰seems to be a men's clothes shop. It looks as ¹¹though they're near the changing rooms because there's a white curtain in the ¹²background. The man is holding up a shirt or a pair of trousers. He looks ¹³as if he's thinking about trying it on. I ¹⁴don't think the woman looks very interested. ¹⁵Personally, I think she wants to go to a women's clothes shop.

- 6 **SPEAKING** Look at photo B. Then follow the instructions below to talk about it. Use the phrases in the SPEAKING FOCUS to help you.
- Say what the photo shows.
 - Speculate about the people and the situation.
 - Take it in turns to describe the photo to your partner.
- 7 **SPEAKING** Ask and answer three more questions based on photos A and B.
- How often do you go shopping?
 - Who do you usually go with? Why?
 - What are your favourite or least favourite shops? Why?

EXTRA ACTIVITIES

• Students use the photos they have brought after ex. 7. They take turns to describe them. They give as full descriptions as possible of the clothes, taking care with adjective order, and using the phrases from SPEAKING FOCUS.

• Students write a short description of one of their photos.

WORKBOOK

p. 14

NEXT CLASS

• Ask students to study the Word list on p. 15.

1.1 Vocabulary 5.1

ankle boots /'æŋkəl bu:ts/ buty za kostkę, botki
attitude /'ætətju:d/ nastawienie
bald /bɔ:l d/ łysy
bangles /'bæŋgəlz/ bransoletki
be the centre of attention /,bi ðə ,sentrə əv ə'tenʃən/ być w centrum uwagi
beanie /'bi:ni/ czapka beanie
blouse /blaʊz/ bluzka
care a lot about /,keə ə 'lɒt ə ,baʊt/ przejmować się
carefree /'keəfri:/ bez troski
come across as /,kʌm ə'krɒs əz/ sprawiać wrażenie
cotton /'kɒtn/ bawełniany
dark suit /,dɑ:k 'su:t/ ciemny garnitur
denim jacket /,denim 'dʒækət/ kurtka dżinsowa
disobedient /,dɪsə'bi:diənt/ nieposłuszny
down-to-earth /,daʊn tu 'ɜ:θ/ twardo stąpający po ziemi
easy-going /,i:zi 'gəʊɪŋ/ spokojny, wyluzowany
ethical brand /,eθɪkəl 'brænd/ etyczna marka
faded jeans /,feɪdɪd 'dʒi:nz/ wyblakłe dżinsy
fashionable /'fæʃənəbəl/ modny
fast fashion /,fɑ:st 'fæʃən/ szybka moda
feel comfortable in your own skin /,fi:l 'kʌmfətəbəl ɪn jɔ: əʊn 'skɪn/ czuć się dobrze we własnej skórze
fleece /fli:s/ bluza polarowa
follow trends /,fɒləʊ 'trendz/ podążać za trendami
friendly /'frendli/ życzliwy, przyjazny
go for /'gəʊ fɔ:/ decydować się na
go with the flow /,gəʊ wɪð ðə 'fləʊ/ płynąć z prądem; robić to, co inni
high heels /,haɪ 'hi:z/ buty na wysokim obcasie
in/out of fashion /ɪn,ɔ:t əv 'fæʃən/ modne/nie modne
kind /kaɪnd/ miły, życzliwy
leather belt /,leðə 'belt/ skórzany pasek
leggings /'legɪŋz/ legginsy
look /lʊk/ styl, stylizacja; wyglądać
middle-aged /,mɪdəl 'eɪdʒd/ w średnim wieku
necklace /'neklɪs/ naszyjnik
practical clothes /,præktɪkəl 'kləʊz/ praktyczne ubrania
rebellious /rɪ'beljəs/ buntowniczy
shallow /'ʃæləʊ/ płytki, powierzchowny
silk tie /,sɪlk 'taɪ/ jedwabny krawat
slim /slɪm/ szczupły
sweatshirt /'swetʃɜ:t/ bluza dresowa
trendy /'trendi/ modny
vain /veɪn/ próżny
vintage sunglasses /,vɪntɪdʒ 'sʌn,glɑ:səz/ klasyczne okulary przeciwsłoneczne
waistcoat /'weɪskəʊt/ kamizelka
wear /weə/ nosić
wear make-up /,weə 'meɪkʌp/ mieć makijaż

