

1one

Looks

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

Andrew Grant

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know – personality, appearance, clothes
- clothes and accessories
- verb phrases to do with clothes
- synonyms – appearance and personality
- Words for free – personality
- relationship phrases
- compound adjectives
- Word in focus – look

Grammar:

- dynamic and state verbs
- Present Perfect Continuous

Listening:

- a radio programme about friendship
- true/false

Reading:

- an article about genes
- multiple choice

Speaking:

- describing a photo

Writing:

- describing a person
- email

Use of English:

- word building
- translation
- mini-dialogues
- multiple choice

FOCUS REFERENCE

- Grammar Focus Reference and Practice pp. 115–116
- Word Store 1 Reference p. 128

1.1 Vocabulary

Appearance • personality

I can describe people's appearance and talk about their personality

SHOW WHAT YOU KNOW

- 1 Copy the table. In pairs, put the words in the box under an appropriate heading.

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> blond caring curly hair hard-working trainers outgoing top selfish suit tall </div>		
Personality	Appearance	Clothes
	blond	

- 2 Add more words to each list. Which words can you use to describe your partner?

Julia is tall with dark hair. She's hard-working and she usually wears ...

- 3 Read the text about Facebook profile photos. Which descriptions A–F match photos 1–4? There are two descriptions that you do not need.



- 4 1.13 Listen to four Facebook users describing their profile photos. Which photo in Exercise 3 does each person describe?

- Angie
- Tim
- Becky
- John

Facebook profile photos and what they mean

Did you know that you reveal something about your personality each time you choose a new profile photo? Here are some of the most common photos, and what they say about you.

A the pretty portrait

Girls often take photos of themselves. They do their hair, put their make-up on, look straight into the camera, and 'click'.

What it means: Look at me – I'm **gorgeous**, fascinating and **mischievous**!

B the strange close-up

You can just see one eye, or a mouth, or part of the face from an unusual angle.

What it means: Hey, I'm creative and **imaginative**, but I'm also cool, sophisticated and **stylish**.

C the party shot

A group of friends at a party, laughing with their arms in the air.

What it means: I'm **charming**. I'm really popular, I'm one of the gang!

D the romantic shot

Two people with their arms around one another (or in extreme cases, kissing).

What it means: Look at me – I'm on a date. I'm going out with somebody! We're a couple! Are you jealous?

E doing something interesting



You're mountain climbing, scuba diving, bungee jumping or riding a camel in the desert.

What it means: I'm dynamic and **adventurous** and I like taking risks.

F you as baby

You're in your late teens, but you post a cute photo of yourself as a baby.

What it means: Look, I used to be cute and adorable, and I still am! And maybe I'm a bit **immature** and childish and I don't want to grow up.

- 5  **1.13**  Listen again. Which items of clothing do you hear? Write them in your notebook.

Angie: **bangles, a silver ring, vintage sunglasses, a scarf, a white cotton top**

Tim: **a suit, a designer dress, a bracelet, a waistcoat, a tie**

Becky: **mittens, a winter coat, a woollen hat, thick tights**

Jon: **shorts, a sweatshirt, a fleece, hiking boots, a baseball cap**

- 6 In pairs, discuss the questions.

- What other types of Facebook profile photos can you think of? Describe them.
- What Facebook profile photo do/would you use? Describe it and say why.

WORD STORE 1A

- 7  **1.14**  Look at WORD STORE 1A on page 128. Listen and repeat the words.

- 8 In pairs, describe the type of clothes you would wear in the following situations. Add any useful words to the list in your notebook.

at school	at home	on a night out
at a wedding	on a walk in the mountains	
at the beach	at a house party	



WORD STORE 1B

- 9  **1.15**  Look at WORD STORE 1B on page 128. Listen and repeat the phrases.

- 10 In your notebook, rewrite the questions with the correct verb from WORD STORE 1B. Then ask your partner the questions.

- 1 Do you try to buy clothes that **match** the colour of your eyes or hair?
- 2 Which colours and styles do you think **?** you best?
- 3 How long does it take you to **?** dressed for a party?
- 4 Do your last year's clothes still **?** you?
- 5 Do you **?** changed when you get home from school?

WORD STORE 1C

- 11  **1.16**  Look at WORD STORE 1C on page 128. Listen and repeat the synonyms.



- 12 In your notebook, write the adjectives that complete the sentences correctly.

- 1 Ania knows a lot about art and fashion. She's very *adventurous / sophisticated*.
- 2 Greg's really childish. I think boys are more *gorgeous / immature* than girls at that age.
- 3 He's a very nice young man. But he can be *cheeky / charming* sometimes.
- 4 What a beautiful baby! Look at her *cute / stylish* little nose!
- 5 The two older children are quite rude, but the youngest is absolutely *adorable / imaginative*.

- 13 Think of three people you have a photo of – on your phone, on your desktop or in your wallet. Describe them to your partner. Use words from WORD STORE 1C.

