

# Staying in and going out

Lesson objectives: Vocabulary revision: staying in and going out;  
Grammar revision: Present simple and Present continuous, state verbs;  
Language functions: describing a picture

Step 1

Welcome unit

## Be brainy!

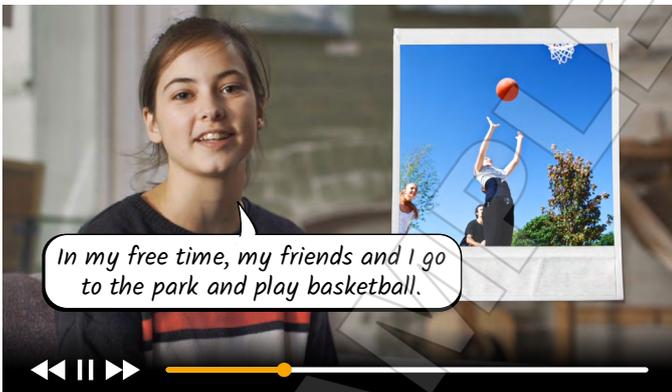
Review vocabulary groups

- 1 Work in groups. Copy the diagram and add as many words as possible in five minutes.



- 2 Over to you! In pairs, ask and answer the questions.

What do you do in your free time?  
Do you usually stay in or go out?



## Be brainy!

Revise tenses

### Grammar hub: Present simple and Present continuous

My sister usually **meets** her friends on Saturdays, but today, she's **playing** football at the National Stadium.

My parents usually **eat** in, but today, they're **eating** out with the President and the First Lady.

- 3 Look at the Grammar hub. Imagine that your family and friends are doing some unusual things today. In your notebook, write five sentences about them.

*My best friend usually goes to school on Tuesdays, but today, he's climbing Mount Everest!*

### Look: state verbs

We use state verbs to express abstract ideas, such as opinions or feelings. We don't usually use them with the Present continuous.

I **like** action films. I'm ~~liking~~ action films.

These shoes **cost** €30. These shoes are ~~costing~~ €30.

- 4 In your notebook, match the categories (1–4) with the sentences (a–d). Then make the sentences negative.

- Thoughts and knowledge: *know, think, agree ...*
  - Feelings and preferences: *hate, want, prefer ...*
  - The senses and appearance: *look, seem, sound ...*
  - Possession: *have, own ...*
- I like rap music.
  - Our teacher has three cats.
  - I understand Russian.
  - This cake tastes good.

## Be brainy!

Practise language functions: describing a picture

### Look: describing a picture

on the left/right

in the middle

at the top/bottom

in the background

- 5 1.01 Listen and follow the instructions.

- Draw a large rectangle in your notebook.
- Listen to someone describing a picture.
- Listen again and try to draw the picture.
- In pairs, compare and describe your pictures.

- 6 Imagine that you and your family are going to stay with a host family in England. Write a short email to introduce yourself and your family.

- Introduce yourself.
- Introduce the other people in your family.
- Say what you like doing.

# Travel

## Step 2

Lesson objectives: **Vocabulary:** travel; **Grammar revision:** comparative and superlative adjectives, future tenses, subject and object pronouns; **Language functions:** describing dreams, hopes and plans

### Be brainy!

Recycle your vocabulary

- 1 **Work in pairs. In your notebook, write all the words that you can remember from the categories below.**

transport

accommodation

holiday activities

countries and continents

### Be brainy!

Revise comparative and superlative adjectives

- 2 **Work in groups of four. Follow the instructions.**

- 1 Student A says a word from one of the categories in exercise 1.
- 2 Student B says another word from the same category.
- 3 Student C must make a sentence, comparing both words.

- 4 Student D must add information to make a superlative sentence.

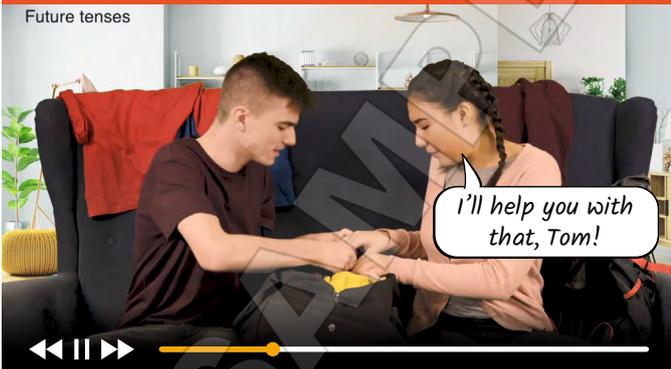
- 5 The students swap roles.

### Be brainy!

Use Grammar hubs

### Grammar hub: future tenses

Future tenses



I'll need my sleeping bag.  
We're going to make some new friends.  
We're meeting the others at the airport.  
The plane leaves at 2 o'clock.

- 3 **In your notebook, match the five sentences in the Grammar hub with options 1–5 below.**

- 1 Present continuous for future arrangements
- 2 will for facts and predictions
- 3 going to for future intentions and plans
- 4 Present simple for schedules and timetables
- 5 will for promises, offers and spontaneous decisions

### Look: subject and object pronouns

I	you	he	she	it	we	you	they
me	you	him	her	it	us	you	them

I'll help you!

- 4 **1.02 Listen to a dialogue between Tim and his aunt. In your notebook, answer the questions, using the correct tenses.**

- 1 What is Tim going to do in London?
- 2 Where is Tim meeting his friend?
- 3 What time does the train leave?
- 4 How does Tim's aunt say she will help him?
- 5 Will Tim be late?

### Be brainy!

Practise language functions: talking about intentions, dreams, hopes and plans

- 5 **In pairs, take turns to ask and answer questions about your holiday plans for next year.**

Where are you going on holiday next year?

We're going to Scotland.

What are you going to do there?

We're going to see the Loch Ness monster!

What will the weather be like?

I think it will rain!

### Look: I'd like to ... / I'd love to ...

I'd like to go to England.  
I'd love to visit London!