1.2 Grammar 5.2

band /bænd/ zespół muzyczny
baseball cap /'beɪsbɔ:l kæp/ czapka z daszkiem
report on /rɪ'pɔ:t ɒn/ relacjonować
revise /rɪ'vaɪz/ powtarzać materiał
shorts /ʃɔ:ts/ szorty
skinny /'skɪni/ chudy
trainers /'treɪnəz/ buty sportowe

1.3 Listening 5.3

be always there for /,bi ,ɔ:lweɪz 'ðeə fə/ być zawsze wsparciem dla
close friend /,kləʊs 'frend/ bliski przyjaciel
fall out with /,fɔ:l 'aʊt wɪð/ pokłócić się z
find out about /,faɪnd 'aʊt ə ,baʊt/ dowiedzieć się o

get along (well) with /,get ə'wɪl (wel) wɪð/ być w dobrych stosunkach z
get to know /,get tə 'nəʊ/ poznać
hang out with /,hæŋ 'aʊt wɪð/ spędzać czas z
have a good relationship with /,hæv ə ,gʊd rɪ'leɪʃənʃɪp wɪð/ mieć dobre relacje z
have a lot in common with /,hæv ə ,lɒt ɪn 'kɒmən wɪð/ mieć dużo wspólnego z
have an argument /,hæv ən 'ɑ:gjəmənt/ pokłócić się
have similar interests /,hæv ,sɪmələ 'ɪntrəsts/ mieć podobne zainteresowania
lose touch with /,lu:z 'tʌtʃ wɪð/ stracić kontakt z
online friend /,ɒnlaɪn 'frend/ internetowy znajomy
opposite sex /ɒpəzət 'seks/ płeć przeciwna
reliable /rɪ'laɪəbəl/ niezawodny
socialise with /'səʊʃəlaɪz wɪð/ utrzymywać kontakty towarzyskie z
stop seeing each other /,stɒp 'si:ɪŋ ɪtʃ ,ʌðə/ przestać się spotykać
suit /su:t/ pasować (do kogoś, czyjeś urody, sylwetki)

1.4 Reading 5.4

banned /bænd/ zakazany
brightly-coloured /,braɪtli 'kɒləd/ w jasnych/ żywych kolorach
cool /ku:l/ świetny, odlotowy
cutting-edge /'kʌtɪŋ edʒ/ nowatorski
distressed jeans /dɪ'strest 'dʒi:nz/ wytarte dżinsy
fabric /'fæbrɪk/ materiał, tkanina
fast-drying /,fɑ:st 'draɪɪŋ/ szybko schnący
fur-lined /'fɜ:l laɪnd/ podszyty futrem
garment /'gɑ:mənt/ odzież, ubiór
hard-wearing /,hɑ:d 'weərɪŋ/ nie do zardcia
iconic /aɪ'kɒnɪk/ kulturowy
imitate /'ɪmɪteɪt/ naśladować
look like /'lʊk laɪk/ być podobnym do
multi-purpose /,mʌlti 'pɜ:pəz/ wielozadaniowy
originate /ə'rɪdʒɪneɪt/ pojawić się
popular /'pɒpjələ/ lubiany
raincoat /'reɪnkəʊt/ płaszcz przeciwdeszczowy
rain jacket /reɪn ,dʒækɪt/ kurtka przeciwdeszczowa
rebellion /rɪ'beljən/ bunt
short-sleeved /,ʃɔ:t 'sli:vd/ z krótkim rękawem
suntan lotion /'sʌntæn ,ləʊʃən/ mleczko do opalania
tailor /'teɪlə/ krawiec
the elements /ði 'eləmənts/ żywioły
trousers /'traʊzəz/ spodnie
underwear /'ʌndəweə/ bielizna
unisex /'ju:nɪseks/ uniseks, dla obu płci
wardrobe /'wɔ:drəʊb/ szafa, garderoba
woollen /'wʊlən/ wełniany
zip /zɪp/ zamek błyskawiczny

1.5 Grammar 5.5

curator /kju'reɪtə/ kustosz
look after /,lʊk 'ɑ:ftə/ opiekować się
over and over again /'əʊvər ənd 'əʊvər ə'gen/ ciągle, w kółko
queue /kju:/ kolejka

