

Interface

3

Student's Book

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PODRECZNIK
WIELOLETNI



Unit 2

Technology



Unit Contents

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video game
go online
write a blog
send an email

Vocabulary 1 IT activities

1 Look at the picture. Can you name the equipment?

2 Which of these things can you do with the equipment in the picture?

take a digital photo play a video game
make a phone call scan a photo
send an email store data go online
print a document charge a mobile phone
post a comment download / upload a video clip
write a blog read an e-book
plug in a memory stick

3 Listen and repeat.

4 Choose the correct words and write them in your notebook.

- 1 I need to **store / charge** my mobile phone because I want to ring Sue.

- 2 He **stores / scans** data on a memory stick.
3 Do you know how to **upload / charge** a video clip or photo onto the Internet?
4 This blog is really interesting. I'm going to **post / download** a comment.
5 You can use my mobile to **send / make** an email.



Now say it!

5 Listen to Megan and Dan. How many hours does Dan watch TV every week?

6 Work in pairs. Ask and answer questions about IT-related activities.

How many hours do you use a computer every day?

I spend about 30 minutes downloading music files.

A high tech bedroom

We had a peek inside a typical teenager's bedroom and what did we find? Well, we didn't find many books, but there were a lot of electronic gadgets. Student Sam Judd, 16, tells us about the electronic stuff in his room.

FLATSCREEN TV

'When I passed my exams my parents gave me a 21-inch high-definition TV for my bedroom. It's right in front of my bed so I can watch my favourite films while I'm in bed.'

COMPUTERS

'I got my first desktop computer for my 12th birthday. It's quite old now, but I use it for schoolwork. I've also got a laptop where I store all my music. It's got wi-fi, so I can connect to the Internet. And I've got a memory stick which I use to transfer documents and photos from one computer to another.'

PRINTER

'My parents bought a new printer and they gave me their old one. The printing quality is rubbish and the paper often gets stuck. But it has a scanner so I can scan my friend's school notes because they are much better than mine!'

COMPUTER GAMES

'I played a lot of computer games when I was younger and I keep them on my bookshelf. I don't buy many now, but sometimes I download games if the graphics aren't too heavy.'



PHONE

'I didn't have a mobile phone until I was 13. It was a birthday present. Now I've got a new one. I bought it with the money I earned from a Saturday job. I don't use it to connect to the Internet because it's too expensive, but I use it for making calls, sending texts and taking photos.'

SPEAKERS AND GUITAR

'I saved £300 and bought a second-hand electric guitar last year. Some friends and I formed a band. We wrote some songs and uploaded them on the Internet. We're planning to perform live at school next month.'

MP3 PLAYER

'I lost my MP3 player last month. It had about 6000 songs on it. But a friend gave me his old one and he put some of my favourite songs on it. I listen to it on the bus to school and in the gym.'



Reading 1

7 Read the introduction. What is the text about?

Write the answer in your notebook.

- a) a favourite electronic gadget
- b) the electronic equipment in a bedroom
- c) the best electronic equipment

8 Read and listen to Sam. How many pieces of electronic equipment does he have in his room?



Read the comprehension questions before you read the text. It helps you to find the answers more quickly.

9 Are the sentences true or false? Write the answers in your notebook. Correct the false sentences.

- 1 Sam never watches TV in bed.
- 2 Sam's laptop is newer than his desktop.
- 3 Sam doesn't play computer games now.
- 4 He doesn't use the camera on his phone.
- 5 He plays the drums in a band.
- 6 He uses his friend's MP3 player.

10 Find the words (1-5) in the text and in your notebook match them with the definitions (a-e).

- | | |
|------------|----------------------|
| 1 peek | a) keep |
| 2 stuff | b) computer pictures |
| 3 rubbish | c) things |
| 4 store | d) very bad |
| 5 graphics | e) a quick look |



Grammar 1

Past simple

was / were

+ It **was** a birthday present.
There **were** a lot of electronic gadgets.

- Look at the sentences in the table. In your notebook rewrite them as negative structures, write questions and short answers.
- Choose the correct words and write them in your notebook.
 - He **was / were** my best friend.
 - There **was / were** a lot of electronic gadgets.
 - We **wasn't / weren't** very tired last evening.
 - She **wasn't / weren't** happy to see the email from Mary.
 - Was / Were** you at home last evening?
 - Was / Were** there any video games?

- Complete the questions in your notebook with **was** or **were**.