- 6 **Uzupełnij luki w dialogach 1–3, tak aby były one spójne i logiczne. Zapisz odpowiedzi w zeszycie.**

- 1 X: Where would you like to go on holiday this year?  
Y:  to Spain!
- 2 X:  go to the beach?  
Y: Yes, I would. I'd like to go snorkelling!
- 3 X: We're going to go on a bike ride. Would you like to join us?  
Y:  to! But I haven't got a bike.  
X: Don't worry, we'll lend you one of our bikes.

# It's exam year!

Lesson objectives: **Vocabulary:** school life; **Grammar revision:** possessive adjectives, pronouns and possessive 's, adverbs, gerunds and infinitives; **Language functions:** greetings, introductions and wishes

Step 3

## Be brainy!

Talk about school and exams

### 1 Work in four groups. Follow the instructions.

- Each group writes the name of a different vocabulary category on a large piece of paper.

classroom objects and stationery ■ school subjects  
places in a school ■ after-school clubs

- In two minutes, write as many words as possible in the vocabulary category on your group's piece of paper.
- Each group moves to another group's piece of paper, and again until each group has written on all the pieces of paper.

### Look: possessive adjectives, pronouns and possessive 's

my	your	his	her	its	our	your	their
mine	yours	his	hers	its	ours	yours	theirs

Is this **your** pen? No, it isn't **mine**. I think it's **Ewa's**.

### 2 In pairs, ask and answer questions about objects in the classroom.

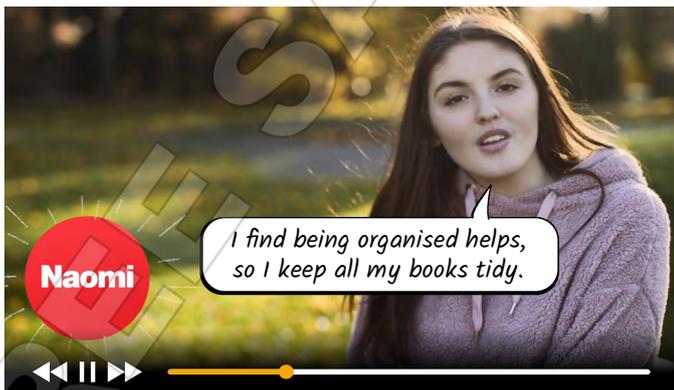
Whose computer is that?

It isn't ours. It's the teacher's.

### Look: gerund as subject

Listening to songs is a fun way to study.  
Being organised helps too.

### 3 Over to you! How do you prepare for exams? In pairs, discuss this question.



### Look: adverbs

I need to study **hard** to pass my maths exam. I can study **more easily** when I turn off my phone.

### 4 In your notebook, match the opposite adverbs in the box below. Then write two sentences about preparing for exams. Use a basic form of an adverb in one, and a comparative adverb in the other.

well ■ fast ■ late ■ slowly ■ badly ■ early  
quietly ■ rarely ■ loudly ■ regularly

## Be brainy!

Revise gerunds and infinitives

### Grammar hub: Gerunds and infinitives

**We use the infinitive after:**

- some verbs: *want, decide ...*
- all adjectives: *happy, sad ...*

**We use the gerund after:**

- some verbs: *enjoy, don't mind ...*
- all prepositions: *at, to, for ...*

### 5 Look at the Grammar hub. Then match sentences 1–4 below with rules a–d above.

- Pleased **to meet** you!
- I hate **getting** up early.
- Congratulations on **passing** your exam!
- We need **to revise** regularly.

## Be brainy!

Practise language functions

### 6 1.03 Usłyszysz dwukrotnie cztery teksty. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszytcie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- Pleased to meet you both!
- Pleased to meet you too.
- Thanks! I'll need it!
- Thanks! It was easier than I thought.
- Thanks! Maybe next time I will pass my exam.

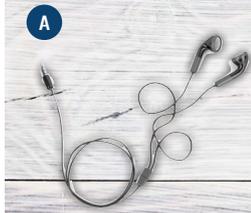
1  2  3  4

### Life skills: preparing for exams

How many more tips can you add to the two below?

- Revise regularly throughout the year.
- Find a good school-life balance.

# Take our technology survey!



A



B



C



D



E



F

- 1 How do you usually go online?
  - a I **connect to wi-fi** in public places.
  - b I use **high-speed Internet** at home/school.
  - c Other
- 2 What do you do to keep safe online?
  - a I often **reset my passwords**.
  - b I don't **share** any personal information.
  - c Other
- 3 Do you use computer equipment at school?
  - a Yes – I **print out** my homework.
  - b No – the computers always **crash!**
  - c Other
- 4 How do you listen to music?
  - a On my mobile, with **earphones**.
  - b At home, with a **Bluetooth speaker**.
  - c Other
- 5 How do you **charge your battery**?
  - a With a **USB cable** or another cable.
  - b With a **wireless charger**.
  - c Other
- 6 How do you prefer to read?
  - a I **scroll up and down** on my mobile.
  - b I prefer traditional paper books.
  - c Other

1 **1.04** Read and listen to the survey. Which of the words in green can you see in pictures A–F?

2 **1.05** Listen and repeat the words in green. How do you say them in Polish?

3 In pairs, do the survey. If you choose 'Other', write a new answer that is true for you in your notebook.

5 **1.06** Listen to Rob's conversation in a computer shop. Which product did he choose? Who is it for?

6 Work in pairs. In your notebooks, write four new questions for the technology survey, using the words in green. Swap your survey with another pair.

How often do you use a **Bluetooth speaker**?  
 often     sometimes     never

4 **Computer equipment** Work in pairs. Look at the words in the box. In turns, point to an icon for your partner to guess which word it represents.

laptop ■ keyboard ■ monitor ■ mouse ■ touch screen ■ printer ■ ink cartridge ■ game controller



1



2



3



4



5



6



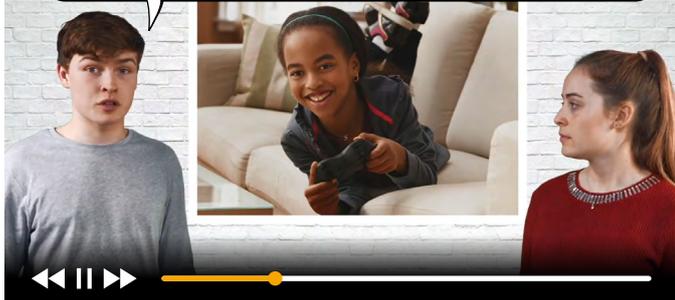
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8

## Grammar hub: Past simple

Sophie **played** on the games console all weekend.  
She **didn't use** her mobile phone.



