

That's my world!

1

VOCABULARY Lifestyle

I can talk about everyday technology.



1



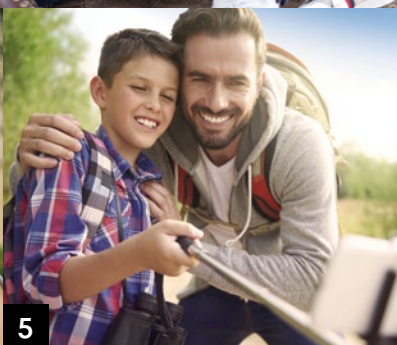
2



3



4



5



6

VOCABULARY

Everyday technology | Adjectives of opinion | Time

GRAMMAR

Present Simple, Present Continuous and state verbs | verb + *ing* / verb + *to*-infinitive



SPEAKING

Making suggestions



READING

Are all gadgets useful?

LISTENING

Are you technology crazy?

WRITING

A description of your dream lifestyle


BBC Culture and Skills

Do smartphones make you smarter?

1 CLASS VOTE Do you take photos with your mobile phone? What do you take photos of?

2 Match photos 1–6 with sentences a–f. Write the answers in your notebook.


- a She's up to mischief again!
- b Friends + chocolate cake #agreatday!
- c Come on rain! We've got the right boots.
- d Dan's singing again! ;)
- e It's film time ... yay!
- f Ready for our trip!

3  **1.14** Listen and check you understand the words in the Vocabulary A box. Which of them can you see in the pictures?

Vocabulary A Everyday technology

battery cable charger earphones plug selfie stick speaker tablet

4 **I KNOW THAT!** Can you add more words to the Vocabulary A box? Write them in your notebook.

5  **1.15** Listen to speakers 1–4 and name the presents. Use the Vocabulary A box to help you. Write the answers in your notebook.

I want to listen to music but my brother is using my ¹earphones / plugs. I decide to watch a funny film on my ²cable / tablet instead, but I can't find it. I look in my brother's bedroom. It's not there, but there's a pile of ³speakers / cables on his desk. I check them and find the short black one with the right ⁴plug / selfie for my tablet. 'So, where is it?' I ask him. Then I hear Mum's voice. 'I've got it! I'm just buying some shoes but the battery is nearly dead. Can you get me the ⁵battery / charger, please?'



6 Read the text and choose the correct options. Write the answers in your notebook. Is it the same in your house?

7 1.16 Listen to people talking about their phones. In your notebook, write down the expressions from the box that you hear.

Word Friends

Using gadgets

chat with friends	download songs
go online	listen to music
make/film a video	play games
read e-books	send/get instant messages
share photos	text friends/parents
upload pictures	watch music videos

8 In pairs, ask and answer the questions.

- How many instant messages do you send and get in a day?
I send about ten instant messages in a day and I get about twenty.
- Do you know somebody who reads e-books?
- When do you listen to music?
- How often do you download songs?
- Would you like to make a video with friends in your school?
- What games do you play on the computer?

9 1.17 In your notebook, write the words from the box in the correct column. Listen and check.

Vocabulary B

Adjectives of opinion

all right amazing awesome awful boring
brilliant cool disgusting exciting funny lovely
nice noisy OK old-fashioned perfect
strange terrible useful

amazing awesome	cool ? ? ?	all right ? ?	boring ? ? ?	awful ? ?

10 In your notebook, write two things that are:

- useful
- awesome
- old-fashioned
- strange
- terrible

11 **VOX POPS** Talk to your partner. Who in your family uses technology the most? What do they use it for?

My brother loves his gadgets. He's older than me and he's got a really good tablet. He shops online, watches films, and he uses it for studying.



I can use different tenses to talk about the present.

1 **CLASS VOTE** Do you watch music videos? What are some of your favourites?

2 **1.18** Look at the photo. What can you see? Read the text.