Magda's my best friend. She's gorgeous and ...

WORD STORE 1D



- 14  **1.17**  Look at the Words for free in WORD STORE 1D on page 128. Listen and repeat.

- 15 In pairs, write true example sentences for each of the Words for free in your notebook.

1.2 Grammar

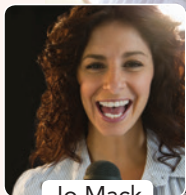
Dynamic and state verbs

I can understand the difference between dynamic and state verbs and use them correctly

- 1 Imagine you are going to a weekend music festival in the summer. In pairs, discuss what you would wear.
- 2  1.18  Read and listen to Jo Mack and answer the questions.
 - 1 Who does she work for?
 - 2 Where is she now?
 - 3 What is she doing there?

HOW TO DRESS: FESTIVAL FASHION

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



Jo Mack



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** the Killers are on later and I'm **thinking** about going to see 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 the text. Which verbs describe an action and which describe a state?

GRAMMAR FOCUS

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





Anna

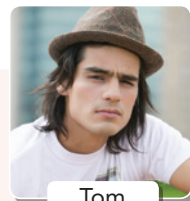
Jo: Hi! I'm reporting on festival fashion for HIP magazine. I like your hat.

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 the White Stripes – I listen to their music all the time!

- 5  1.20  Decide which present forms of the verbs in brackets complete Jo's interview with Tom correctly? Listen and check.



Tom

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

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

Jo: I ³ (love) your T-shirt.

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

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

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

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

Tom: I ⁹ (like) the Foo Fighters, but I ¹⁰ (not know) when they're on. I ¹¹ (look) for a festival programme.

Jo: I have one here – oh, they ¹² (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.

1 I (need) a new pair of trainers.

2 I (wear) my favourite T-shirt today.

3 I (buy) all my clothes online.

4 I (like) shopping.

5 I (think) most clothes are too expensive.

6 I (think) of going shopping later.

- 8 In pairs, ask each other questions based on the sentences in Exercise 7.

Do you need a new pair of trainers?

1.3 Listening

True/False

I can understand a radio programme about friendship



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

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.'

1 Work in pairs. Read sayings A–C about friendship and discuss the questions.

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

2 1.21 Listen to a radio programme about friendship. Which numbers are correct? What numbers would be true for you?

- 1 Jenny's got 2 / 5 or 6 / more than 10 close friends.
- 2 Jenny's got 313 / 330 / 333 online friends.
- 3 Fraser's got no / 2 / 3 or 4 close friends of the opposite sex.

3 Which phrases a–f from the radio programme mean the same as the underlined phrases in Exercise 4?

- a socialises – hangs out
- b lose touch with –
- c has a lot in common with –
- d is always there for you –
- e fallen out –
- f gets on well with –

6 1.22 Listen to four dialogues. Which descriptions A–E match the dialogues 1–4? There is one extra description.

- | | |
|------------|--|
| Dialogue 1 | A They get on really well together. |
| Dialogue 2 | B They've lost touch. |
| Dialogue 3 | C They don't have much in common. |
| Dialogue 4 | D They're always there for each other. |
| | E They've fallen out. |

7 Which prepositions or particles complete the questions correctly?

- 1 What do you have in common with your best friend?
- 2 Why do you get so well together?
- 3 Have you ever fallen ?
- 4 Where do you usually hang ?
- 5 Do you think you'll ever lose touch each other?

8 In pairs, think about your best friend and ask and answer the questions in Exercise 7.

LISTENING FOCUS True/False

4 1.21 Listen to the radio programme again. Are statements 1–6 true or false?

- 1 Jenny has a good relationship with all her online friends.
- 2 Jenny thinks it takes time to become close friends.
- 3 Jenny says friends sometimes stop seeing each other when they've had an argument.
- 4 Fraser has similar interests to all his close friends.
- 5 Fraser doesn't think a good friend is always reliable in a crisis.
- 6 Fraser hangs out with both boys and girls.

PRONUNCIATION FOCUS

9 1.23 In your notebook, write the numbers in full. Then listen, check and repeat.

- a 515 – five hundred and fifteen
- b 214 – two hundred fourteen
- c 3,330 – three thousand, hundred thirty
- d 901 – nine
- e 7,880 – thousand, eighty
- f 4,416 – four ,

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.

5 How many different kinds of friends do you have? For example, close friends, online friends, etc. Tell your partner.

WORD STORE 1E

11 1.24 Look at WORD STORE 1E on page 128. Listen and repeat the phrases.

1.4 Reading

Multiple choice

I can understand an article about genes

- 1 Make at least ten more family words matching part-words in box A with words in box B. Write them in your notebook.

A ex- grand great- great-great-
half- -in-law second step

+

B aunt brother daughter father
grandmother grandfather husband
mother nephew niece sister
son uncle wife

granddaughter, great-great-grandfather, mother-in-law ...

- 2 Use different family words from Exercise 1 to describe yourself. Draw a diagram in your notebook.