### Past simple

Max **texted** his friends and **read** on his e-reader.  
He **didn't play** on the games console.  
**Did** he **listen** to music?

>>> Grammar summary on page 17

- 1 In your notebook, complete the text with the correct Past simple forms of the verbs in brackets. Then answer the question.

Which gadgets <sup>1</sup>  (you / use) last night?

I <sup>2</sup>  (not use) a games console or an e-reader, but I <sup>3</sup>  (have) my phone with me all evening.  
I <sup>4</sup>  (not call) anyone, but I <sup>5</sup>  (log) on to social media sites and I <sup>6</sup>  (chat) with my friends.  
I <sup>7</sup>  (charge) the battery with a wireless charger, and I <sup>8</sup>  (listen) to songs on my Bluetooth speaker. Then my mum <sup>9</sup>  (tell) me to turn the volume down, so I <sup>10</sup>  (use) my earphones!

- 2 **Using computers** Work in pairs. Student A chooses a verb from box A. Student B makes a Past simple sentence, using Student A's verb and a phrase from box B.

A press ■ swipe ■ make ■ type ■ send ■ save  
delete ■ install ■ forward ■ search ■ download

B the screen ■ a key ■ my name ■ backups  
software ■ the Internet ■ a photo ■ a document

make

I made some backups last week.

### Grammar hub: used to

- + I **used to charge** my phone with a cable.
- I **didn't use to have** a wireless charger.
- ? **Did** you **use to make** backups every day?

>>> Grammar summary on page 17

- 3 In your notebook, write two sentences, using the **negative** and **affirmative** forms of **used to**.

(people) have mobiles / use landline phones  
*People **didn't use to have** mobiles. They **used to use** landline phones.*

- 1 (we) have high-speed Internet / have a slower connection
- 2 (people) use small earphones / use big old-fashioned headphones
- 3 (I) log in with my thumb print / type my password
- 4 (people) download music / listen to CDs

- 4 1.07 Listen to Ben talking to his mother about technology. Answer the questions, using short answers. Then add more information with **used to**.

Did she use to have a smartphone?  
*No, she **didn't**. She **used to have** a landline phone.*

- 1 Did she and her friends use to chat on social media?
- 2 Did she use to use the Internet?
- 3 Did she use to connect to wi-fi?
- 4 Did she and her family use to listen to music online?
- 5 Did people use to buy the latest gadgets?

### Grammar hub: Past continuous

I **was printing** out my homework **when** the computer crashed.

The computer crashed **while/when** they **were printing** out their homework.

>>> Grammar summary on page 17

- 5 In your notebook, write two sentences for each set of words: one with **when** and one with **while**.

Tom (**show**) us his new earphones / the teacher (**come**) in

*Tom **was showing** us his new earphones **when** the teacher **came in**.*

*The teacher **came in** **while** Tom **was showing** us his new earphones.*

- 1 I (**reset**) my password / the laptop (**crash**)
- 2 we (**search**) the Internet / we (**see**) the news
- 3 my friend (**play**) on the games console / I (**arrive**)
- 4 they (**try**) to share a file / they (**delete**) it by mistake

- 6 Work in pairs. Student A starts a sentence with **While/When**, and Student B finishes it. Use the words from exercise 2 and Lesson 1.

While I was downloading a song, ...

... I got a message from my sister.

1 1.08 Read and listen to the article. In your notebook, match pictures 1–5 with the words in the box.

CD ■ MP3 player ■ cassette ■ streaming app ■ vinyl record

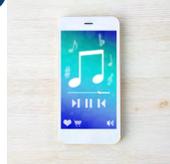
1



2



3



4



5



## FROM VINYL TO STREAMING

Today, most music fans connect to wi-fi and stream music. But how **did** people **use to listen** to music in the past?

Our great-grandparents definitely **didn't listen** to music on mobile gadgets **while they were growing up**. Back in the 1940s, people **used to listen** to jazz or classical music on vinyl records – rock music didn't arrive until the 1950s!

In the 1960s, Philips **invented** cassettes, which **were** cheaper than records. People **could listen** to tapes while **they were driving**, or with portable cassette players and earphones while they **were walking** or **jogging**. People also **used to make** and share 'mix tapes' – before digital playlists existed!

CDs arrived in 1982. The sound quality was much better than on cassettes, and CDs **became** very popular. More than 500 million were sold worldwide during the 1980s. But soon, people **didn't need** to buy CDs any more – they could download music and listen to it on MP3 players.

By the 2000s, things **were changing** again with the arrival of high-speed Internet and music streaming apps. By 2018, about 300 million people around the world **were streaming music**. Nothing is forever in the world of technology, and who knows what the future will bring? But for now, turn up your Bluetooth speakers and enjoy the music!

Scroll down for more 'short histories'.



Print Out



Share



Save

2 **Przeczytaj ponownie tekst z ćwiczenia 1. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.**

- How did people use to listen to music in the 1940s?  
They used to \_\_\_\_\_.
- When did Philips invent cassettes?  
In \_\_\_\_\_.
- Why did CDs become very popular?  
Because \_\_\_\_\_.
- How many people were streaming music by 2018?  
By 2018, \_\_\_\_\_.

### ABC Brainy words

3 In the article, find words which match definitions 1–3.

- which can be carried easily (adjective)
- songs which have been put together into a list (noun)
- get something from the Internet onto your gadget (verb)

4 1.09 Listen to Lucy. How did her family use to listen to music? How do they listen to it now?

5 Walk around the classroom and ask your classmates these questions. Make notes of their answers.

How do the people in your family usually listen to music?

How did they use to listen to music?



# Speaking

Lesson objectives: Functions: taking things back to the shop; Vocabulary: returning and replacing goods

1 1.10 Listen and read. Choose the correct words. Write the answers in your notebook.



Hello. I'd like to return this wireless <sup>1</sup> *charger / speaker*, please. I'm afraid it <sup>2</sup> *is broken / doesn't work*.

