Getting online

1 💬 Look at the video still and answer the questions.
1 What do you think they are talking about?
2 Do you ever help your family with technology? What do you help with?

2 a ▶️ 🔊 0.00 Max is talking to his grandad about his new laptop. Watch or listen. What is his grandad asking about?

b Watch or listen again. Are the sentences true (T) or false (F)? Correct the false ones.
1 The laptop was a Christmas present.
2 Max's grandad is curious about technology.
3 Max's grandad knows a lot about gadgets.
4 Max only saves his work on his laptop.
5 Max can use his laptop to talk to his friends.

c [REAL ENGLISH] Watch or listen again. Choose the best definition for the words and phrases from the dialogue.
1 Max's laptop is **brand new**.
  a new and expensive   b new and unused
2 A memory stick is a **handy** gadget.
  a convenient and useful b cheap
3 Max says the touchscreen is too **fiddly** to use.
  a easy   b sensitive and difficult

> **Language Focus**
>
> **Using generic terms**
> **gadget / device**
> We often use generic words for types of objects. They can be useful to ask or to talk about something you can't remember the name of.
> *What's that fitness gadget Dad got for his birthday called?*
> *This is the device I use when I back up my files.*

3 [VOCABULARY] Match the computers and technology words below to the pictures and use *gadget* or *device* to describe them.

anti-virus program   external hard drive
memory stick   tablet   wireless mouse

Ⓐ   Ⓑ   Ⓒ   Ⓓ   Ⓔ

Max
Grandad

4 Read the sentences and translate the words in bold into Polish. Then match the pairs of sentences. 📝
1 I want to **transfer photos** to my laptop.
2 I need to **back up files** for my coursework.
3 You should install an **anti-virus program**.
4 For fiddly jobs, the **wireless mouse** is great.
5 My new laptop has a **touchscreen**.
a You can **click on icons** more easily.
b Can I borrow your **memory stick**?
c It will **protect software** and all your files.
d I need a new **external hard drive**.
e It means I can **interact** directly with my apps.

5 In pairs. Answer the questions.
1 Which of the things in Ex 3 do you use?
2 What do you use them for?
3 Which do you think is the most important / useful? Why?

6 [MEDIATION] Your English friend has the following questions. Choose one and give them advice. Use the words from Ex 5a and b. Swap roles and choose another problem.

I think my computer has a virus! What should I do?

I have all my schoolwork and my precious photos on my laptop. What if I lose it?

I've downloaded a music app on my phone. How do I use it?

7 [VOCABULARY BOOSTER] Now practice **Computers and technology** vocabulary on page 108.

Grammar

Expressing purpose and function: *to* + verb, *for* + verb + *-ing*

▶ **GRAMMAR VIDEO**

1 Remember the video? Look at the sentences and complete the rules.

It's a thing **for transferring** files and photos.
I use it **to back up** all my files.
It's **for connecting** to my wireless mouse.
You use it **to improve** the sound.

- Aby określić przeznaczenie przedmiotu – do czego on służy – stosujemy konstrukcję:
  ¹ ▨▨▨▨▨ + verb + *-ing* + object
  Uwaga! Przyimek for stosujemy przeważnie wtedy, gdy mówimy o **czynności / rzeczy**.
- Aby wyjaśnić, dlaczego coś robimy, stosujemy konstrukcję:
  ² ▨▨▨▨▨ + verb + object
  Uwaga! Przyimek to stosujemy przeważnie wtedy, gdy mówimy o **czynności / rzeczy**.

GRAMMAR BOOSTER P. XXX

2 Complete the sentences with *for* or *to*. Write the things being described. ▨

1 A location in a computer ▨▨▨▨▨ keeping documents together.
2 You use this ▨▨▨▨▨ help you go to a website address or a file location quickly.
3 A device you plug into a computer ▨▨▨▨▨ listen to music.
4 A device outside a computer used ▨▨▨▨▨ storing data.
5 A gadget you use ▨▨▨▨▨ save and transfer files.