I'm Adam's great-grandson.



- 3 Look at the diagram in Exercise 2. Choose three people from your family and describe them to your partner. Who do you look like most?
- 4 Read the article. What can you inherit from your parents and/or ancestors?

- 1 your health
- 2 your eye, hair and skin colour
- 3 your facial features
- 4 your lifestyle
- 5 poor eyesight
- 6 baldness
- 7 left-handedness

- 5 In pairs, describe the things that you think you have inherited from your parents and ancestors.

I've inherited my hair and my eyes from my father. I've inherited my mother's small feet.

1.25

Who do you look like? Are you good-looking like your mum, well-built like your dad, fair-haired like your brother or sister, or really, really tall like your great-great-grandparent? Do people say you're just like your father, or just like your mother, or that you take after your grandparent in every way? Or do people ask where you come from because you look so different from the rest of your family?

Your genes are responsible for your appearance and your health. Half your genes are from your mother, the other half from your father. You are not identical to your mother or your father, but you probably look a bit like both of them. Or you may resemble one of your ancestors, for example a great-great-grandparent. But even if you are like other members of your family, you are unique. Your genes are different from everyone else's genes. The only people who have exactly the same genes are identical twins.

Some of the features you inherit from your parents are hair, eye colour, skin colour and facial features like the size and shape of your nose.

You probably have the same hair colour as one of your parents, but this is not always true. Two dark-haired parents can have a blond or red-headed child. This happens when there was a blond or red-headed ancestor. It is common for red-headed children to have freckles, even if the parents don't have them.

The strongest, or dominant gene in eye colour is brown. If both parents have brown eyes, their children probably have brown eyes too. It's also common for two



Twin sisters Hayleigh and Lauren with their parents and baby twin sisters

brown-eyed parents to have a blue-eyed child, but
 45 unusual for two blue-eyed parents to have a brown-eyed child. As well as eye colour you can inherit poor eyesight from your parents. So if you're short-sighted you're probably not the only person in your
 50 family who wears glasses.

Tall parents usually have tall children and short parents usually have short children. But this isn't always true – in fact, children are getting taller thanks to improved diets and healthier lifestyles.

55 50% of men with bald fathers will lose their hair. But the gene for baldness can come from the mother's family too – boys should look at their mother's father. They may take after him.

There are many different skin colours: from black, dark brown, brown, light brown to white. Most families share the same skin colour, but black parents can give birth to a lighter-skinned child if they have pale-skinned ancestors.

Usually, a black and a white parent have dark-skinned children because black is a dominant gene. But twin sisters Hayleigh and Lauren are exceptions. One twin is black, and the other is white. Hayleigh looks exactly like her black father and Lauren is the
 65 image of her white mother. This was only possible because their father had a white relative in his past.
 70

Finally, if you are left-handed, or if you have dimples in your cheeks or chin, you can thank your genes.

READING FOCUS Multiple choice

6 Read the article again. Choose the correct answer A–D and write it in your notebook.

- 1 Your genes
 - A come mainly from your mother.
 - B mean you always resemble one of your parents.
 - C determine what you look like.
 - D are always unique to you.
- 2 Two blue-eyed parents with a brown-eyed child is
 - A uncommon. C impossible.
 - B common. D extremely common.
- 3 Some children are very tall because
 - A their parents are very healthy.
 - B they have short parents.
 - C they enjoy their lifestyle.
 - D they eat well and live well.
- 4 Bald men
 - A always lose their hair because of their father's genes.
 - B nearly always have sons who go bald.
 - C sometimes inherit baldness from their mother's side.
 - D never pass on baldness through their daughter's genes.
- 5 Black and white twins are only possible when
 - A a black parent has white-skinned ancestors.
 - B black is the dominant gene in the family.
 - C the parents are both black.
 - D the parents are both white.
- 6 The most appropriate title for the text is
 - A What do you look like? C Where are you from?
 - B A family tradition D It's all in the genes

7 In pairs, discuss the meanings of the words and phrases in blue from the article. Which of the following strategies can help you guess the meaning?

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

8 Which words and phrases in blue from the article match the definitions below?

- 1 small brown spots on the skin – *freckles*
- 2 small areas on your cheek or chin that go inwards –
- 3 looks exactly like –
- 4 be like –
- 5 look like –
- 6 family members who lived a very long time ago –

9 Choose three words or phrases in blue from the article and use them in sentences about your own family. Write in your notebook.

Everybody says that I am the image of my great-grandmother.

WORD STORE 1F

10 1.26 Look at WORD STORE 1F on page 128. Listen and repeat the compound adjectives.

1.5 Grammar

Present Perfect Continuous

I can use the Present Perfect Simple and Continuous

1 In pairs, look at the different versions of the Mona Lisa and answer 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 that 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? What is she thinking? Why is she smiling?' Why is the Mona Lisa smiling? 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 and then find six more examples of the Present Perfect Continuous in the text in Exercise 2.