X-RAY

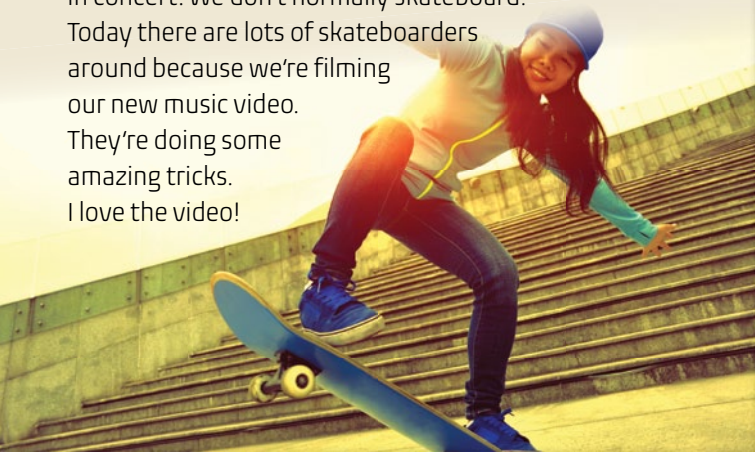
the indie band with all the moves

Hi! It's Gary here, lead singer. Today I'm writing the band's blog at a special event in a skate park. We've got photographers and reporters with us, but we aren't singing at the moment. One reporter, Ali, is asking us lots of questions: 'What do you normally do on Saturday afternoons? What are you doing today?' We tell Ali about our lives. We often travel from one city to the next on Saturday afternoons. Then in the evenings we usually play live in concert. We don't normally skateboard!

Today there are lots of skateboarders around because we're filming our new music video.

They're doing some amazing tricks.

I love the video!



3 Study the Grammar box. Find examples of the Present Simple, Present Continuous and state verbs in the text.

Grammar

Present Simple, Present Continuous and state verbs

Present Simple

They usually **travel** on a tour bus.
He **doesn't write** his blog every day.
Do they **speak** English? Yes, they **do**.

Present Continuous

He's **travelling** a lot these days.
They **aren't recording** a song at the moment.
Is she **skateboarding** now? No, she **isn't**.

State verbs

Verbs with no continuous form: *love, like, hate, know, think, see, feel, understand, want, need*

GRAMMAR TIME > PAGE 126

4 **1.19** Choose the correct option. Write the answers in your notebook. Listen and check.

1 Ali and Gary *sit / are sitting* on a bench at the skate park.

Ali and Gary are sitting on a bench at the skate park.

2 Gary usually *sings / is singing* in concerts on Saturday evenings.

3 The band members *don't often visit / aren't often visiting* skate parks.

4 The skateboarders *do / are doing* some fantastic skateboard tricks at the moment.

5 Sara *always wears / is always wearing* her lucky blue helmet.

6 Several people *film / are filming* the skateboarders.

5 In your notebook, write questions about the text in Exercise 2. Use the Present Simple or Present Continuous. In pairs, ask and answer the questions.

1 the people in the park / film / the skateboarders?
Are the people in the park filming the skateboarders?

2 Gary / work / as a reporter?

3 Ali / ask / questions at the moment?

4 Sara / wear / a helmet in the photo?

5 the band members / usually play / live in concert on Saturdays?

6 the skateboarders / perform / in a competition today?

6 **1.20** Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

My name's Sara. I ¹ *love* (love) skateboarding. I'm a real fan. I ² *?* (practise) at a local park every weekend. I ³ *?* (not/often/do) competitions because I'm from a small town.

I'm very excited today because I ⁴ *?* (perform) in a video for a famous band. At the moment we ⁵ *?* (get) ready. Lots of people ⁶ *?* (come) into the park now. My mum and dad ⁷ *?* (sit) near the front because they ⁸ *?* (want) to upload photos for their friends!

7 **VOX POPS** Talk to your partner. What sports do you like? What do you like to do in your free time? What new sports would you like to try?

I really like/love ... because ...

I usually/never/don't often ...

I want/would like to ...



I can find specific detail in an article and talk about unusual objects.



Gadget testers for a day! By Max Stevens and Tina Wallis

Today we're going to school by bus as usual. We normally leave home at 8 a.m., but we're leaving early because we're testing some new gadgets for this month's report. All these gadgets are useful when you're travelling. So, what have we got?

First up is the **Briefskate**. It's made of wood, so it looks like a normal skateboard, but you can open the top. Inside there's space for books and a mobile or a tablet. In my opinion, it's useful and fun, but Tina and I can't skate, so we can't test it ...

Next, we're trying the **Suspendo**. It's a strange plastic gadget which works like an extra pair of hands to hold your phone or tablet. Tina's wearing it at the moment. She won't drop her tablet, but people are staring at her. I'm sure they're thinking, 'What on earth is she doing?'. Tina doesn't like this gadget!

Max

Now it's my turn. The next gadget is a tiny controller. You put it on your mobile or tablet so that you can play games. It looks cool, but I don't need this to play games on my phone.

I normally take a rucksack to school every day, but today I'm testing a **Defender** bag. It's like a rucksack. You can wear it on your back or on your front. When it's in front of you, you can use it like a small table. I don't like it because it looks ugly.