Oh dear, what's the problem?

I'm not sure. It used to work, but now it doesn't. I was <sup>3</sup> *listening to music / charging my phone* yesterday when it suddenly stopped working.

I see. How long have you had it?

I bought it about <sup>4</sup> *three / six months* ago, and it's got a <sup>5</sup> *one-year / two-year* guarantee. Here's the receipt.

OK. Would you like to replace it?

No, thank you. I'd rather <sup>6</sup> *get a refund / get my money back*, please.

Of course, no problem.

2 Work in pairs. Act out the dialogue. Was the charger working before?

3 1.11 In your notebook, match phrases a-f with pictures 1-5. For one picture, there are two options. Then listen, check and repeat.

- a return
- b replace
- c broken
- d get a refund
- e a (two-year) guarantee
- f damaged



## Brainy fact

guarantee (UK) = warranty (USA)

receipt (UK) = sales slip (USA)

4 1.12 Listen to another dialogue and complete the Returns Form. Write the answers in your notebook.

Returns Form

Item: 1 \_\_\_\_\_

Reason for return: 2 \_\_\_\_\_

Bought: 3 \_\_\_\_\_ ago

Receipt: 4 Yes / No

Guarantee: 5 *one / three / five* years

Action: 6 *replace the item / get a refund*

## Life Skills: be polite

Match phrases 1-3 with their functions A-B.

- 1 I'd like to return this mouse, please.
- 2 I'm afraid it doesn't work.
- 3 No, thank you.

- A uprzejma reklamacja
- B uprzejma odmowa

5 Uzupełnij luki w dialogach 1-3 tak, aby były one spójne i logiczne. Zapisz odpowiedzi w zeszycie.

- 1 X: Hello. I'd \_\_\_\_\_ these headphones, please – they're broken.  
Y: Oh dear, sorry about that. Have you got the receipt?
- 2 X: Would you like to replace the damaged item?  
Y: No, thank you. I'd rather \_\_\_\_\_ . Here's the receipt.
- 3 X: Hello. I bought this USB cable yesterday, but I'm \_\_\_\_\_ short.  
Y: I see. Would you like to replace it for a longer one?

6 Work in pairs. Choose one of the items from the box below and act out a dialogue at the shop.

Student A is the shop assistant.

Student B wants to return or replace the item.

- earphones ■ Bluetooth speaker ■ USB cable  
game controller ■ mouse

Hello. I'd like to ...

# Vocabulary 2 and Listening

Lesson objective: using services

lesson 5 UNIT 1

- 1 **1.13** Listen and repeat sentences 1–9. Where can you hear or read them? In your notebook, match them with places A–G.

1 I'd like to **send a parcel** to the USA, please.

2 Can I **top up my mobile** here?

3 Is it possible to **have my phone repaired** here?

4 Could I **have my hair cut** now?

5 **MAKE PHOTOCOPIES** HERE!

6 **HIRE A BIKE** FOR €5 AN HOUR.

7 **CLICK HERE TO SET UP YOUR SOCIAL MEDIA ACCOUNT.**

8 To **have your photo taken**, insert coins and follow the instructions.

9 **SUBSCRIBE** TO OUR MUSIC STREAMING SERVICE FOR ONLY £4.99 A MONTH!



online



(at the) hairdresser's



(at the) post office



(in a) phone shop



(in a) copy shop



(in a) bike hire place



(in a) photo booth

## Look: to + infinitive for purpose

I went to the post office **to send** a parcel.

You should go online **to set up** your account.

- 2 **Work in pairs.** Take turns to ask and answer questions about the places in exercise 1. Use the words in green.

Where do you go to have your hair cut?

To have your hair cut, you go to the hairdresser's.

- 3 **1.14** Find the odd one out. Then listen and check.

- hire **a scooter / a photocopy / a bike**
- send **a letter / a parcel / a streaming service**
- set up **a photocopy / a business / an account**
- subscribe to **a magazine / a streaming service / a photo**
- have **your phone / your parcel / your bike** repaired

- 4 **1.15** Listen to five short dialogues. Which services are the people talking about? Write the answers in your notebook.

## ! Tips

Przed wysłuchaniem nagrania opisz, co przedstawia każda ilustracja. Pomyśl też o słownictwie związanym z tymi ilustracjami.

- 5 **1.16** Usłyszysz dwukrotnie trzy teksty. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

- 1 What did the girl do when she was in town?



- 2 Where are the speakers now?



- The boy is talking about
  - setting up a social media account.
  - subscribing to a streaming service.
  - topping up his mobile.
- The girl wants to
  - have her photo taken.
  - subscribe to a magazine.
  - have her hair cut.

# Grammar 2

Lesson objective: Present perfect + ever, never, just, yet, already, for and since; Present perfect and Past simple

## Grammar hub: Present perfect



Oh dear! He has just hired a bike – he has only had it for one hour!

### since, for

They've been at the post office for 20 minutes.  
She's been at the hairdresser's since 11 o'clock.

### just, already, yet

I've just topped up my mobile.  
She's already had her hair cut.  
Have you made the photocopies yet?  
We haven't set up a social media account yet.

### ever, never

Have you ever subscribed to an English magazine?  
We've never sent letters to British pen-friends.

>>> Grammar summary on page 17

## Grammar hub: Present perfect and Past simple

Have you topped up your mobile yet?  
Yes, I have. I topped it up yesterday.

>>> Grammar summary on page 17

3 In your notebook, complete each dialogue with a pair of verbs in the box in the correct form. There is one pair of verbs which you do not need to use.

crash / buy ■ not subscribe / set up  
have / not come ■ ride / hire

<sup>1</sup>(you / ever) \_\_\_\_\_ an electric scooter?

Yes, <sup>2</sup>(we) \_\_\_\_\_ two of them on holiday last summer.

<sup>3</sup>(my new laptop / just) \_\_\_\_\_!

Oh dear! When <sup>4</sup>(you) \_\_\_\_\_ it?

<sup>5</sup>(you) \_\_\_\_\_ your school photo taken yet?

No, <sup>6</sup>(the photographer) \_\_\_\_\_ yesterday.