Were your friends online yesterday?

- What your favourite birthday present last year?
- Where you on Saturday afternoon?
- your friends at school yesterday?
- your mobile phone a gift from your parents?
- you tired last night?
- Jim at the concert last night?

- In your notebook match the answers (a-f) with the questions (1-6) in exercise 3.

- No, they weren't. It was Sunday.
- No, it wasn't.
- Yes, I was.
- I was at the Internet café.
- It was my MP3 player.
- Yes, he was.

- INTERFACE** Work in pairs. Ask and answer the questions in exercise 3.

Grammar 2

Past simple

regular and irregular verbs

+ I **wrote** some songs and **uploaded** them on the Internet.

- I **didn't have** a mobile phone.

? What **did** we **find**?

- Look at the sentences in the table. Which of the verbs in the sentences are regular, which are irregular?
- In your notebook write the past simple form of the verbs in the box. Then write **R** next to regular verbs and **I** next to irregular verbs.

want **R** take decide see buy
think pass send lose realise

regular	irregular
want - wanted	take - took

- Sam made a list of things to do yesterday. Look at the list and in your notebook write sentences about what he did / didn't do. *He didn't send three emails.*



Pronunciation

Word stress

- Copy and complete the table with the words in the box.

digital download energetic share
charge document comment


1 syllable	2 syllables	3 syllables	4 syllables
		digital	

- Listen, check and in your notebook mark the stress.

- 9** In your notebook write six questions about last weekend. Use the ideas in the box or your own ideas.

watch TV go to the park / cinema
play football / basketball meet your friends
buy something read listen to music




Did you watch TV last weekend?




- 10**  **INTERFACE** Work in pairs. Ask and answer your questions in exercise 9.

- 11** Complete the text in your notebook with the past simple form of the verbs in brackets.



The World Wide Web

Twenty years ago, there (1)  (not be) a World Wide Web and there (2)  (not be) any social networking sites. By 1994, there (3)  (be) about a hundred important websites – today there are millions!








The Web (4)  (develop) when search engines such as Google (5)  (become) available and more people (6)  (get) high-speed broadband in their homes. Today, it is hard to imagine life without the Web.



In the UK, over 76% of the population uses the Internet – that's more than 46,683,900 people!



Listening A social network

- 12** Read the questions in exercise 13 and check the meaning of any unknown words. Can you guess any of the answers?
- 13** Listen to an interview about social networking sites and choose the correct answers. Write them in your notebook.
-  computer science students started Facebook.
 - Two
 - Three
 - Four
 - Facebook became available to anyone over 13 years old in .
 - 2004
 - 2005
 - 2006
 - Facebook is not permitted in .
 - schools
 - some countries
 - all offices
 - Now Facebook is  MySpace.
 - more popular than
 - not as popular as
 - as popular as
 - American students say their favourite thing is .
 - their music player
 - Facebook
 - their music
 - The new verb 'unfriend' means .
 - to argue with a friend online
 - to delete a friend from your friends' list
 - to find friends using your friends' list of friends
- 14**  **CLASS VOTE** Are social networking sites a good idea?





Speaking Out shopping


Listen

- 1 Look at the picture of Rita and Megan. What are they going to buy?
- 2 Listen to Rita and Megan's conversation and answer the questions in your notebook.
 - 1 How much money has Megan got?
 - 2 What is Megan going to buy?
- 3 Listen to Megan's conversation with the assistant and answer the questions in your notebook.
 - 1 Has the phone got a camera?
 - 2 How much does Megan pay?
- 4 Listen again and in your notebook complete the dialogue.




Can I help you?

Yes, I'm looking for a new mobile phone.

This one is on special offer. It's only (1) .


Has it got a good camera?

(2) . It's got a music player and high-speed mobile Internet, too.

Right. What about that one over there? Can I see it?

Sure. This is a really good one.

How much is it?

It's (3) .

Oh! That's too expensive for me. OK, I'll take the other one.

That's (4)  then, please.

Here you are. Thanks. Bye.

Practise

- 5 Listen again and repeat the dialogue.
- 6 In your notebook order the words to make questions and answers.
 - 1 help / Can / you / I / ?
 - 2 a / looking / new / I'm / phone / for / mobile / .
 - 3 see / Can / I / one / that / ?
 - 4 How / it / is / much / ?
 - 5 please / then, / £35.99 / That's / .
- 7 Listen and in your notebook match the questions (1-4) with the answers (a-e). There is one extra answer you do not need to use.
 - a) Yes, good idea.
 - b) Sure. This is a really good one.
 - c) Yes, I'm looking for a new music player.
 - d) It's £40.
 - e) I'll take this one.