Right now, Max is using the **Phorce** bag. You can use it to charge your phone or tablet. I often forget to charge my phone before I leave the house, so I think this is a brilliant idea. Max loves it, too. It's our favourite gadget!

Tina

1 CLASS VOTE Would you like to test new gadgets for teenage students?

2 **1.21** Find the names of the gadgets in bold in the text. Read the text and match two of the gadgets with pictures A and B.

3 Read the article. Are the sentences true, false or the text doesn't say? Write the answers in your notebook.

- 1 Max and Tina normally get the bus to school.
- 2 Tina is going to school on the Briefskate today.
- 3 The Suspendo is heavy.
- 4 Tina thinks the controller is useful for her.
- 5 Tina forgot to charge her phone today.

4 In pairs, complete the phrases with words from the text. Write the answers in your notebook.

Word Friends	Describing objects
1 it's ? of metal/wood/plastic	5 it looks ? a skateboard
2 it's ? a rucksack	6 you can ? it like a small table
3 it ? ugly	7 you can use it ? your phone
4 it ? like an extra pair of hands	

5 What do you think of the gadgets in the report? Which do you like?

I like the Defender bag, but I don't want to look stupid at school!

6 In pairs, describe the things below. Use the expressions from Exercise 4.

something in your bag your favourite gadget

It's made of plastic. You can use it to charge your phone. It's boring.

I can use verb constructions with *to*-infinitives and *-ing* forms.



Tommo: Hi, Alisha. Are you busy?
Alisha: Yes. I'm trying to finish my homework but it's taking ages. I'd love to be outside in this weather.
Tommo: Me too, but I've got a problem with my computer. Dan says you're good at fixing things.
Alisha: Well, I enjoy trying. What's up?
Tommo: I'm making a poster for a competition. I prefer using my own photos but when I upload them from my phone to the computer, they're upside down.
Alisha: That's strange.
Tommo: It's really annoying. I want to put the posters up in town but now I've got ten photos ... upside down!
Alisha: Tommo, the problem is your settings.
Tommo: Oh, so what can I do?
Alisha: I can't explain now but I don't mind coming to your boat later.
Tommo: OK ... but don't forget to bring a snack. It could take a long time.
Alisha: Tommo!

How do you say these expressions in Polish?

It's upside down. It's taking ages. It's really annoying.

OUT of class

- CLASS VOTE** Who do you speak to when you've got a problem with your computer, tablet or phone?
- 1.22** Listen. Why does Tommo want Alisha to help him?
- Study the Grammar box. Find more examples of verbs + *ing* or verbs + *to*-infinitive in the dialogue. Write the answers in your notebook.

Grammar

verb + *ing* and verb + *to*-infinitive

verb + *ing*

After: *avoid, can't stand, enjoy, finish, look forward to, (not) mind, miss, practise, stop*, and after prepositions
 I **don't mind coming** to your house.
 She's good **at fixing** things.

verb + *to*-infinitive

After: *agree, allow, ask, choose, decide, forget, hope, learn, offer, plan, try, want, would like/love*
 I'd **love to be** in the park in this weather.

verb + *ing* or *to*-infinitive

After: *like, love, hate, prefer, start*
 I **prefer making / to make** my own posters.

GRAMMAR TIME > PAGE 126

- Choose the correct option. Write the answers in your notebook.
 - There's a concert on TV tonight. I hope *watching / to watch* it when I get home.
 - Our friends are coming to the park. We enjoy *meeting / to meet* here after school.
 - My cousin's learning Chinese and would like *to visit / visiting* China one day.
 - Homemade pizza is amazing but I'm not very good at *making / to make* it.
 - Naomi misses *to see / seeing* her friends from her old school.
- Complete the advert with the correct form of the verbs below. Write the answers in your notebook.

~~take~~ come meet do bring

School photography club!

Are you interested in ¹ *taking* better photos?

Then don't forget ² ? to the new photography club. It's the place where you can enjoy ³ ? something different. This week our theme is buildings and we want you ⁴ ? some of your best photos to the club.
 We're looking forward to ⁵ ? you!

I can identify specific detail in a radio programme and talk about using technology.

- 1 **CLASS VOTE** Do you think you spend too much time on your phone or on the computer?
- 2 Do the quiz and compare your results with the class. Write the answers in your notebook. Then go to page 135 to read what your answers say about you.

- 1 When do you first look at your phone or use the internet?
 - a In the evening.
 - b Probably at lunchtime.
 - c The minute I wake up.
- 2 When is it too late to text somebody?
 - a On a weekday, after 10 p.m.
 - b At midnight.
 - c It's never too late.
- 3 What do you do when you have a free moment?
 - a I listen to music.
 - b I read a book.
 - c I go online.
- 4 How often do you check your text messages?
 - a Once a day. I don't get many.
 - b At school I check them at break time.
 - c I check them all the time.