1 In your notebook, write Present perfect sentences, using the words in brackets.

- you / hire / a bike / ? (ever)
- I / have / my hair cut / . (just)
- he / subscribe / to a magazine / . (never)
- they / send / the parcel / ? (yet)
- she / set up / an account / . (already)
- we / have / this laptop / years / . (for)

2 Work in groups of three. Follow the instructions. Then swap roles.

study English ■ live in this town  
know your English teacher ■ use this book  
be in this classroom

- Student A asks a question with *How long ...* and a phrase from the box.
- Student B answers the question using *for*.
- Student C answers the same question using *since*.

How long have you studied English?

I've studied English for five years.

I've studied English since I was seven.

4 Uzupełnij każde zdanie z luką, stosując podane wyrazy w niezmienionej formie. Zachowaj znaczenie zdania wyjściowego (1–4). W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- We subscribed to Spotify yesterday. **ALREADY**  
We \_\_\_\_\_ to Spotify.
- I've had this mobile since 2018. **AGO**  
I got this mobile \_\_\_\_\_.
- My sister, who is 20, moved to Warsaw when she was 18. **TWO**  
My sister has lived in Warsaw \_\_\_\_\_.
- This is the first time we've ever hired any scooters! **NEVER**  
We \_\_\_\_\_ any scooters before.

5 Work in pairs. Imagine you have been in town. In turns, ask and answer questions about what you have done and where.

### In town

send parcel ✓      have hair cut ✓  
top up mobile ✓      have bike repaired ✓  
buy gift for mum ✗

Have you sent your parcel yet?

Yes, I have. I sent it at the post office.



# Around the world

Lesson objective: Culture: unusual services from around the world

## 1 Work in pairs. Answer these questions.

Have you or your family ever hired anything?

Have you ever had your hair cut at an unusual hairdresser's?

Have you ever helped a relative with a high-tech device?

## 2 Check the meaning of these words in a dictionary.

herd of goats ■ clear the weeds ■ ordinary hair salon ■ device ■ senior citizens

## 3 1.17 Listen and read. Choose the best photo (A–C) for each text (1–3).



From low-tech to high-tech – have you tried these services yet?



Everyone **has heard** of hiring bikes, but **have you ever heard** of hiring goats? This service is becoming popular in Australia – it's great for preventing fires. Bob Kidd from Canberra, Australia, **has just hired** a herd of goats to clear the weeds on his land. 'It's amazing,' he **said**. 'The goats **have only been** here for three hours, and **they've already eaten** so many weeds. We **didn't need** to use any chemicals – it's all natural!'



If you have your hair cut by the Spanish hairdresser Alberto Olmedo, you will get a surprise. He is no ordinary hairdresser – he uses swords, knives and fire to cut people's hair! Although Olmedo **has never had** an accident, you must never try this at home – it could be dangerous! Olmedo **set up** his hair salon in Madrid years ago, but he didn't become famous until a video of him was posted online. **Since** then, the video **has had** more than 100 million views!



**Have you ever helped** your grandparents to set up a new device, such as a phone, tablet or printer? If so, you'll understand the service offered by *Teeniors* in Albuquerque, USA. The coaches – young people who are good at technology – help senior citizens with their technological problems. They **have already helped** lots of older people to install apps, top up their smartphones, or set up internet connections. '**I've learnt** so much!' said one happy customer.

## 4 Read the texts again and answer the questions in your notebook.

- Where does Bob Kidd live?
- Why did Bob Kidd hire a herd of goats?
- How does Alberto Olmedo cut hair?
- How many views has Alberto Olmedo's video had?
- Where are *Teeniors* from?
- What sort of problems have the coaches helped people with?

## 5 1.18 Listen to a report about *Teeniors*. Are the sentences true or false? Correct the false sentences in your notebook.

- Trish Lopez set up *Teeniors* in 2018.
- The coaches at *Teeniors* have already helped more than 2,000 senior citizens.
- Teeniors* hasn't won any awards yet.
- All the people who work at *Teeniors* have already left school.
- Mauricio hasn't finished his education yet.

## Discover more!

### 6 Find out about an unusual service in your town/country or abroad. Prepare a short presentation to tell the class about it.



We found out about the 'send-a-coconut' service in Hawaii, USA.

This business was set up at the Hoolehua post office in the 1990s.

Since THEN, tourists have sent thousands of coconuts to their friends back home!

## ! Tips

- Użyj czasu Past simple oraz Present perfect z *for* oraz *since*.
- Postaraj się użyć słownictwa z tego rozdziału.

Lesson objective: a blog post with a product review (describing a product, explaining a problem, offering solutions)

## Brainy phrases

### Paragraph 1

I bought ... / ... ago.

It was / They were ...

It / They cost ...

I really loved it / them because ...

### Paragraph 2

But one day, while ....

It had / didn't have a (one-year) guarantee, so ...

I decided to ...

### Paragraph 3

In the end, ...

I've had it / them for ...

I have / had some / haven't had any problems ...

Fingers crossed!

### Technology blog!

- 1 I bought a new Bluetooth speaker a few weeks ago. It was a small portable speaker, and it only cost £19.99. At first, it was great! I really loved it because my parents have finally subscribed to a music streaming service, so I could listen to music wirelessly.
- 2 But one day, while I was listening to music, the speaker suddenly stopped working – it couldn't connect to the wi-fi at home or in other places. It had a one-year guarantee, so I decided to return it to the shop.
- 3 In the end, it wasn't possible to have the speaker repaired, so they replaced it with another one. I've had it for a few days now, and I haven't had any problems yet. Fingers crossed!



## 1 Read the model blog. In which paragraph does the reviewer:

- A explain what the problem was?
- B say how the problem was resolved?
- C describe the product?

## 4 Work in pairs. Imagine that one of the products from exercise 3 has stopped working. In turns, ask and answer the questions.

I've got a problem with my new alarm clock.

Oh, really? What happened?

## Look: (the) other, another, others

**(the) other** = inny, inne (np. miejsce)

**another** = inny, kolejny, jeszcze jeden (np. głośnik)

**others** = inni, pozostali (np. ludzie)

## 2 In your notebook, rewrite sentences 1–4, changing the words in bold for A–D.

- 1 Read about all **the other** gadgets that I've reviewed.
- 2 It couldn't connect to wi-fi at home or in **other** places.
- 3 They replaced it with **another** speaker.
- 4 I'd love to find out what **others** think of this gadget.