GRAMMAR FOCUS

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 at the Louvre museum in Paris for twenty-one years.

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

+ I've been working.

- He hasn't been working.

? Have you been working ...?
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, write the Present Perfect Continuous forms of the verbs in brackets to complete the dialogue between the Manager (M), a guest (G) and the guest's son Jack (J).

M: I'm sorry, the museum is really busy today. How long have you been waiting (wait)?

G: It's OK. We ² (not wait) long. We ³ (stand) in this queue for about twenty minutes.

M: Right. Well, I'll introduce you to Henri, our curator. He ⁴ (work) here for over twenty years.

G: Thanks. My son, Jack, is very excited. He ⁵ (learn) about Leonardo da Vinci at school.

M: Well, I'm sure Henri can answer any questions.

He ⁶ (look after) the Mona Lisa for ten years.

J: Er ... How long ⁷ (she/hang) in the Louvre?

5 In your notebook, write the sentences using the Present Perfect Simple or Continuous. Add a time expression to make them true for you.

1 I 've had (have) the same computer for 3 years.

2 I (study) English since .

3 I (listen) to the same music since .

4 I (go) to the same hairdresser's for .

5 I (know) my oldest friend since .

6 I (sit) in this chair since .

6 In your notebook, write questions for the sentences in Exercise 5 beginning with *How long have you...?* 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 Choose the correct form and write it in your notebook. Which sentences are true for you?

1 I've seen / I've been seeing the Mona Lisa twice.

2 My mum has bought / has been buying a new car.

3 It's snowed / It's been snowing since yesterday.

4 I've learnt / I've been learning the piano for years.

5 My parents have never been going / have never been abroad.

6 I haven't done / haven't been doing my homework yet.

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

1 texts / receive / today?

How many texts have you received today?

2 wear / the same watch?

3 have / the same bag?

4 foreign countries / visit?

5 books / read / in the past three months?

6 go / the same dentist?

1.6 Speaking



Describing a photo

I can describe clothes and speculate about people in photos



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

Adjective order key

Opinion	Size/age	Colour/pattern	Material	Make/type	Noun
a lovely	big old	brown	leather	flying	jacket

- 1 trainers / Nike / New *New Nike trainers*
 2 A / cotton / shirt / patterned
 3 jeans / blue / Fashionable / skinny
 4 leather / high-heeled / Black / boots
 5 A / striped / jumper / big / woollen
- 2 In pairs, 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 In pairs, describe clothes you have at home. Talk about the following:
- Something you wear ...**
- when you go out
 - in winter
 - to do sport
 - for a formal occasion
 - at the weekend.
- 4 Look at photo A. Describe the clothes that the people are wearing.
- 5  1.27  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.



- 6  1.27  Read the SPEAKING FOCUS. Think of one word to complete each gap in the description of photo A. Then listen again and check.

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

It's hard to ⁹ *?* out exactly what kind of shop they are in, but it ¹⁰ *?* to be a men's clothes shop. It looks as ¹¹ *?* they're near the changing rooms because there's

a white curtain in the ¹² *?*. The man is holding up a shirt or a pair of trousers. He looks ¹³ *?* if he's thinking about trying it on. I ¹⁴ *?* think the woman looks very interested. ¹⁵ *?*, I think she wants to go to a women's clothes shop.



- 7 Look at photo B. Then follow the instructions below and describe it. Use the phrases from 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.
- 8 In pairs, ask and answer three more questions based on photos A and B.
- 1 How often do you go shopping?
 - 2 Who do you usually go with? Why?
 - 3 What are your favourite or least favourite shops? Why?

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 what ..., 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 ...

1.7 Writing

Describing a person

I can describe a person in writing

- 1 Work in pairs. 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 in your notebook of things you think she might include.
age, hair (length and colour), interests ...
- 3 Now read Maggie's message and see which things on your list in Exercise 2 she mentioned.



Maggie

Hi Dominic,

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

Her name's Claire and she's **our** age, though 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 go with one of them. She's **into** all sorts of music, from classical to punk and I think she's the sort 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 usually in black. I think she looks a bit **like** a vampire, but without the sharp teeth 😊

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

Love

Maggie



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

- 4 Do you think you would get on well with Claire? Why?/ Why not?

- 5 Read the WRITING FOCUS. Which words in purple from the message in Exercise 3 complete the examples correctly?

WRITING FOCUS

Describing a person

- Mention age
He's (about) my/your/¹ **our** age.
He's in his teens/² **?** /mid/late twenties.
- Describe personality and interests
He's a very easy-going/interesting person.
She's the sort/type/kind of person ³ **?** always remembers your birthday/loves kids.
She'd ⁴ **?** a great teacher/doctor/friend.
He's ⁵ **?** music/fashion/skateboarding.
- Describe hair, eyes, skin and face
He's got cool, short, ⁶ **?** hair.
She's got beautiful, long ⁷ **?**, blond hair.
She's got a kind/friendly/unusual smile/face.
- Mention height/build
She's short/⁸ **?** /tall.
He's fairly well-built/ ⁹ **?**.
- Give general impressions
She looks (kind of) cool/unusual/mysterious/unhappy/nervous.
He looks a bit ¹⁰ **?** you/me/Mr Bean/Ronaldo.
- Mention clothes
She ¹¹ **?** casually/smartly/well/in black.
He always wears casual/smart/scruffy/fashionable/stylish clothes.