- 3 **1.23** Copy the Vocabulary box into your notebook and complete the gaps with words from the quiz. Listen and check.

Vocabulary	Time
second, <i>minute</i> , hour	
6 a.m., ?	
in the morning / the afternoon / ?	
on a schoolday / ? / Sunday(s)	
at the weekend / ? / mealtimes / lunchtime	
? / twice / three times a day / a week / a month / a year	

- 4 In pairs, ask and answer the questions. Compare your ideas with the class.

- 1 What's your favourite mealtime? Why?
I love lunchtime because I eat with my friends.
- 2 What time do you go to bed at the weekend?
- 3 How many seconds are there in five minutes?
- 4 What time do you get up on a schoolday?
- 5 What do you normally do at break time?

- 5 **1.24** Listen to the first part of a radio programme. What is the programme about?

- a Families that don't use phones or tablets in their free time.
- b How much time families spend on their phones or tablets.

- 6 **1.25** Listen to the second part of the programme. Are the sentences true or false?

- 1 Everybody in Gemma's family has a smartphone.
- 2 First Gemma gets up and then she checks her messages.
- 3 Gemma's mum uses her smartphone to read the news.
- 4 Sometimes Gemma's brother doesn't hear his mum's questions.
- 5 Gemma thinks they should talk more in her family.

- 7 How important is technology in your life? What technology do you use and what do you like doing? Write five sentences in your notebook.

Technology is very important to me. It's useful because I can go online to do my homework and I can chat with friends. In my free time I listen to lots of music ...

I can make and respond to suggestions.



LET'S GO IN

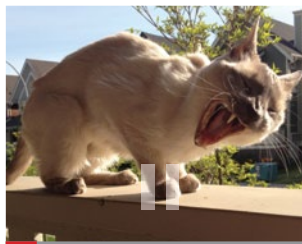
- Tommo:** Hi, Alisha. Welcome to my canal boat. Let's go in.
- Alisha:** This is so cool! So, are you doing your poster?
- Tommo:** No, not now. I'm filming my cat for an online video. Like these.
- Alisha:** Aah! I love Ninja Cat! Your cat can be famous too.
- Tommo:** You could help me.
- Alisha:** OK, cool. Where's your cat? What's his name?
- Tommo:** Her name is Hissy. She's a girl.
- Alisha:** Oops, sorry! So, where is she?
- Tommo:** Er, I don't know. She usually hides from visitors.
- Alisha:** Why don't we look for her? Maybe she's behind the sofa.
- Tommo:** I can't see her. Oh yes, she's there, but she isn't coming out.
- Alisha:** What about putting some food down?
- Tommo:** Good idea. Dinner time, Hissy!
- Alisha:** Look! I can see her eyes. Shall we film her there?
- Tommo:** Yeah, why not? She looks funny.
- Hissy:** Hissssss!
- Alisha:** What's up? Oh, she doesn't like the camera.
- Tommo:** Hissy! Where are you going? Come back!
- Alisha:** Don't worry! You can call the video 'Cross Cat'!

How do you say these expressions in Polish?

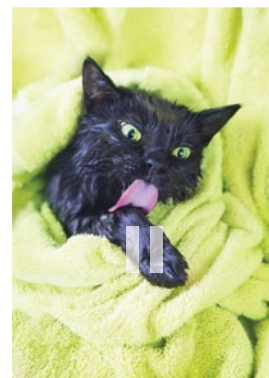
Good idea. Come back.
This is so cool!

OUT of class

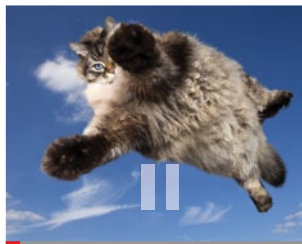
- 1 **CLASS VOTE** Describe each cat. Which video would you like to watch?



Scary Cat



Wet Cat



Ninja Cat

- 2 **1.26** Listen. In your notebook, write the answers to the questions below.

- 1 What's Alisha's opinion of the canal boat?
- 2 What's Tommo doing?
- 3 How does Hissy react to visitors?
- 4 Where's Hissy hiding?

- 3 Study the Speaking box. Find more examples of suggestions in the dialogue.

Speaking Suggestions

Making suggestions

You could look online.
Let's look for it.
What about texting her?
Why don't you charge it?
Shall we watch *Friends*?