1.6 Use of English 5.6

accept /ək'sept/ akceptować
acceptable /ək'septəbəl/ akceptowalny
acceptably /ək'septəbəlɪ/ zadowolająco
acceptance /ək'septəns/ akceptacja, zgoda
achievable /ə'tʃi:vəbəl/ osiągalny
achieve /ə'tʃi:v/ osiągnąć
achievement /ə'tʃi:vmənt/ osiągnięcie
educate /'edʒukeɪt/ kształcić
education /,edʒu'keɪʃən/ edukacja
educational /,edʒu'keɪʃənəl/ edukacyjny

educationally /,edju'keɪʃənəlɪ/ edukacyjnie
hope /həʊp/ nadzieja; mieć nadzieję
hopeful /'həʊpfəl/ pełen nadziei
hopefully /'həʊpfəlɪ/ ufnie, z nadzieją
hopeless /'həʊpləs/ beznadziejny
hopelessly /'həʊpləsli/ beznadziejnie
succeed /sək'si:d/ odnieść sukces
success /sək'ses/ sukces
successful /sək'sesfəl/ skuteczny, odnoszący sukcesy
successfully /sək'sesfəli/ skutecznie

1.7 Writing 5.7

blond /blɒnd/ blond
casual /,kæʒʒuəl/ swobodny (o stylu ubierania się)
get on well with /,get ɒn 'wel wɪð/ być w dobrych stosunkach z
hard-working /,hɑ:d 'wɜ:kɪŋ/ pracowity
in his early/mid/late twenties /ɪn hɪz ,ɜ:li/ ,mɪd/,leɪt 'twentɪz/ w wieku dwudziestu kilku / około dwudziestu pięciu / prawie trzydziestu lat
in his teens /ɪn hɪz 'ti:nz/ w wieku nastoletnim
medium height /,mi:diəm 'haɪt/ średniego wzrostu
mysterious /mɪ'stɪəriəs/ tajemniczy
nervous /'nɜ:vəs/ nerwowy
open to /'əʊpən tə/ otwarty na
rude /ru:d/ nieuprzejmy
scruffy /'skrʌfi/ niechlujny
sense of humour /,sens əv 'hju:mə/ poczucie humoru
she'd make a great ... /,ʃi:d ,meɪk ə 'grett.../ byłaby świetną...
short /ʃɔ:t/ niski
smart /smɑ:t/ elegancki
straight/dark/short/long hair /,streɪt/,dɑ:k/ ,ʃɔ:t/,lɒŋ 'heə/ proste/ciemne/krótkie/długie włosy
stylish /'stɑɪlɪʃ/ stylowy
well-built /,wel 'bɪlt/ dobrze zbudowany

1.8 Speaking 5.8

jumper /'dʒʌmpə/ sweter
look as if/as though /lʊk əz ɪf/əz ðəʊ/ wyglądać jakby, zanosić się na
patterned /'pætənd/ wzorzysty
shirt /ʃɜ:t/ koszula
striped /straɪpt/ w pasy
top /tɒp/ top, bluzka, koszulka
try on /,traɪ 'ɒn/ przymierzyć

WORD LIST ACTIVITIES

• Write some of the words on the board without vowels – students write the full words, e.g. crfr (*carefree*), frndl (*friendly*), shllw (*shallow*). If you prefer, you can show the number of spaces, e.g. f r _ _ n d l _ (*friendly*).

• In teams, students write a list of as many clothes words as they can, including materials (leather, cotton, etc.). The team with the most words after e.g. 5 minutes writes them on the board. The other teams take it in turns to add any other words. The team with the most points wins. They get one point for each correct answer.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych słów poprawnie uzupełniają zdania? Dwa słowa nie pasują do żadnego z nich.

(carefree denim faded rebellious skin vain vintage)

- 1 I like to wear a denim jacket with jeans because they are both blue.
- 2 Kelly found some amazing vintage sunglasses at a charity shop – I think they were made in the 1960s.
- 3 Bob tends to be a little rebellious – he can't stand current fashions and wears anything just to be different.
- 4 I feel comfortable in my own skin and don't worry too much about my appearance.
- 5 Jill comes across as relaxed and carefree, but I know that she worries about things all the time.

2 Zastąp wyrażenia w nawiasach odpowiednimi słowami. Pierwsze litery brakujących słów zostały podane.

- 1 I didn't mean to **fall** (*have an argument with*) out with Kelly, but now she won't speak to me.
- 2 This **garment** (*item of clothing*) is so practical that you can wear it as a top, a dress or a skirt.
- 3 Some of the most **cutting-edge** (*latest and most advanced*) fashions come out of Japan, where they are not afraid to experiment with forms and materials.
- 4 When it comes to clothes, teenagers usually go with the **flow** (*follow what other people do*).
- 5 Jane twisted her ankle because she is not used to running in high **heels** (*women's shoes which are higher in the back than the front*).