Speaking task

Prepare a dialogue between you and a shop assistant.

Step 1

Decide what you want to buy or use your own ideas.



mobile phone



laptop



digital camera



MP3 player

Step 2

Think about what you say.

I'm looking for ...

Can I see it / that one / another one?

How much is it?

I'll take this / that / the other one.

Think about what the assistant says.

Can I help you?

This one's on special offer.

Here you are.

That's ... then, please.

Step 3

Write your dialogue.

Step 4

Work in pairs. Practise your dialogues.



Culture

Famous inventions and inventors

Alexander Graham Bell

Alexander Graham Bell (1842–1922) was a scientist, inventor and engineer. He was born in Scotland, but his family moved to Canada when he was 23. Bell produced his first invention when he was just 12 and continued to invent things all his life.



Interest in sound

Bell's mother became deaf when he was a child and this started his interest in sound. He worked with deaf students for many years and started designing machines to transmit sound as early as 1863.

The first telephone

In the 1870s Bell started to develop a machine to transmit the human voice over distance. The result? The telephone. The first phone call was to his assistant, Thomas Watson on 10th March 1876. The first words? 'Watson. Come here. I want to see you.' The Bell Telephone Company began in 1877 and by 1886 over 150,000 people in America had phones.



Today

There are approximately 1.27 billion landline phones in the world and 4 billion mobile phones – over 60% of the world's population owns a mobile phone. In the UK 85% of people have a mobile phone, but in the USA it's only 49%.

8 Read and listen. Answer the questions in your notebook.

- 1 When did Bell first invent something?
- 2 Why did Bell become interested in sound?

9 Think about how people use mobile phones in Poland. Answer the questions in your notebook.

- 1 How often do you make phone calls?
- 2 How many people in Poland have a mobile phone?



Vocabulary 2 Jobs

1 In your notebook match pictures 1–8 with jobs in the box.

technician librarian policewoman
journalist researcher psychologist
doctor builder lawyer beautician
fireman politician scientist sculptor



2 Listen and repeat.

3 Complete the sentences in your notebook with jobs in exercise 1.

- A is someone who provides people with legal advice.
- A is someone who studies how people's minds work.
- A is an artist who makes sculptures.
- A is someone who gives people beauty treatments.
- A collects information and does studies.
- A has a job in politics.

4 What work-related verbs and nouns can you find in the jobs above?

builder → *build* (verb)
psychologist → *psychology* (noun)

5 In your notebook put the jobs in exercise 1 into five groups: *-man/-woman*, *-er*, *-ist*, *-ian*, *-or*. Add two more jobs to each group.

<i>-man/-woman</i>	<i>-er</i>	<i>-ist</i>	<i>-ian</i>	<i>-or</i>

6 **CLASS VOTE** Which jobs do you think are easy / hard / dangerous / fun?



Reading 2

7 Read the text and find out how Martin became blind.

8 Read and listen. Answer the questions in your notebook.

- 1 What part of Martin's body did doctors implant in his eye?
- 2 Who was the first person Martin saw?
- 3 Do scientists think they can use the technology for other blind people?



A miracle – thanks to technology

When most people think about new technology, they think about a new MP3 player or a new mobile phone – not Martin Jones. Martin was working as

a builder when he had a terrible accident. Martin became blind because of the accident and for 12 years he couldn't see at all.

Then doctors told him about a revolutionary new technology with a special optical lens that helps people see again. At first, scientists couldn't use the technology – they thought the patient's immune system might reject the plastic lens. Then researchers discovered they could use the lens by implanting it in a different part of the body – in a tooth! Martin decided to try. Doctors took out one of his teeth, put the optical lens in it and implanted it into part of his eye.

Martin was blind when he met his wife, Gill. When he opened his eyes after the operation she was standing by his bed – she was the first person he saw. 'She's wonderful. It was unbelievable to see her for the first time,' said Martin. Now, he laughs about his 'science-fiction eye' and he's happy he isn't blind.

Scientists say the new technology can help more people in the future. They are already planning more operations.