Accepting or rejecting suggestions

Yes, great idea. / Yes, why not? / OK, cool.
I'm not sure. / I'd rather not.

- 4 **1.27** Listen to six speakers and respond. Use the Speaking box to help you.

- 5 In pairs, follow the instructions.

Student A: choose a situation from the list.

Student B: respond with a suitable suggestion.

I need some information for my project.
The teacher's late. I can't see the board.
It's really cold in here. I can't swim.

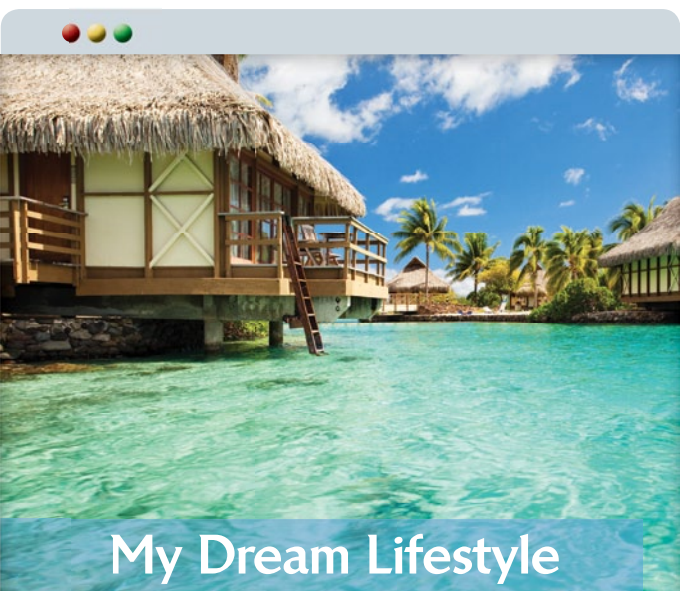
I can describe places and lifestyles.

1 CLASS VOTE Which of these would be your dream home?

- a modern caravan
- a castle in Scotland
- a beach hut on an exotic island
- a terraced house in a small town
- a massive skyscraper
- a villa in Spain
- a cottage in the mountains
- a flat in a block of flats

2 Read the text. Which of the things below does Skye write about in paragraph 1? Which are in paragraph 2?

- sports **2** home hobbies
 friends place daily routine



My Dream Lifestyle

by Skye Winter-Fox

In my everyday life, I live with my grandma in a terraced house near Oxford, **but** my dream home is a beach hut in Bali. The beach hut has got one bedroom and a living room. There's a huge touch screen TV and **also** a fast internet connection **because** I want to share videos with friends! **Although** it's small, outside there's a veranda **so** I have a perfect view of the sea.

In real life I go to Cherwell School on weekdays. I usually go swimming before school and I try to write at the weekend. **However**, in my dream lifestyle, I sit outside and write my novel on my laptop every morning. Then in the afternoon I swim and go surfing, **too**. Friends often visit me at the weekend and we have amazing barbecues on the beach.

3 In pairs, find four differences between Skye's real life and her dream lifestyle.

In her real life Skye lives near Oxford, but in her dream lifestyle she lives in Bali.

4 How is your dream lifestyle similar or different to Skye's?

Skye's dream lifestyle is a beach hut in Bali, but I'd like to live in a villa in Spain.

5 Read the Writing box. In your notebook, complete the sentences to make them true for you.

Writing A description of your dream lifestyle

Real home and dream home

- I live in ? . / My home is in ? .
- My dream home is a ? in ? .
- It's near a beach / a cliff / ? .
- It has got ? .
- Outside / Inside there is / are ? .
- I have a view of ? .

Daily life and dream life

- In real life I go to ? school.
- I usually / often / sometimes / never ? .
- I ? on weekdays / at the weekend.
- In my dream lifestyle, I often ? in the morning.

6 Look at the expressions in bold in the text and match them to their functions a-c. Write the answers in your notebook.

- a adding information
- b showing contrast
- c giving reasons

7 In your notebook, complete the sentences with the expressions in bold from the text.

- 1 I love playing the violin and I enjoy singing lessons ? .
- 2 My dream home is small. ? , it's perfect for me!
- 3 ? I love dancing, I'm not very good at it.
- 4 I want to live near the sea ? I could go swimming every day.