3 Przetłumacz wyrażenia podane w nawiasach na język angielski. Użyj czasu Present Simple lub Present Continuous.

- 1 Why **are you looking** (*patrzysz*) at me like that? Is there something wrong with my hair?
- 2 Pam always **listens** (*śłucha*) carefully to her friends' advice, but she never does what they suggest.
- 3 I **'m thinking** (*myślę*) about having a talk with Jack about his rude behaviour.
- 4 Stuart **looks** (*wygląda*) very smart in his new woollen suit and black leather shoes.
- 5 Jane, **do you think** (*czy uważasz*) that people should always be kind to each other?

4 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu Present Perfect Simple lub Continuous.

- 1 Our uncle is on holiday and we **have been looking** (look) after his dog since Monday.
- 2 Tim **has had** (have) the same school uniform for two years and it's a bit small now.
- 3 My sister **has been making** (make) her own clothes since she was a teenager.
- 4 Gillian **has worked** (work) as a model once or twice, but she doesn't want to do it as a career.
- 5 Helen is very busy at university but she **hasn't lost** (not lose) touch with her friends.

ŚRODKI JĘZYKOWE



Wybór wielokrotny

5 Przeczytaj poniższe minidialogi. Która z podanych odpowiedzi (A–C) poprawnie uzupełnia wypowiedź?

WSKAZÓWKA

Sprawdź, czy odpowiedź wybrana przez ciebie pasuje do luki pod względem poprawności językowej i czy najlepiej uzupełnia zdanie pod względem znaczenia.

- 1 X: _____ a new T-shirt in this photo?
Y: It's not new. It's my dad's old T-shirt from the 80s.
A Do you wear **B** Are you wearing C Have you worn
- 2 X: Did you make the jacket you're wearing?
Y: I did! I'm usually _____ at making clothes but this project was pretty successful.
A hope **B** hopeless C success
- 3 X: What have you been doing?
Y: Nothing special. I _____ an email to Lucy to ask her about our project. I hope she replies soon.
A 'm writing B 've written **C** 've been writing
- 4 X: Sarah looks ridiculous in those tight jeans!
Y: You know, I don't think it's _____ to make rude comments about people's appearance.
A achievable B accept **C** acceptable
- 5 X: Can you have a look at this picture? _____
Y: Well, I'm not sure either.
A I can't make out what it shows.
B I don't think it is very interesting.
C It looks as though you could help me.

6 Przeczytaj tekst. Które z podanych odpowiedzi (A–C) poprawnie go uzupełniają?

Fashion and the Human Form

In every period throughout history there have been specific ideas of what the perfect human body should look like. Different body types have gone ¹ _____ and out of fashion just like clothes and hairstyles, and these ideals led to the ² _____ of fashions. The ancient Greeks, who admired slim, athletic bodies, went for a casual look, with soft ³ _____ and comfortable shapes. In Britain, the Elizabethans preferred women's clothes which forced their bodies into totally unnatural shapes, causing a lot of discomfort. During the early 19th century, Europeans believed that the Greek look was the best, and women's clothes became much more comfortable, but this did not last. The Victorians thought that a very small waist made women attractive, and women wore such tight garments they sometimes caused actual injuries. Nowadays, some of the most ⁴ _____ designers make clothes that fit all shapes and sizes. But judging by all the diet plans, exercise programmes and plastic surgery procedures that are available, it seems that things ⁵ _____ much.

- 1 A on **B** in C at
- 2 A created B creative **C** creation
- 3 **A** fabrics B skins C suits
- 4 A success B succeeded **C** successful
- 5 **A** haven't changed B didn't change C haven't been changing

EXTRA ACTIVITIES

- Photocopiable resource 57 Multiple choice cloze (texts) (20 min.) pp. 271, 334
- Photocopiable resource 60 Sentence transformation (20 min.) pp. 272, 337

CZYTANIE



Wybór wielokrotny

- 7 Przeczytaj tekst. Które z podanych odpowiedzi (A–D) są poprawne?

Stella McCartney

When designer Stella McCartney arrived on the fashion scene, many people claimed her success was due to her famous name. Her father is, after all, Beatles legend Paul McCartney. This, however, is not true. For Stella, her achievements took hard work, determination and, of course, talent.