- 6 Some adjectives can be very negative when used to describe a person. Which phrases in the box can replace the underlined negative adjectives in the sentences below?

not really interested in fashion
not always hard-working mature
a little overweight a bit too slim
sometimes forgets his/her manners

- 1 Jo is skinny. She doesn't eat very much.
Jo is a bit too slim.
 - 2 Ryan is fat. He doesn't do much exercise.
 - 3 Harry is scruffy. He doesn't care what he wears.
 - 4 Ellie is rude. She needs to be more polite.
 - 5 Ken is a(n) old student. He's back at university because he wants a career change.
 - 6 Kelly is lazy. Her parents are worried that she'll fail her exams.
- 7 A friend is going to visit the city where your cousin lives. Your cousin has agreed to show your friend around the city. They have never met before. Write an email of at least 100 words to your cousin and:
 - describe your friend's appearance
 - describe your friend's personality
 - mention some of your friend's interests
 - thank your cousin for agreeing to show your friend around.

Use the information in the WRITING FOCUS to help you.

Personality Osobowość

adventurous /əd'ventʃərəs/ śmiały, odważny
aggressive /ə'grɛsɪv/ agresywny
arrogant /'ærəgənt/ arogancki
brave /breɪv/ odważny, dzielny
caring /'keərɪŋ/ troskliwy
charming /'tʃɑ:mɪŋ/ czarujący, uroczy
cheeky /'tʃi:ki/ zuchwały
childish /'tʃaɪldɪʃ/ dziecinny
creative /kri'eɪtɪv/ kreatywny
dynamic /daɪ'næmɪk/ dynamiczny
easy-going /i:zi 'gəʊɪŋ/ spokojny, wyluzowany
fascinating /'fæsəneɪtɪŋ/ fascynujący
friendly /'frendli/ zycliwy, przyjazny
hard-working /'hɑ:d 'wɜ:kɪŋ/ pracowity
imaginative /ɪ'mædʒɪnətɪv/ pomysłowy, obdarzony wyobraźnią
immature /ɪ,mə'tʃʊə/ niedojrzały
jealous /'dʒeləs/ zazdrośny
kind /kaɪnd/ miły, zycliwy
lazy /'leɪzi/ leniwy
mature /mə'tʃʊə/ dojrzały
mischievous /'mɪʃtɪvəs/ szelmowski, zuchwały, bezzelny
nervous /'nɜ:vəs/ nerwowy
open to sth /'əʊpən tə ,sʌmθɪŋ/ otwarty na coś
outgoing /'aʊt'gəʊɪŋ/ otwarty, towarzyski
popular /'pɒpjələ/ lubiany
reliable /rɪ'laɪəbəl/ niezawodny
realistic /rɪə'lɪstɪk/ *be realistic* – być realistą
rude /ru:d/ nieuprzejmy
selfish /'selfɪʃ/ samolubny
sense of humour /sens əv 'hju:mə/ poczucie humoru
sophisticated /sə'fɪstɪkətəd/ wyrafinowany, obyty
tolerant /'tɒlərənt/ tolerancyjny
unhappy /ʌn'hæpi/ niezadowolony

Appearance and age Wygląd i wiek

adorable /ə'dɔ:ərəbəl/ zachwycający, rozkoszny
attractive /ə'træktɪv/ atrakcyjny
bald /bɔ:ld/ łysy
baldness /'bɔ:ldnəs/ łysienie
blond /blɒnd/ blond, jasnowłosy
blue-/brown-eyed /'blu:,'braʊn 'aɪd/ o niebieskich/brązowych oczach
cheek /tʃi:k/ policzek
chin /tʃɪn/ podbródek
cool /ku:l/ świetny, odłotowy
curly/straight/dark/short/long hair /,'kɜ:li,'streɪt/,'dɑ:k,'ʃɔ:t,'lɒŋ 'heə/ kręcone/proste/ciemne/krótkie/długie włosy
cute /kju:t/ śliczny, uroczy
dark/fair-/long-/short-haired /,'dɑ:k,'feə,'lɒŋ/,'ʃɔ:t 'heəd/ o ciemnych/jasnych/długich/krótkich włosach
dark-/lighter-/pale-skinned /,'dɑ:k/,'laɪtə/,'peɪl 'skɪnd/ o ciemnej/jasniejszej/bladej karnacji
dimples /'dɪmplz/ dołeczki
elegant /'eləgənt/ elegancki
facial features /,'feɪʃəl 'fi:tʃəz/ rysy twarzy
fat /fæt/ gruby
freckles /'frekəlz/ piegi
good-looking /'gʊd 'lʊkɪŋ/ przystojny
gorgeous /'gɔ:dʒəs/ olśniewający
in his early/mid/late twenties /ɪn ɪz ,zɪli,'mɪd/,'leɪt 'twentɪz/ w wieku dwudziestu kilku/około dwudziestu pięciu/prawie trzydziestu lat
in his teens /ɪn ɪz 'ti:nz/ w wieku nastoletnim
make-up /'meɪkʌp/ makijaż
medium height /,'mɪdiəm 'haɪt/ średniego wzrostu
middle-aged /,'mɪdl̩ 'eɪdʒd/ w średnim wieku
mysterious /mɪ'stɪəriəs/ tajemniczy
overweight /,əʊvə'weɪt/ z nadwagą
red-headed /,'red 'hedəd/ rudowłosy
scruffy /'skrʌfi/ niechlujny
short /ʃɔ:t/ niski
skinny /'skɪni/ chudy