8 WRITING TIME In your notebook, write a description of your dream lifestyle for a school magazine. Use the Present Simple and adverbs of frequency. Write about:

- Paragraph 1: your real home and your dream home
- Paragraph 2: your daily life and your dream life

Revision

VOCABULARY

1 In your notebook, write the correct word for each definition.

- You put these in your ears to listen to music.
e
- If you use a skateboard, you wear this on your head.
h
- This means the opposite of brilliant.
t
- A small house in the country.
c
- You put this inside a gadget to give it energy.
b
- Sixty seconds.
m

2 In your notebook, complete the questions with one of the expressions. In pairs, ask and answer the questions.

QUIZ

- 1 Do you text your friends
- 2 Do you do sport
- 3 Do you use your phone
- 4 Do you go online

in the evening at the weekend twice a day
 at mealtimes on a schoolday at midnight

3 Tell the class about your partner.

GRAMMAR

4 Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.

- Carla (read) an e-book now.
- My grandparents (usually/phone) us at the weekend.
- Jake (not/like) music videos.
- We (not/often/download) songs.
- I (know) how to upload photos.
- Why (you/chat) with friends now? It's very late.

5 Complete the questions with the correct form of the verbs in brackets. Write the answers in your notebook.

- Are you planning (go) online later?
- Are you good at (fix) things?
- Do you prefer (live) in a village or a town?
- Do you want (make) a video of your school?
- Are you looking forward to (see) your little brother?

SPEAKING

6 Complete the dialogue with the words below. Write the answers in your notebook. In pairs, role play the situation.


about shall idea rather sure don't let's

- A: ¹ we go to the cinema?
 B: No, I'd ² not. What's on TV tonight?
 A: Er, not much ... Why ³ we watch *The Simpsons*?
 B: I'm not ⁴ . What time does it start?
 A: 7.30 p.m. ... Oh, it's 8 p.m. now.
 B: What ⁵ watching football on Channel 3? It starts at 8.
 A: Mmm, I don't really like football. I know, ⁶ watch a film online!
 B: Yes, great ⁷ .

7 In pairs, decide what to watch together. Use the TV guide to help you.

TV GUIDE	Time	Channel 2	Channel 3
	7.30	The Simpsons	basketball
8.00	Friends	football	
8.30	This Country's Got Talent	tennis	

DICTATION

8  1.28 Listen to the recording. Write the sentences in your notebook.

Check yourself!

- ✓ I can talk about everyday technology and unusual objects.
- ✓ I can use different tenses to talk about the present.
- ✓ I can use verb constructions with to-infinitives and -ing forms.
- ✓ I can identify specific detail in a written article and in a radio programme.
- ✓ I can make and respond to suggestions.
- ✓ I can describe places and lifestyles.

LESSON 1.1**Everyday technology** Technologia codziennego użytku

battery /'bætri/ akumulator, bateria
cable /'keɪbl/ kabel
charge /tʃɑ:dʒ/ ładować
charger /'tʃɑ:dʒə/ ładowarka
earphones /'ɪəfəʊnz/ słuchawki
plug /plʌg/ wtyczka
selfie stick /'selfi stɪk/ kijek do selfie
speaker /'spi:kə/ głośnik
tablet /'tæblət/ tablet

Using gadgets Wykorzystywanie gadżetów

chat with friends /tʃæt wɪð 'frendz/ rozmawiać z przyjaciółmi (na czacie)
download songs /daʊn'ləʊd sɒŋz/ ściągać piosenki z internetu
go online /gəʊ ɒn'lain/ połączyć się z internetem
listen to music /lɪsən tə 'mju:zɪk/ słuchać muzyki
make/film a video /meɪk, fɪlm ə 'vɪdiəʊ/ nagrać krótki film
play games /pleɪ 'ɡeɪmz/ grać w gry
read e-books /ri:d 'i:buks/ czytać e-booki
send/get instant messages /send, get ɪnstənt 'mesɪdʒəs/ wysłać/dostawać wiadomości
share photos /ʃeə 'fəʊtəs/ udostępniać zdjęcia
text friends/parents /tekst 'frendz, 'peərənts/ wysłać SMS-y do przyjaciół/rodziców
upload pictures /ʌp'ləʊd 'pɪktʃəs/ zamieszczać zdjęcia w internecie
watch music videos /wɒtʃ 'mju:zɪk 'vɪdiəʊz/ oglądać teledyski