Grammar 3

Past continuous

past continuous











+	He was working as a builder when he had an accident.
-	He wasn't living in London when he met his wife.
?	Was Gill waiting when he opened his eyes? Yes, she was . / No, she wasn't .

- 9** Look at the sentences in the table and choose the correct words to complete the rule below. Write the answer in your notebook.

We use past continuous to talk about an action in progress / a completed action in the past.

- 10** What was happening when Beth arrived home? Complete the sentences in your notebook with the past continuous form of the verbs in brackets.

When Beth arrived home, ...

- her brother Mike  (not write) an email, he  (watch) TV.
- her parents  (look) at a holiday website, they  (not prepare) a meal.
- her sister Lisa  (not listen) to music on her MP3 player, she  (chat) online.
- her friend Jed  (wait) for her, he  (not use) the computer.
- the cats Sammy and Fifi  (sleep), they  (not eating).

- 11** In your notebook write questions about what was happening when Beth arrived.

Mike / write an email / when Beth arrived?

Was Mike writing an email when Beth arrived?








- her parents / prepare a meal / when she arrived?
- Lisa / chat online / when Beth arrived?
- Lisa / listen to music / when she arrived?
- Jed / use the computer / when Beth arrived?
- Sammy and Fifi / sleep / when she arrived?

- 12**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 11.

- 13** Complete the text in your notebook with the past continuous or past simple form of the verbs in brackets.


Internet helps fight crime!



Two weeks ago a robber took Dave Reed's laptop when he **was sleeping** (sleep). Dave's a writer and he (1)  (write) a book at the time – it was all on the computer. Two days later, when Dave (2)  (try) to find another computer on the Internet, he saw a laptop similar to his old one. Dave went to the seller's house to buy it. When he (3)  (look) at the laptop, he realised it was his old one! When the man (4)  (not look), Dave sent a message to the police. When the police arrived, Dave (5)  (talk) to the man, but he (6)  (not buy) the computer. The police found more of Dave's things when they (7)  (search) the house. Dave got everything back – thanks to the Internet!

- 14** In your notebook write questions using past continuous.

- what / you / do / at 8 pm yesterday / ?
- what / your best friend / do / last weekend / ?
- what / your parents / do / yesterday afternoon / ?
- what / your classmate / do / ten minutes ago / ?
- what / you / do / when / your teacher / come / to the classroom / ?

- 15**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 14.



Writing

A thank-you letter

1 Read and listen. Answer the questions in your notebook.

- 1 Why didn't Lisa write before?
- 2 What was her birthday present from her aunt and uncle?
- 3 What did Lisa do last weekend?
- 4 How did she celebrate her birthday?



Language focus

Informal letter

It was exactly what I wanted!
I'm writing to thank you for ...
Lots of love,
Thanks a lot / very much for my present.
How are you? I hope you're well.
All the best,
I really like it / them.
Hope to see you soon.

2 Look at the Language focus. Copy the sentences into your notebook under the following headings.

Beginning a letter
Saying thank you
Ending a letter

3 In your notebook order the words to make sentences.

- 1 my / thank / writing / you / birthday / to / present / for / I'm / .
- 2 a / for / digital / Thanks / my / camera / lot / .
- 3 It / what / exactly / I / was / wanted / .
- 4 see / soon / you / Hope / to / .
- 5 love, / of / Paul / Lots / .

Dear Aunty Ellen and Uncle Rob,

How are you? I hope you're well! We're all fine here. I'm very busy at school, so that's why I didn't write before!

Thanks very much for the MP3 player you sent me for my birthday. **It was exactly what I wanted!** It's really cool. I use it every day on the bus when I'm travelling to school and home. I uploaded all my favourite songs last weekend and now I listen to them all the time. You can upload music videos too, so I'm planning to do that next weekend.

I had a great birthday. Some friends came round and we had pizza. Dad made me a birthday cake too (you know he loves cooking!). Then we all went to the cinema - it was fun.

Hope to see you soon.

Lots of love,

Lisa

4 Write a thank-you letter (120–150 words) for a birthday present.

Writing a thank-you letter

➔ Step 1 Plan

Decide: who you are writing to and what present you received. Explain why you like the present and how you spent your birthday.

➔ Step 2 Write

Write your first version. Use Lisa's letter to help you. Write three paragraphs.

➔ Step 3 Check

Check your writing for errors.

➔ Step 4 Write

Write your final copy and hand in your work.