- A a different
- B the different
- C more people
- D any more

## 3 Describing products Work in pairs.

Student A imagines that he/she has bought one of the items below and describes it. Then swap roles.

brand new ■ second-hand ■ well-made ■ badly made  
(un)comfortable ■ fashionable ■ old-fashioned  
(un)reliable ■ useful ■ useless ■ wireless



I bought some brand new headphones yesterday. They're very comfortable and ...

## 5 Think about your problem from exercise 4. In your notebook, write two sentences to say how the problem was resolved. Use the words from the box.

replace ■ get a refund ■ have ... repaired

## 6 Niedawno kupiłeś/kupiłaś gadżet, który właśnie przestał poprawnie działać. Napisz o tym wpis na blogu.

We wpisie:

- opisz gadżet;
- wyjaśnij, na czym polega usterka;
- poinformuj, w jaki sposób ten problem został rozwiązany.

## ! Tips

- Użyj różnych czasów przeszłych (Past simple, used to, Past continuous).
- Zastosuj czas Present perfect z: *ever, never, just, already, yet, for i since*.
- Użyj słownictwa związanego z technologią i usługami.
- Dwukrotnie użyj *another* lub *(the) other(s)*.



- 1 **1.19** Usłyszysz dwukrotnie rozmowę z youtuberem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.

Gareth the Geek: YouTube star

- set up his video channel at the age of <sup>1</sup> \_\_\_\_\_
- uploads video clips about \_\_\_\_\_<sup>2</sup>
- most popular video clip about what to do if \_\_\_\_\_<sup>3</sup>
- future job: <sup>4</sup> \_\_\_\_\_

4

- 2 Dla każdej z opisanych sytuacji (1–2) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.

- Kupiłeś/Kupiłaś gadżet, który nie działa i prosisz o zwrot pieniędzy. Co powiesz sprzedawcy?
  - I'd like to have it repaired.
  - I'd like to replace it with another one, please.
  - I'd like to get a refund, please.
- Sprzedawca pyta, dlaczego chcesz zwrócić przedmiot objęty gwarancją. Co odpowiesz?
  - I'm afraid it hasn't got a guarantee.
  - I'm afraid it's damaged.
  - I'm afraid I lost the receipt.

2

- 3 Wpisz w każdą lukę (1–4) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Zapisz odpowiedzi w zeszycie.

- X: Hello. I'd like to return this USB cable, please. I'm afraid it <sup>1</sup>(work) \_\_\_\_\_.
- Y: Oh dear, what's the problem?
- X: I don't know. It has never worked, not since I bought it.
- Y: I see. How <sup>2</sup>(long) \_\_\_\_\_ it?
- X: I've only had it for a week – I bought it last weekend.
- Y: OK. <sup>3</sup>(got) \_\_\_\_\_ receipt?
- X: Yes, here it is.
- Y: Would <sup>4</sup>(replace) \_\_\_\_\_ it or get a refund?
- X: I'd like to exchange it for another one, please.
- Y: Of course, no problem.

4

- 4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–5. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.

## Repair Cafés

Have you got a gadget that doesn't work?

If so, don't throw it away – take it to your local Repair Café to have it <sup>1</sup> \_\_\_\_\_

! In the past, everyone <sup>2</sup> \_\_\_\_\_ repair things, but

nowadays, many people don't

know how to do that. Luckily, the volunteers at Repair Cafés are experts – while we <sup>3</sup> \_\_\_\_\_ our local branch last weekend, they <sup>4</sup> \_\_\_\_\_ two bikes and lots of gadgets, including phone chargers, printers, headphones and laptops. Since the first Repair Café was set up in Amsterdam in 2009, their number around the world <sup>5</sup> \_\_\_\_\_ to more than 1,500. They now exist in 33 countries around the world, from Australia and Brazil to Poland and the UK.



- A. repairs    B. repairing    C. repaired
- A. use to    B. used to    C. used
- A. visited    B. have visited    C. were visiting
- A. fixed    B. are fixing    C. used to fix
- A. grew    B. has grown    C. was growing

5

- 5 Uzupełnij zdania 1–5. Wykorzystaj wyrazy podane w nawiasach, stosując je w odpowiedniej formie. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie cztery wyrazy**. Zapisz odpowiedzi w zeszycie.

- He (already / buy) \_\_\_\_\_ a wireless charger.
- The laptop crashed while (they / download) \_\_\_\_\_ some software.
- (she / reset) \_\_\_\_\_ password yesterday?
- People (not / use) \_\_\_\_\_ have high-speed Internet at home.
- I (not / go) \_\_\_\_\_ to the hairdresser's for ages.

5

Total: \_\_\_\_\_/20

## Modern technology

**Bluetooth speaker** /'bluːtuːθ 'spi:kə(r)/ głośnik Bluetooth  
**charge your battery** /'tʃɑ:dʒ jə: 'bæt(ə)ri/ naładować baterię  
**connect to wi-fi** /kə'nekt tə 'waɪfaɪ/ połączyć się z wi-fi  
**crash** /kræʃ/ zawiesić się, ulec awarii (np. o programie komputerowym)  
**earphones** /'iə,fəʊnz/ słuchawki douszne  
**high-speed Internet** /,haɪ'spi:d 'ɪntə.net/ szybki internet  
**print out** /,prɪnt 'aʊt/ wydrukować  
**reset my passwords** /,ri:'set maɪ 'pæs,wɔ:zd/ zresetować swoje hasła  
**scroll down** /,skrəʊl 'daʊn/ przewinąć w dół  
**scroll up** /,skrəʊl 'ʌp/ przewinąć w górę  
**share** /ʃeə(r)/ udostępnić  
**USB cable** /,juː'es 'biː,ketɪb(ə)l/ kabel USB  
**wireless charger** /,waɪələs 'tʃɑ:dʒə(r)/ ładowarka bezprzewodowa

## Returning and replacing goods

**a (two-year) guarantee** /ə,tu:'jɪə ,gærən'tiː/ (dwuletnia) gwarancja  
**broken** /'brəʊk(ə)n/ zepsuty (o przedmiocie)  
**damaged** /'dæmɪdʒd/ uszkodzony  
**get a refund** /'get ə 'riːfʌnd/ dostać zwrot pieniędzy  
**replace** /rɪ'pleɪs/ wymienić  
**return** /rɪ'tɜ:n/ zwrócić

## Taking things back to the shop

**Here's the receipt.** Proszę, oto paragon.  
**How long have you had it / them?** Od kiedy Pan/Pani go/je ma?  
**I'd like to return this / these..., please.** Chciałbym/Chciałabym zwrócić ten/te/te...  
**I'd rather get a refund, please.** Wolałbym/Wolałabym otrzymać zwrot pieniędzy.