In 1995, after graduating from Central St Martins College of Art and Design in London, she enjoyed almost immediate success. Two short years later, at the age of twenty-six, she became the head designer at Chloé – a famous Parisian fashion house. After four highly successful years at Chloé, Stella launched her own fashion label and showed her first collection of cutting-edge designs in 2001.

Since then her company has been growing steadily. In that time, it has gained acceptance as a fashion company with a difference. When Stella was growing up on a farm, her parents taught her to respect animals, to be aware of nature, and to understand that human beings must get along well with other creatures. This down-to-earth approach has had a huge impact on her and, as a result, she believes in ethical fashion now. Ethical fashion covers issues such as working conditions, child labour, fair trade and responsible production that does not harm the environment.

As a lifelong vegetarian, Stella does not use any natural leather or fur in her designs. The fabric she prefers is organic cotton and she has been experimenting with eco-friendly materials and production processes. She always tries to find the most responsible production methods. Recently, Stella decided not to work with a fabrics factory because the process it used to colour the fabrics was very harmful to the environment. An entire river near the factory became red, making the water unsuitable for drinking or for use in agriculture.

Stella's ethical fashion also aims to help poor workers. For this reason, she has created a range of cloth bags together with the United Nations' International Trade Centre. The programme provides work for poor communities in Kenya, where the bags are created by hand. So far, 160 people in disadvantaged areas have been involved in the production. They are earning money, which has improved their lives.

Stella McCartney has an interesting philosophy. She believes designers should ask themselves how they make their clothes and accessories, where they make them, and what materials they use. Thinking about these questions makes designing more challenging and more interesting, but still allows designers to create luxurious, beautiful items that people want to buy. Stella McCartney is proof of that.

- 1 According to the first two paragraphs, Stella McCartney
A succeeded with the help of her father.
 B had a high position at a relatively young age.
C experienced difficulty finding the right job.
D created her own company straight after college.
- 2 As a child, Stella McCartney
A found out about ethical fashion.
 B learnt to value animals and nature.
C sometimes visited a farm with her parents.
D understood the differences between human beings and other creatures.
- 3 Why did Stella refuse to work with the factory?
 A The production method was not ethical.
B The water used for the colours was polluted.
C The factory could not supply the fabric she wanted.
D The wrong colour was used for the fabrics.

- 4 In Stella's opinion, what should designers do?
A Create better designs every year.
B Question the methods of their production.
 C Develop their own fashion philosophy.
D Make their clothes more luxurious.

- 5 The aim of the text is to
A show why some production methods are better than others.
B suggest how fashion designers can help the community.
 C explain the philosophy behind Stella's collections.
D describe how Stella became a fashion designer.

MÓWIENIE



- 8 Popatrz na zdjęcie. W każdej z poniższych kategorii zapisz w zeszycie po trzy słowa lub wyrażenia, które przydadzą się do opisu zdjęcia. Następnie je opisz.

- People
- Clothes
- Feelings



- 9 Odpowiedz na pytania dotyczące zdjęcia z ćwiczenia 8.

- 1 What do you think the woman is telling the girl?
- 2 Do your parents ever comment on your clothes? Why?/Why not?
- 3 Describe a situation when you or someone you know had to wear formal clothes.

PISANIE



E-mail/List prywatny

- 10 Wykonaj zadanie.

Twoja koleżanka z Wielkiej Brytanii odbywa staż w czasopiśmie młodzieżowym.

Jej zadaniem jest przeprowadzić wywiady z osobami interesującymi się modą i pochodzącymi z różnych krajów. Zaproponuj jej kogoś spośród swoich znajomych. Napisz e-mail, w którym:

- przedstawisz zainteresowania wybranej osoby związane z modą,
- napiszesz, jak zwykle się ona ubiera,
- opisziesz jej osobowość,
- zapewnisz, że polecana osoba zgodzi się na udział w wywiadzie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Długość e-maila powinna wynosić od 80 do 130 słów.

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REFERENCES

MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 6 *How do I look?* (speaking; 7 min.) pp. 260, 279
- Photocopiable resource 7 Sentence translation (15 min.) pp. 260, 280
- Extra digital activities: Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 1.10, WB pp. 16–17, as homework.
- Ask students to prepare for Unit 1 MiniMatura and Matura speaking test 1: Testing Programme, Unit 1.