Progress check

IT activities

1 Complete the phrases with vowels.

- pl y v d g m
- p st c mm nt
- ch rg m b l
- ph n
- g nl n
- s nd n m l

Jobs

2 Complete the sentences with the correct jobs.

- Kathy is a . She's investigating new technology at the moment.
- Joe works in construction. He's a .
- Sarah is a , she works in a laboratory.
- Ben is a , he works for a newspaper.
- Auguste Rodin was a great . I love some of his works of art.
- My aunt is a and works in a beauty salon.

Past simple

3 Complete the sentences with the correct form of *be*.

- At 11 pm last night Mark in bed.
- Where you at 7 pm yesterday?
- They at school yesterday because it Sunday.
- I at home last night because I at my grandma's house. It her birthday.
- Kevin at the party last Saturday?
- No, he .

4 Look at Rita's things to do yesterday and write sentences about what she did / didn't do.

Rita didn't send a text message to Sue.
To do ...

- send a text message to Sue
- chat online to Mike
- download a song
- play a computer game
- post a comment
- write my blog

5 Look at the list in exercise 4 and write questions. Then write short answers to the questions.

Did Rita send a text message to Sue?
No, she didn't.

Past continuous

6 Write questions using past continuous. Then answer the questions so they are true for you.

- what / you / do / at 10 pm last night?
- what / your parents / do / at 3 pm on Sunday?
- you and your friend / watch a DVD / at 9 pm yesterday?
- your friend / sleep / at 10 am this morning?
- what / your friends / do / five minutes ago?

Cumulative grammar

1 2 3 4 5 6 7 8 9

7 Choose the correct words.



Mobile phones are a relatively new invention. Before mobiles, there (1) **was / were** two-way radios in taxis, police cars and ambulances, but users (2) **can't / couldn't** connect to the phone network. In 1910, Lars Ericsson (3) **installed / was installing** a phone in his car. He (4) **stopped / was stopping** at different places while he (5) **travelled / was travelling** across the country. Then he (6) **connected / was connecting** his phone to the national telephone network with long wires. The first real mobile phone system (7) **started / was starting** in 1956 in Sweden. Today, people (8) **use / are using** mobile phones every day.



Test Practice – poziom podstawowy

Rozumienie tekstów pisanych – dobieranie

1 Read the texts and decide what their aim is, and where you can see them. Then, read the questions and choose the correct answers. Write them in your notebook.

Tip

Zanim przeczytasz odpowiedzi, które masz do wyboru, zastanów się, w jakim celu został napisany dany tekst i gdzie możesz go zobaczyć.

A. All computer games -40%

Come here and buy some new games for your video collection!



B.

Are you a science fan?

If so, join our club! Come to the lab after classes, work on crazy inventions and win prizes. Who knows – maybe your invention will be in a museum one day!



1.1. Text A

- A. informs you about a sale.
- B. advertises a computer game.

1.2. You can see text A

- A. in a shop.
- B. in a computer magazine.

1.3. Text B

- A. invites you to take part in an activity.
- B. informs you about a crazy invention.

1.4. You can see text B

- A. in a museum.
- B. at school.

TEST TRAINER

2 Przeczytaj teksty (2.1.–2.4.). Do każdego z nich dobierz odpowiednie zdanie (A–E). Zapisz odpowiedzi w zeszytcie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnego ogłoszenia.

2.1.

Cheaper smartphones for teenagers! Come and buy a new gadget at a lower price. BUT don't forget your student ID!

2.2.

Looking for a new smartphone? Visit www.smartteens.com to find out which online shop has the cheapest product you want!



2.3.

Students wanted! If you have some free time and would like to learn how to create websites, contact us! Ask the secretary for more information.

2.4.

SIGN IN TO YOUR ACCOUNT, TYPE IN YOUR PASSWORD

LOGIN
PASSWORD



- A. This text gives instructions to follow.
- B. You can see this text in a bank.
- C. This text invites teenagers to take part in a course.
- D. You can see this notice in a shop.
- E. This text tells you where to compare prices.

3 Read the information about two TV programmes and choose the correct answers. Write them in your notebook.

JobSwap is a programme about people who are not afraid of hard work. Every week, two people with different jobs change lives and see what it's like to have a different career. This week, you can watch a politician changing places with an electrician.

This programme is for someone who

- A. likes watching other people do difficult tasks.
- B. would like to change their job.