slim /slɪm/ szczupły
smart /smɑ:t/ elegancki
stylish /'stɑɪlɪʃ/ stylowy
tall /tɔ:l/ wysoki
well-built /wel 'bɪlt/ dobrze zbudowany
well-dressed /wel 'drest/ dobrze ubrany

**Clothes and accessories
Ubrania i akcesoria**

bangle /'bæŋɡəl/ orientalna bransoletka
baseball cap /'beɪsbɔ:l kæp/ czapka z daszkiem
boots /bu:ts/ buty (za kostkę)
bracelet /'breɪslət/ bransoletka
casual/formal clothes /,'kæʒuəl,'fɔ:məl 'kləʊðz/ ubrania swobodne/eleganckie
coat /kəʊt/ płaszcz, kurtka
cotton /'kɒtn/ bawełniany
designer dress /dɪ'zaɪnə dres/ sukienka od znanego projektanta
fashionable /'fæʃənəbəl/ modny
fleece /fli:s/ bluza polarowa
flying jacket /'flaɪɪŋ ,dʒækət/ kurtka pilotka
gloves /glɒvz/ rękawiczki
hat /hæt/ czapka, kapelusz
high-heeled /'haɪ 'hi:əld/ na wysokim obcasie
jeans /dʒi:nz/ dżinsy
jumper /'dʒʌmpə/ sweter
leather /'leðə/ skórzany
look /lʊk/ styl, stylizacja
patterned /'pætənd/ wzorzysty
scarf /skɑ:f/ szalik, apaszka
shirt /ʃɜ:t/ koszula
shorts /ʃɔ:ts/ szorty
silver ring /,'sɪlvə 'rɪŋ/ srebrny pierścionek
striped /'straɪpt/ w pasy
suit /su:t/ garnitur
sunglasses /'sʌŋ,'glɑ:sɪz/ okulary przeciwsłoneczne
sweatshirt /'swetʃɜ:t/ bluza dresowa
T-shirt /'ti: ʃɜ:t/ T-shirt
tie /taɪ/ krawat
top /tɒp/ top, bluzka, koszulka
trainers /'treɪnəz/ buty sportowe
trousers /'traʊzəz/ spodnie
vintage /'vɪntɪdʒ/ klasyczny
waistcoat /'weɪskəʊt/ kamizelka
woollen /'wʊlən/ wełniany

**Clothes and appearance – verbs and verb phrases
Ubrania i wygląd – czasowniki i zwroty z czasownikami**

be the image of /bi ðə 'ɪmɪdʒ əv/ być bardzo podobnym do
dress casually/smartly/fashionably/well/in black /dres 'kæʒuəli/'smɑ:tli/'fæʃənəbli/'wel/ɪn 'blæk/ ubierać się swobodnie/elegancko/modnie/dobrze/na czarno
fit /fɪt/ pasować (pod względem rozmiaru)
get changed /get 'tʃeɪndʒd/ przebrać się
get dressed/undressed /get 'drest/,'ʌn'drest/ ubrać się/rozbierać się
look /lʊk/ wyglądać
look like sb /'lʊk laɪk ,sʌmbɒdi/ być podobnym do kogoś
match /mætʃ/ pasować do (siebie), dobrze łączyć się z
put on /put 'ɒn/ zakładać, nakładać
resemble sb /rɪ'zembəl ,sʌmbɒdi/ przypominać kogoś
suit /su:t/ pasować (do kogoś, czyjejś urody, sylwetki)
try on /traɪ 'ɒn/ przymierzyć
wear /weə/ zakładać, nosić