Adjectives of opinion Przymiotniki wyrażające opinię

all right /ɔ:l 'raɪt/ w porządku
amazing /ə'meɪzɪŋ/ zdumiewający
awesome /'ɔ:səm/ robiący wrażenie
awful /'ɔ:fl/ okropny
boring /'bɔ:ɪŋ/ nudny
brilliant /'brɪljənt/ wspaniały
cool /ku:l/ fajny
disgusting /dɪs'gʌstɪŋ/ obrzydliwy
exciting /ɪk'saɪtɪŋ/ ekscytujący
funny /'fʌni/ śmieszny
lovely /'lʌvli/ wspaniały, cudowny
nice /naɪs/ miły
noisy /'nɔɪzi/ hałaśliwy
old-fashioned /əʊld 'fæʃnd/ staroświecki
perfect /'pɜ:fɪkt/ perfekcyjny, idealny
strange /streɪndʒ/ dziwny

terrible /'terəbl/ okropny, straszny
useful /'ju:sfl/ przydatny

dead (battery) /,ded 'bætəri/ wyczerpana (bateria)

take photos /,teɪk 'fəʊtəʊz/ robić zdjęcia

LESSON 1.2

band /bænd/ zespół
blog /blɒg/ blog
event /'ɪvent/ wydarzenie
helmet /'helmt/ kask
perform /pə'fɔ:m/ występować
photographer /fə'tɒgrəfə/ fotograf
skate park /'skeɪt pa:k/ skate park
skateboarder /'skeɪt,bɔ:də/ skater
trick /trɪk/ sztuczka

LESSON 1.3**Describing objects** Opisywanie przedmiotów

it looks ugly /ɪt lʊks 'ʌgli/ to wygląda brzydko
it looks like a skateboard /ɪt lʊks laɪk ə 'skeɪtbɔ:d/ wygląda podobnie do deskorolki
it works like a tablet /ɪt wɜ:ks laɪk ə 'tæblət/ działa jak tablet
it's like a rucksack /ɪts laɪk ə 'rʌksæk/ jest podobny do plecaka
it's made of metal/wood/plastic/cotton/paper /ɪts meɪd əf 'metəl, wʊd, 'plæstɪk, 'kɒtən, 'peɪpə/ jest zrobiony z metalu/drewna/plastiku/bawełny/papieru
you can use it like a table /jə kən ju:z ɪt laɪk ə 'teɪbəl/ możesz go użyć jako stołu
you can use it to charge/for charging your phone /jə kən ju:z ɪt tə tʃɑ:dʒ, fə tʃɑ:dʒɪŋ jə fəʊn/ możesz go użyć, aby naładować telefon

fun /fʌn/ dobra zabawa
heavy /'hevi/ ciężki
report /rɪ'pɔ:t/ raport
space /speɪs/ miejsce, przestrzeń
top /tɒp/ góra, wierzch
ugly /'ʌgli/ brzydki
unusual /ʌn'ju:ʒuəl/ niezwykły

LESSON 1.4**Out of class**

It's really annoying. /ɪts ri:li ə'nɔɪɪŋ/ To naprawdę irytujące.
It's taking ages. /ɪts teɪkɪŋ 'eɪdʒɪz/ To zabiera mnóstwo czasu.
It's upside down. /ɪpsaɪd daʊn/ To jest do góry nogami.

cross /krɒs/ rozgniewany
digital camera /,dɪdʒətəl 'kæməərə/ aparat cyfrowy
fix /fɪks/ naprawić
photography /fə'tɒgrəfi/ fotografia
poster /'pəʊstə/ plakat

LESSON 1.5**Time** Określenia czasu

at break time /ət 'breɪk taɪm/ w trakcie przerwy
at mealtimes /ət 'mi:ltaɪmz/ w trakcie posiłków
at midday/midnight /ət ˌmɪd'deɪ, ˌmɪdˌnaɪt/ w południe/w nocy
at the weekend /ət ðə ˌwi:k'end/ w weekend
hour /'aʊə/ godzina
in the morning/afternoon/evening /ɪn ðə 'mɔ:ɪnɪŋ, ˌɑ:ftə'nu:n, 'i:vniŋ/ rano/po południu/wieczorem
minute /'mɪnɪt/ minuta
on a schoolday/a weekday/Sunday(s) /ɒn ə 'sku:ldeɪ, ə 'wi:kdeɪ, 'sʌndeɪ(z)/ w dzień nauki szkolnej/w dzień powszedni/w niedzielę/niedziele
second /'sekənd/ sekunda
once/twice/three times a day /wʌns, tu:waɪs, θri: taɪmz ə 'deɪ/ raz/dwa/trzy razy dziennie

LESSON 1.6**Out of class**

Come back! /'kʌm bæk/ Wróć!
Good idea. /gʊd aɪ'dɪə/ Dobry pomysł.
This is so cool! /ðɪs ɪs sə 'ku:l/ To jest naprawdę fajne!