The *Technological Miracles* series shows how technology can help people in need. Scientists work on new ways of treating people who are ill and making their lives easier. The programme shows different operations, so if you don't like the sight of blood, keep the TV off.

This programme is for someone who

- A. doesn't like seeing blood.
- B. is interested in technology.

TEST TRAINER

4 Przeczytaj trzy opisy gadżetów elektronicznych (A–C) oraz dotyczące ich pytania (4.1.–4.4.). Do każdego pytania dopasuj właściwą ofertę. Zapisz odpowiedzi w zeszytcie. **Uwaga!** Jedna oferta pasuje do dwóch pytań.

A. Available in three different colours, DIGI SHOT is perfect for anyone who enjoys having electronic gadgets. We used the latest technology to create this very special camera. But it is much more than a digital camera. With a built-in wi-fi connection, you can instantly send pictures to whoever you want.

B. If you like to post clips on different websites, the NWZ920 is a must-have! With this special kind of MP4 player, sharing your favourite tunes with friends and family is easier than you think. Just enter the code, press a button, and people can listen to your favourite songs right away.

C. Try our RAZOR_G3! Thanks to its huge memory stick, you can save as much information as you want. And with its fast Internet connection, you can log into your Facebook account wherever you are and write something or upload a photograph onto your friend's wall.

Which gadget is ideal for someone who ...

- 4.1. likes uploading music videos?
- 4.2. wants to store a lot of data?
- 4.3. posts comments on social networks regularly?
- 4.4. wants to share photographs with friends and family?



1 Read the advertisements for two summer courses. Then listen to what Mike says about himself and decide which course, A or B, is more suitable for him. Write the answer in your notebook.

A If you want to work for a newspaper one day, our course is just for you. We'll show you how to create a good article and interview a politician. Interested? Call us!



B Interested in sport? If so, come on our course! We'll teach you the facts from the history of sport. Learn how famous sportsmen started their careers and made their dreams come true.



2 Read Paul's profile and pay attention to the highlighted parts. Then choose which job, A or B, is more suitable for him. Write the answer in your notebook.

Tip Pamiętaj, aby oferta, którą wybierzesz, pasowała do wszystkich cech, umiejętności lub planów wymienionych w profilu, a nie tylko do jednej zawartej w nim informacji.

My name's Paul and I'm looking for a job which doesn't take up a lot of time because I'm still a student. I'm a sociable person so I'd like to work with people. I spend a lot of time browsing the Web, looking for interesting websites and collecting data. But I also love going to the library. I can spend hours sitting at a desk, reading old newspapers and magazines.

Job A

Web designers needed!

We are looking for young people who like spending time in front of their computer screen and are not afraid of a time-consuming job. You don't need to come to the office. You can work at home and just send your projects to us.

Job B

PART-TIME JOB FOR RESEARCHERS!

Do you want to be a part of our team? Are you good at collecting information without an Internet connection? Would you like to go through books and journals to study different topics? If so, then this job is perfect for you.

TEST TRAINER

3 Przeczytaj profile trzech osób (3.1.–3.3.) oraz informacje na temat czterech portali społecznościowych (A–D). Do każdej osoby dopasuj portal, który najbardziej by jej odpowiadał. Zapisz odpowiedzi w zeszytcie. **Uwaga!** Jeden opis portalu został podany dodatkowo i nie pasuje do żadnej osoby.



3.1.

Anna hasn't got an account on any social networking site. It's because she doesn't want to be friends with just anybody. She wants to network with people who she can talk with about her interests. She's a music fan and would like to talk to people who like music, too. That's the kind of new friendship she's interested in.



3.2.

Josh's greatest passion is travelling and he loves talking about it. But choosing friends on the basis of their hobbies is not for him. He likes networking with people with different interests. Right now, he wants to start work, so he'd like to find a networking site which can help him to choose a career.



3.3.

Lynn used a social networking site for a long time, but now she doesn't. It seemed like a waste of time to her. She doesn't need to be friends with people who she barely knows. She prefers to keep in touch with just a few of her friends to share her passions with, and she has great fun doing this.