Relationships Związki międzyludzkie

be always there for /bi ,ɔ:lweɪz 'ðeə fɔ/ być zawsze wsparciem dla
close friend /kləʊs 'frend/ bliski przyjaciel/bliska przyjaciółka
date /deɪt/ randka

fall out with /fɔ:l 'aʊt wɪð/ pokłócić się z
get on well with /get ɒn 'wel wɪð/ być w dobrych stosunkach z
hang out with /hæŋ 'aʊt wɪð/ spędzać czas z
have a lot in common with /hæv ə ,lɒt ɪn 'kɒmən wɪð/ mieć dużo wspólnego z
have a good relationship with /hæv ə ,gʊd rɪ'leɪʃənʃɪp wɪð/ mieć dobre relacje z
have similar interests /hæv ,sɪmələ 'ɪntrəsts/ mieć podobne zainteresowania
have an argument /hæv ən 'ɑ:gjəmənt/ pokłócić się
look after sb /lʊk 'ɑ:ftə ,sʌmbədi/ opiekować się kimś
lose touch with /lu:z 'tʌtʃ wɪð/ stracić kontakt z
online friend /ɒnlaɪn 'frend/ internetowy znajomy
opposite sex /ɒpəzət 'seks/ płeć przeciwna
socialise with /'səʊʃəlaɪz wɪð/ utrzymywać kontakty towarzyskie z
stop seeing each other /stɒp 'si:ŋɪŋ ɪtʃ ,ʌðə/ przestać się spotykać

Family members Członkowie rodziny

ancestor /'ænsəstə/ przodek
ex-husband/ex-wife /eks 'hʌzbənd/eks 'waɪf/ były mąż/była żona
father-in-law/mother-in-law /'fa:ðər ɪn ,lɔ:/ 'mʌðər ɪn ,lɔ:/ teść/teściowa
great-grandfather/great-grandmother /greɪt 'grænd,'fɑ:ðə/,'greɪt 'græn,'mʌðə/ pradiadek/prababcia
great-great-grandfather/great-great-grandmother /greɪt ,greɪt 'grænd,'fɑ:ðə/,'greɪt ,greɪt 'græn,'mʌðə/ prapradziadek/praprababcia
great-great-grandson/great-great-granddaughter /greɪt ,greɪt 'grænsən/,'greɪt ,greɪt 'græn,'dɔ:tə/ praprawnuczek/praprawnuczka
half-brother/half-sister /'ha:f ,brʌðə/'ha:f ,sɪstə/ brat przyrodni/siostra przyrodna
nephew /'nefju:/ siostrzeniec/bratanek
niece /ni:s/ siostrzenica/bratanica
second husband/wife /,'sekənd 'hʌzbənd/'waɪf/ drugi mąż/druga żona
son-in-law/daughter-in-law /'sʌn ɪn ,lɔ:/ 'dɔ:tər ɪn ,lɔ:/ zięć/synowa
stepbrother/stepmother /'stepbrʌðə/'stepstə/ brat przyrodni/siostra przyrodna (dziecko macochy lub ojczyma)
stepfather/stepmother /'stepfɑ:ðə/'stepmʌðə/ ojczym/macocha
stepson/stepdaughter /'stepsʌn/'stepdɔ:tə/ pasierb/pasierbica
uncle/aunt /'ʌŋkəl/,'aʊnt/ wujek/ciocia

Other Inne

exception /ɪk'sepʃən/ wyjątek
eyesight /'aɪsaɪt/ wzrok
gene /dʒi:n/ gen
inherit sth from sb /ɪn'herət ,sʌmθɪŋ frəm ,sʌmbɒdi/ odziedziczyć coś po kimś
left handedness /,'left 'hændɪdnəs/ leworęczność
left-/right-handed /,'left/,'raɪt 'hændɪd/ lewo-/praworęczny
look as if/as though /'lʊk əz ɪf/əz ðəʊ/ *it looks as if/as though it's going to rain* – wygląda jakby miało padać
look out! /lʊk 'aʊt/ uważaj!
look up /lʊk 'ʌp/ szukać
pass sth on /,'pɑ:s ,sʌmθɪŋ 'ɒn/ przekazać coś (potomnym)
report on sth /rɪ'pɔ:t ɒn ,sʌmθɪŋ/ relacjonować coś
she'd make a great ... /ʃɪd meɪk ə greɪt.../ byłaby świetną...
short-sighted /,'ʃɔ:t 'saɪtəd/ krótkowzroczny
take after sb /teɪk 'ɑ:ftə ,sʌmbɒdi/ odziedziczyć po kimś (np. wygląd, zachowanie)
unique /ju:'ni:k/ unikalny

FOCUS REVIEW 1

SŁOWNICTWO I GRAMATYKA

1 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

- 1 Don't worry, I'm sure John will be here any minute. He's the most person I know. **RELY**
- 2 Helen's almost 20 years old but she's still very . She often does silly things. **MATURE**
- 3 Lucy is a very person and is always ready to help her friends. **CARE**
- 4 Jason is not particularly . Every summer he goes to the same beach resort in Spain. **ADVENTURE**
- 5 All Yvonne's stories are full of surprises. She's a very writer. **IMAGINATION**
- 6 Charles is a young man. **CHARM**

2 Jakie słowa zastąpią podkreślone wyrażenia? Pierwsze litery brakujących słów zostały podane.

- 1 He wanted to ask Betty out on a d (when you go out with someone you fancy), but he was too shy.
- 2 Most of my a (family members who lived in the past) came from Ireland.
- 3 It's important to protect your e (ability to see). Remember to wear sunglasses on sunny days.
- 4 Laura was a gorgeous girl with red hair and f (small brown spots) on her nose.
- 5 Scientists are still looking for new ways to treat b (the condition of having little or no hair).