**I'd rather get my money back.** Wolałbym/Wolałabym odzyskać swoje pieniądze.  
**I'm afraid ...** Przykro mi, ale...  
**It / They used to work, but now it doesn't / they don't.** Kiedyś działał/działały, ale już nie.  
**It doesn't work.** Nie działa.  
**It's / They've got a ... guarantee.** Ma/Mają gwarancję na...  
**They don't work.** Nie działają.  
**What's the problem?** W czym problem?  
**Would you like to replace it / them?** Czy chciałby Pan / Czy chciałaby Pani go/je wymienić?

## Using services

**have my hair cut** /'hæv maɪ ,heə 'kʌt/ ostrzyć się  
**have my phone repaired** /'hæv maɪ ,fəʊn rɪ'peəd/ oddać telefon do naprawy  
**have your photo taken** /'hæv jə: ,fəʊtəʊ 'teɪk(ə)n/ zrobić sobie zdjęcie  
**hire a bike** /'haɪə ə 'baɪk/ wynająć rower  
**make photocopies** /'meɪk 'fəʊtəʊ,kɒpɪz/ zrobić kserokopie  
**send a parcel** /'send ə 'pɑ:ɪs(ə)l/ wysłać paczkę  
**set up your social media account** /,set 'ʌp jə: ,səʊʃ(ə)l ,mi:diə ə'kaʊnt/ założyć konto w mediach społecznościowych  
**subscribe to** /səb'skraɪb tə/ zasubskrybować (np. kanał)  
**top up my mobile** /,tɒp 'ʌp maɪ 'məʊbaɪl/ doładować swój telefon  
**bike hire place** /,baɪk 'haɪə ,pleɪs/ wypożyczalnia rowerów  
**copy shop** /,kɒpi 'ʃɒp/ punkt ksero  
**hairdresser's** /'heə,dresəz/ salon fryzjerski  
**phone shop** /,fəʊn 'ʃɒp/ sklep z telefonami  
**photo booth** /'fəʊtəʊ ,bu:θ/ budka fotograficzna  
**post office** /'pəʊst ,ɒfɪs/ poczta

## Other

**although** /ɔ:l'dəʊ/ chociaż, mimo że  
**cassette** /kə'set/ kaseta  
**clear the weeds** /'kliə ðə 'wi:dz/ wypielić chwasty  
**connection** /kə'nekʃ(ə)n/ łącze  
**device** /dɪ'vaɪs/ urządzenie  
**exist** /ɪg'zɪst/ istnieć  
**hair salon** /'heə ,sælɒn/ salon fryzjerski  
**hairdresser** /'heə,dresə(r)/ fryzjer  
**herd of goats** /,hɜ:d əv 'gəʊts/ stado kóz  
**insert** /ɪn'sɜ:t/ wsadzić, włożyć  
**instead** /ɪn'sted/ zamiast tego  
**mix tape** /'mɪks,tetps/ składanka  
**ordinary** /'ɔ:d(ə)n(ə)ri/ zwyczajny  
**parcel** /'pɑ:ɪs(ə)l/ paczka, przesyłka  
**pick somebody up** /,pɪk sʌmbədi 'ʌp/ przyjeżdżać po kogoś  
**prevent** /prɪ'vent/ zapobiec  
**receipt** /rɪ'siːt/ paragon  
**repair** /rɪ'peə(r)/ naprawić  
**resolve** /rɪ'zɒlv/ rozwiązać  
**sales slip (USA)** /'seɪl ,slɪp / rachunek  
**senior citizen** /,si:niə 'sɪtɪz(ə)n/ emeryt, emerytka  
**service** /'sɜ:vɪs/ usługa  
**social media site** /,səʊʃ(ə)l ,mi:diə 'saɪt/ serwis społecznościowy  
**streaming app** /'stri:mɪŋ æp/ aplikacja streamingowa  
**sword** /sɔ:d/ miecz  
**thumb print** /'θʌm ,prɪnt/ odcisk kciuka  
**turn up** /,tɜ:n 'ʌp/ podgłośnić  
**until** /ən'tɪl/ dopóki  
**view** /vjuː/ wyświetlenie, odsłona (w internecie)  
**vinyl record** /,vaɪn(ə)l 'rekəd/ płyta winylowa, winyl  
**volume** /'vɒljʊ:m/ głośność  
**warranty (USA)** /'wɒrənti/ gwarancja  
**worldwide** /,wɜ:ld'waɪd/ na całym świecie; ogólnoświatowy

## Past simple

Czasu *Past simple* używamy, gdy mówimy o przeszłości.

### Affirmative

I/You/He/She/We/You/They **bought** a tablet.

### Negative

I/You/He/She/We/You/They **didn't buy** a desktop.

### Question

**Did** I/you/he/she/we/you/they **buy** a phone?

### Short answer

Yes, I/you/he/she/we/you/they **did**.

No, I/you/he/she/we/you/they **didn't**.

## used to

Konstrukcji *used to* używamy, kiedy mówimy o zwyczajach z przeszłości i o czynnościach, które kiedyś były wykonywane regularnie, a które nie są kontynuowane w teraźniejszości.

### Affirmative

I/You/He/She/We/You/They **used to play** football.

### Negative

I/You/He/She/We/You/They **didn't use to play** video games.

### Question

**Did** I/you/he/she/we/you/they **use to have** a mobile phone?

### Short answer

Yes, I/you/he/she/we/you/they **did**.

No, I/you/he/she/we/you/they **didn't**.