LESSON 1.7

barbecue /'bɑ:bɪkju:/ przyjęcie z grillem
beach hut /'bi:tʃ hʌt/ domek na plaży
block of flats /,blɒk əv 'flæts/ blok mieszkalny
bungalow /'bʌŋɡələʊ/ bungalow
caravan /'kærəvæn/ przyczepa kempingowa
castle /'kɑ:sl/ zamek
cottage /'kɒtɪdʒ/ domek (letniskowy)
dream lifestyle /,dri:m 'laɪfstɑɪl/ wymarzony styl życia
novel /'nɒvl/ powieść
skyscraper /'skaɪ'skreɪpə/ wieżowiec, drapacz chmur
terraced house /,terəst 'haʊs/ dom szeregowy
touch screen TV /'tʌtʃ skri:n ti: vi:/ telewizor z ekranem dotykowym
veranda /və'rændə/ weranda
view /vju:/ widok
villa /'vɪlə/ willa

Do smartphones make you smarter?

How do teenagers in the UK and the USA use their mobile phones?

More than ninety percent of British teenagers own a mobile phone; a minority have two or more. These *screenagers* spend more than twenty-seven hours a week online. They can now connect when and where they like with smartphones and tablets. Apparently, UK teenagers avoid using smartphones to chat with friends. Instead, they choose to watch video clips, play games, share photos and send instant messages. As for social media, teens like keeping in touch via Twitter, Snapchat or Instagram. They leave Facebook to their mums and dads!

Teenagers may be connected all the time, but there is one place where most of them can't use their digital devices: school! In the UK there is no law about phone use in schools, but teachers can remove devices from students if necessary. However, not all teachers agree and some even try to use smartphones in class.

A recent British report said that removing smartphones from schools will give students more time for their education. It said that smartphones are a big distraction, make students less productive and are bad for learning. However, in the USA some people do not agree. Recently one school in New York decided to allow students to use smartphones at school. They said that smartphones can be an excellent resource for the classroom. We carry a lot of information in our pockets and this information can be really useful. In this New York school, smartphones can definitely make you smarter!

GLOSSARY

device (n) a machine or tool

distraction (n) something that takes your attention away from what you are doing

law (n) a system or rules

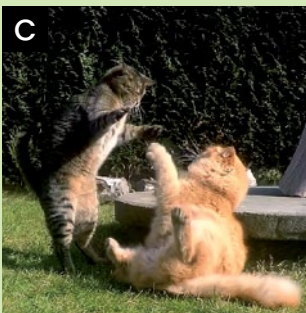
minority (n) a small part of a larger group

remove (v) take away

READING

- In pairs, ask and answer the questions.
 - What do you do with your phone?
 - Do you think it makes you smarter or less smart? Why?
 - Do many people have smartphones in Poland?
- Read the article. In your notebook, correct the sentences below.
 - All UK teachers believe smartphones are bad for students.
 - A recent UK report said that using smartphones in school can be positive.
 - All schools in the USA and the UK have similar ideas about smartphone use in schools.

LISTENING



- BBC 1** Listen to Part 1 of a BBC programme about the impact of the internet. Answer the questions.

 - Look at photo A. What country is the programme about?
 - Why is this country so important?
 - How similar is Poland to the country in the report?
- BBC 1** In your notebook, complete the sentences with the numbers below. Then listen again and check.

eight a couple of ten eighteen four

 - You can download files ? times faster here.
 - Even ?-year-olds spend ? hours a week online.
 - Some teenagers use the internet for ? hours a day.
 - Will Poland be like this in ? years from now?

- What do you think about the issue of internet addiction in Korea? Do you think the same thing could happen in Poland in the future?
- BBC 2** Listen to Part 2. Match photos B–D with captions 1–3. Write the answers in your notebook.

 - Students can interact online to solve problems.
 - Reading online is not like reading a book.
 - This is part of a big online conversation.
- BBC 2** Listen to Part 2 again. Choose the correct option. Write the answers in your notebook.

 - Now we *send / receive* information via connections or hyperlinks.
 - You can watch the angry cat and then create your own *clip / text*.
 - Korea is the most *addicted / connected* country in the world.
 - They are regularly at the *top / bottom* of the world's education league tables.
- Do you think the report is in favour or against the use of the internet? Why? Discuss in pairs.

PROJECT

- Work in groups. Prepare a debate based on the question below.

Do smartphones make you smarter?

- Choose the side of the argument you would like to argue for.
- Make a list of points in favour of your side of the argument.
- Think of good examples to support your opinions.
- Try to predict your opponents' arguments and think how to answer them.
- Put your arguments in a logical order and present them to the class.
- At the end of your presentation, take your classmates' questions and answer them.
- What was the most common point of view among your classmates?