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

- 1 Why (patrzysz) at me like that? Is there something wrong with my hair?
- 2 Pam (nie pamięta) when her mother let her put make-up on for the first time.
- 3 Tom (je) lunch and we have to wait for him.
- 4 I (nie myślę) that his sense of humour is very sophisticated.
- 5 Stuart (wygląda) very smart in his new woollen suit and black leather shoes.
- 6 Jane, (czy rozumiesz) why people should be kind to each other?

4 Zapisz w zeszycie poprawne formy czasowników w nawiasach. Użyj czasu Present Perfect Simple lub Continuous.

- 1 Our uncle is on holiday and we (look) after his dog since Monday.
- 2 How many bracelets (you/make) this morning? Enough for everyone?
- 3 I think I (inherit) most genes from my mum because we have similar looks.
- 4 How long (Gina/work) on the project about family resemblance?
- 5 Helen is very busy at university but she (not lose) touch with her friends.
- 6 My older brother (go) to the same music festival for five years now.

ŚRODKI JĘZYKOWE

MINIDIALOGI, WYBÓR WIELOKROTNY

5 Które z podanych odpowiedzi A–C właściwie uzupełniają wypowiedzi? Zapisz je w zeszycie.

Wskazówka

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

- 1 X: What's that? 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: I was happy to see Jessica at the school reunion.
Y: And who's she exactly?
X: She used to be my best friend in primary school but we when my family moved to Bristol.
A took after B lost touch C hanged out
- 3 X: What have you been doing?
Y: Nothing special. I an email to Lucy to ask her about the class project. I hope she replies soon.
A 'm writing B 've written C 've been writing
- 4 X: I guess Tom must be really now that his brother has inherited a cottage from their aunt.
Y: He says he isn't, but I know that's not true.
A selfish B arrogant C jealous
- 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 Które z podanych odpowiedzi A–C poprawnie uzupełniają tekst? Zapisz je w zeszycie.

PARENTS ON FACEBOOK

Young people ¹ Facebook actively for a long time. In fact, not long ago people under 25 were the biggest group of users. But now more and more ² sign up for Facebook, with the 40–54-year-olds becoming particularly interested in it.

So, what ³ Facebook? Do they like it? If they haven't created a profile yet, they will probably do so in the near future. And then, they will want to be your ⁴ friends and follow your profile!

When this happens, should you accept or reject their invitation? There is no good answer for everyone. If you have ⁵ with your parents and tell them everything about your life, you may say yes. The worst thing is to do nothing. You can't pretend you haven't seen the invitation or say that you're busy with school work and you're not using Facebook. Be ⁶ about it. You will have to take a decision one day.

- 1 A use B have used C have been using
- 2 A people in their teens B middle-aged people C people of medium-height
- 3 A do your parents think about B are your parents thinking about C have your parents thought about
- 4 A close B online C half
- 5 A a good relationship B similar interests C a lot in common
- 6 A reliable B brave C realistic

CZYTANIE

WYBÓR WIELOKROTNY

7 Przeczytaj tekst. Które z podanych odpowiedzi A–D są właściwe, zgodne z treścią tekstu? Zapisz je w zeszycie.

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, becoming a success 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 26, 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 in 2001.

Since then her company has been growing steadily. In that time, it has developed a reputation 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 share the planet with other creatures. These beliefs have 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 for some time. Recently, Stella decided not to work with a fabrics factory because the process used by it 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. Instead of just creating new designs season after season, 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 text, 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 Which statement about Stella McCartney is true?
 - A As a child, she found out about ethical fashion.
 - B When she was a child, she wore organic cotton clothes.
 - C She often gets ideas for her designs from nature.
 - D No animal products are used in her fashions.

- 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 opisz fotografię.

- 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 Tell me about a situation when you or someone you know had to wear formal clothes.

PISANIE

E-MAIL

10 Wykonaj zadanie w zeszycie.

Twój kolega / Twoja koleżanka z Wielkiej Brytanii odbywa staż w czasopiśmie młodzieżowym. Jego/Jej zadaniem jest przeprowadzić wywiady z osobami z różnych krajów, które interesują się modą. Zaproponuj mu/jej kogoś spośród swoich znajomych. Napisz e-mail, w którym:

- przedstawisz zainteresowania wybranej osoby związane z modą;
- napiszesz, jak zwykle się ona ubiera;
- opiszesz 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.