- A. Connect.com is for those people who aren't interested in new friendships, but would like to network with friends. Create one account for your closest friends and have a good time sharing pictures and posting comments! Sometimes, all you need is a good laugh with your best friends.
- B. Although social networks are popular mainly as a way of keeping in touch with your friends, there are other reasons for joining one. www.linkeron.com is a network for those who want to exist on the job market. Sign in and get information from different kinds of employers.
- C. Are you planning a trip in the near future? If so, www.tripconnector.com is perfect for you. It's a website for people who like travelling, looking for useful information about different places or who want to keep in touch with people they met on holiday. Join us and become friends with anybody you like!
- D. Are you looking for a new friendship? Would you like to meet people who share the same interest(s)? If so, sign in at www.joinpassion.com and select your friends according to their hobbies. Enter one of our chat rooms (for art, music, film lovers etc.) and meet people from all over the world.

Wordlist

NAUKA I TECHNIKA – korzystanie z urządzeń technicznych; technologie informacyjno-komunikacyjne

charge a mobile phone (phr)	/tʃɑ:(r)dʒ ə 'məʊbaɪl fəʊn/	ładować telefon komórkowy
connect (v)	/kə'nekt/	łączyć, podłączyć
digital (adj)	/'dɪdʒɪt(ə)l/	cyfrowy
download / upload a video clip (phr)	/'daʊn'ləʊd 'ʌp'ləʊd ə 'vɪdɪəʊ ,klɪp/	ściągnąć / załadować klip wideo
flatscreen TV (n)	/'flætskri:n ,ti: 'vi:/	telewizor z płaskim ekranem
go online (phr)	/'gəʊ 'ɒnlaɪn/	korzystać z internetu, połączyć się z internetem
graphics (n)	/'græfɪks/	grafika
high-speed broadband (n)	/'haɪspi:d ,brɔ:dbænd/	szybkie łącze internetowe
landline phone (n)	/'lænd(l)aɪn fəʊn/	telefon stacjonarny (naziemny)
make a phone call (phr)	/'meɪk ə 'fəʊn kɔ:l/	zadzwoić, zatelefonować
microwave oven (n)	/'maɪkrəweɪv ,ʌv(ə)n/	kuchenka mikrofalowa
play a video game (phr)	/'pleɪ ə 'vɪdɪəʊ ,geɪm/	grać w grę wideo
plug in a memory stick (phr)	/'plʌg ɪn ə 'mem(ə)rɪ stɪk/	podłączyć pamięć przenośną
post a comment (phr)	/'pəʊst ə 'kɒment/	umieszczać komentarz
print a document (phr)	/'prɪnt ə 'dɒkjʊmənt/	drukować dokument
printer (n)	/'prɪntə(r)/	drukarka
read an e-book (phr)	/'ri:d ən 'i:bʊk/	czytać e-book
scan a photo (phr)	/'skæn ə 'fəʊtəʊ/	skanować zdjęcie
search engine (n)	/'sɜ:(r)tʃ ,endʒɪn/	wyszukiwarka
send an email (phr)	/'send ən 'i:meɪl/	wysyłać e-mail
speaker (n)	/'spi:kə(r)/	głośnik
store data (phr)	/'stɔ:(r) 'deɪtə/	przechowywać dane
take a digital photo (phr)	/'teɪk ə ,dɪdʒɪt(ə)l 'fəʊtəʊ/	robić zdjęcie cyfrowe
transmit (v)	/'trænz'mɪt/	przekazywać
write a blog (phr)	/'raɪt ə 'blɒg/	pisać blog

PRACA

beautician (n)	/'bjʊ:'tɪʃ(ə)n/	kosmetyczka
builder (n)	/'bɪldə(r)/	budowniczy
doctor (n)	/'dɒktə(r)/	lekarz
engineer (n)	/'endʒɪ'nɪə(r)/	inżynier
fireman (n)	/'faɪə(r)mən/	strażak
journalist (n)	/'dʒɜ:(r)nəlɪst/	dziennikarz

lawyer (n)	/'lɔ:ʃə(r)/	prawnik
librarian (n)	/'laɪ'breəriən/	bibliotekarz
policewoman (n)	/'pəli:s,wʊmən/	policjantka
politician (n)	/'pɒlə'tɪʃ(ə)n/	polityk
psychologist (n)	/'saɪ'kɒlədʒɪst/	psycholog
researcher (n)	/'ri:sɜ:(r)tʃə(r)/	badacz
scientist (n)	/'saɪəntɪst/	naukowiec
sculptor (n)	/'skʌlptə(r)/	rzeźbiarz
technician (n)	/'tek'nɪʃ(ə)n/	technik
web designer (n)	/'web dɪ,zajne(r)/	projektant stron internetowych