## Past continuous

Czasu *Past continuous* używamy, gdy mówimy, że dana czynność trwała w określonym momencie w przeszłości.

### Affirmative

I/He/She/It **was sending** an email.

We/You/They **were sending** an email.

### Negative

I/He/She/It **wasn't uploading** a photo.

We/You/They **weren't uploading** a photo.

### Question

**Was** I/he/she/it **logging** in?

**Were** we/you/they **logging** in?

### Short answer

Yes, I/he/she/it **was**. No, I/he/she/it **wasn't**.

Yes, we/you/they **were**. No, we/you/they **weren't**.

## Project

Choose one of these topics and prepare a poster about how things have changed. Use the Past Simple, *used to* and the Present perfect.

service  shopping  computers 

People *used to* ... / *didn't use to* ...

*Since* 2000, people *have* ...

*In* 2010, people *started to* ...

## Present perfect

Czasu *Present perfect* używamy, gdy mówimy o czynnościach, które wykonaliśmy (lub których nie wykonaliśmy) do chwili obecnej.

### Affirmative

He/She/It **has ('s) sent** the letters.

I/We/You/They **have ('ve) sent** the parcel.

### Negative

He/She/It **has not (hasn't) deleted** the files.

We/You/They **have not (haven't) deleted** the files.

### Question

**Has** he/she/it **made** backups?

**Have** I/we/you/they **made** backups?

### Short answer

Yes, he/she/it **has**. No, he/she/it **hasn't**.

Yes, I/we/you/they **have**. No, I/we/you/they **haven't**.

## Using the Past simple and Past continuous

Gdy mówimy, że coś się wydarzyło w czasie trwania innej, dłuższej czynności, to używamy obu czasów w jednym zdaniu.

**While/When** I **was sending** a message, I **dropped** my phone.

Gdy mówimy o dwóch czynnościach, które trwały jednocześnie, to używamy czasu *Past continuous*.

I **was buying** a phone while Sue **was waiting**.

Gdy mówimy o czynnościach, które były wykonywane jedna po drugiej, to używamy czasu *Past simple*.

I **bought** the laptop, then we **went** for a coffee.

## Using the Past simple and Present perfect

Czasu *Past simple* używamy z takimi wyrażeniami, jak: *ago*, *yesterday*, *last* (+ *week/month/year*), *in* (+ *month/year*), *at* (+ czas), *when* (+ zdanie), *for* (+ przez jak długo w przeszłości).

I had my hair cut **yesterday/last week/when I was in town**.

Czasu *Present perfect* używamy z takimi wyrażeniami, jak: *how long* (w zdaniach pytających), *for* (+ przez jak długo), *since* (+ od kiedy), *just*, *yet*, *already*, *ever*, *never*.

**How long** have you been in the room? I've **just** come in.

## other, the other, another, others

*Other* (=inne, inni) zwykle używamy z rzeczownikami niepoliczalnymi lub w liczbie mnogiej.

Do you have this phone in **other** colours?

*The other* używamy z rzeczownikami w liczbie pojedynczej (=drugi) lub mnogiej (=pozostali, pozostałe).

Do you want this laptop or **the other** one?

Gdy nie mamy na myśli żadnej konkretnej osoby czy rzeczy, używamy *another* (= inny, kolejny, następny).

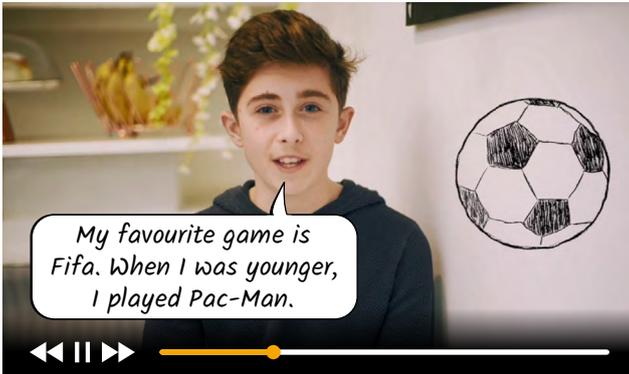
I'd like to replace it with **another** cable.

Gdy odnosimy się do osób lub rzeczy bliżej nieokreślonych, to używamy *others* (= inni, pozostali)

Some people use a mouse, **others** prefer a touchpad.



1 **Over to you!** What computer games do you play? What games did you play when you were younger?



2 Solve the vocabulary puzzles. Write the answers in your notebook.

1 + + ? > spoke > spoken + ER  
G=B

2 + A +   
F=H      F=B, V=K

3 + + S  
B

4 ...> took > taken + + CO +   
T=M

5 + + +   
S      F=Y

3 Read the messages on Sam's smartphone and answer the questions. Use *already* or *yet*.

- What has he **already** done?
- What hasn't he done **yet**?



## Cumulative revision

4 **Vocabulary** Find the correct word for each definition. Write the answers in your notebook. Then prepare two more definitions for others to guess.

What do you call

- 1 the school room where you can use computers or laptops?
- 2 the small gadget which you use to save files or share them?
- 3 the school subject where you learn to use computers?
- 4 the gadget which you use to scroll up and down on a desktop computer?

5 **Grammar** Match A–C with the tenses. In your notebook, complete the sentences with the correct form of the verbs in brackets. Then answer the questions.

past ■ present ■ future

A At the moment, we <sup>1</sup>  (learn) to install software and make backups. We <sup>2</sup>  (not study) maths, science or PE today. Which class are we in?

B If you <sup>1</sup>  (log out) without saving your work, you will lose it. If you don't reset your password, your account won't work. And you <sup>2</sup>  (not be able) to make any more calls if you don't top up your phone! What three things must you do now?

C I <sup>1</sup>  (just / charge) the battery on my smartphone, but I didn't use a USB cable. Which gadget <sup>2</sup>  (I / use)?

## Project

6 **Work in groups of three.** Choose one of the following topics and make a short video about the past, present and future.

holidays ■ transport  
communication ■ entertainment

In the past, many people didn't use to go on holiday because they were always working ...

Now, a lot of people go on holiday by plane because it's cheaper than before ...

In the future, we think that people will go on holiday to the Moon if technology improves!