INNE

accident (n)	/'æksɪd(ə)nt/	wypadek
account (n)	/'əkaʊnt/	konto
ambulance (n)	/'æmbjʊləns/	karetka pogotowia
available (adj)	/'əvəɪləb(ə)l/	dostępny
be a must-have (phr)	/'bi: ə 'mʌsthæv/	być czymś, co trzeba mieć
blind (adj)	/'blaɪnd/	niewidomy
bookshelf (n)	/'bʊk ,ʃelf/	półka na książki
championship (n)	/'tʃæmpɪənʃɪp/	mistrzostwa
come round (phr)	/'kʌm 'raʊnd/	przyjść, wpaść na chwilę
deaf (adj)	/'def/	niestyszący
develop (v)	/'di'veləp/	rozwijać (się)
earn (v)	/'ɜ:(r)n/	zarabiać
get stuck (phr)	/'get 'stʌk/	utknąć
gift (n)	/'gɪft/	prezent
have a peek (phr)	/'hæv ə 'pi:k/	zerknąć, rzucić okiem
immune system (n)	/'ɪmjju:n ,sɪstəm/	system odpornościowy
implant (n)	/'ɪmplɑ:nt/	implant, wszczep
inch (n)	/'ɪntʃ/	cal
move (v)	/'mu:v/	przeprowadzać się
notes (n)	/'nəʊts/	notatki
notice (n)	/'nəʊtɪs/	ogłoszenie, wiadomość
optical lens (n)	/'ɒptɪk(ə)l ,lenz/	soczewka optyczna
own (v)	/'əʊn/	posiadać
peek (n)	/'pi:k/	zerknięcie
perform (v)	/'pə(r)'fɔ:(r)m/	występować
permit (v)	/'pə(r)'mɪt/	pozwalać
quality (n)	/'kwɒləti/	jakość
realise (v)	/'ri:əlaɪz/	zdać sobie sprawę
reject (v)	/'rɪ'dʒekt/	odrzucać
revolutionary (adj)	/'revə'lju:ʃ(ə)n(ə)rɪ/	rewolucyjny, przełomowy
robber (n)	/'rɒbə(r)/	złodziej, rabuś
rubbish (n)	/'rʌbɪʃ/	śmiecie
share (v)	/'ʃeə(r)/	dzielić, wspólnie użytkować

sign in (phr)	/saɪn 'ɪn/	zarejestrować się
time-consuming (adj)	/'taɪm kən,sju:mɪŋ/	czasochłonny
transfer (v)	/træns'fɜ:(r)/	przekazywać
unbelievable (adj)	/,ʌnbɪ'li:vəb(ə)/	niewiarygodny
wire (n)	/'waɪə(r)/	drut, przewód

Functional language

Making requests and offers – wyrażanie prośb i propozycji

- **Can I help you? – Czym mogę służyć?**
- **This one's on special offer. – Ten / Ta jest w promocji.**
- **Here you are. – Proszę. (podając coś komuś)**
- **That's £50 then, please. – To będzie zatem 50 funtów.**
- **I'm looking for a good mobile phone. – Szukam dobrego telefonu komórkowego.**
- **Can I see it / that one / another one? – Czy mogę zobaczyć ten / tamten / inny?**
- **How much is it? – Ile to kosztuje?**
- **I'll take this / that / the other one. – Wezmę ten / tamten / ten drugi.**

'Can do' Progress Check

How well can you do these things in English now? Give yourself a mark:

- 1 – I can do it very well.
- 2 – I can do it quite well.
- 3 – I have some problems.
- 4 – I can't do it.

- I can talk about IT activities.
- I can describe jobs.
- I can talk about completed actions in the past, using past simple.
- I can talk about actions in progress in the past, using past continuous.
- I can contrast and use correctly grammar structures related to the past.
- I can understand a magazine interview about the electronic gadgets in a teenager's bedroom.
- I can understand an article about the wonders of technology.
- I can understand an interview about social networking sites.
- I can make and respond to requests and offers.
- I can understand a short text about famous inventors and inventions.
- I can write a thank-you letter.

I can do the following tasks:

- Rozumienie ze słuchu – wybór wielokrotny
- Rozumienie tekstów pisanych – wybór wielokrotny
- Rozumienie tekstów pisanych – prawda/fałsz
- Rozumienie tekstów pisanych – dobieranie
- Znajomość środków językowych – układanie zdań
- Znajomość funkcji językowych – dobieranie