3 Complete the sentences with the verb in brackets using *to* + verb or *for* + *-ing*. ▨

1 I copied my essay onto a memory stick ▨▨▨▨▨ (print out) at school.
2 Some people join social networking sites ▨▨▨▨▨ (stay in contact) with friends abroad.
3 A search engine is ▨▨▨▨▨ (find) information and documents on the internet.
4 I did a course ▨▨▨▨▨ (learn) more about computer programming.
5 Skype is a service ▨▨▨▨▨ (make) free video calls.
6 I switched the computer on ▨▨▨▨▨ (send) an email.
7 A: What's this button for?
  B: It's ▨▨▨▨▨ (turn on) the wifi.
8 We got up early yesterday ▨▨▨▨▨ (watch) the match on the internet.

need / need to

Czasownik *need* stosujemy, gdy potrzeba posiadania czegoś jest dla nas istotna lub naprawdę ważna.
I need a data stick to transfer these photos.
Zwrot *need to* stosujemy, gdy jakaś czynność jest niezbędna.
You need to enter your password to access the website.

4 Read the rules and write sentences using *need / need to*.

1 enter the network key / connect / Wi-Fi
You need to enter the network key to connect to the Wi-Fi.
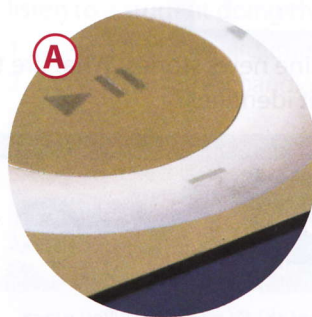2 a username / identify yourself / on the site
3 a password / unlock / this laptop
4 reset your password / every three months
5 connect to the scanner / save / the document

GRAMMAR BOOSTER P. XXX

5 🔊 **0.00** Listen and match the descriptions 1–4 to the objects A–D.

6 **THINK AND SHARE** Write definitions for the objects in Ex 5 with *to* + verb, or with *for* + verb + *-ing*. ▨

7 **MEDIATION** Imagine you are in a computer shop in the UK with your family. Your mum wants to buy a device, but you can't remember what it's called. Choose a device from the box and make sentences with *for* and *to* to explain what you need.

anti-virus program   external hard drive   laptop case   memory stick   mobile phone charger   music software   screen protector   touch screen   USB cable   wireless mouse

It's a small device for storing data.
You use it to transfer data from one device to another.

Life skills Analysing online news

1 💬 In pairs. Look at the online news stories. Answer the questions.

1 Which of these stories would you click on? Why?
2 Do you think all/any of them are real?
3 What is 'fake news'? How can you identify it?

bbc **Nukes in space!** Space Agency considering nuclear weapons for asteroid threat. www.bbc.co.uk

NEWS **Lake Terror!** 20 tourists are missing, presumed dead, but no one will admit the TRUTH!! www.bbbc.com

⤸ 33 ♡ ⬆

DAILY WOW This girl gave spare change to a homeless man and you won't believe who she turned out to be! www.dailywow.com.co

💬 94 ⤸ 22 ♡ 158 ⬆

2 Read the blog about online news stories. What are the five kinds of news story it identifies?

➜ **Share now**

Wow! That's weird... It's a story that's gone viral. You want to share it. But wait! Before you help it spread, ask some questions! Is it real, fake or filtered?

Real news comes from **reliable sources**. Although news outlets have some **political bias**, **responsible reporters** should report facts and give a **balanced account** of **current events**.

Misleading news is sometimes hard to identify! It may contain some truth, but it has been re-packaged to **deceive** or **mislead** people. This kind of news may use a real quotation, a photo or even a news story that *did* happen, but the **context** – for example, the date or location of a photograph – is manipulated to make it misleading.

Fake news is totally false. It never happened! Some fake news is just **hoax stories**, but some stories are made up with a more serious agenda. They want to **influence people's opinions**. This is where fake news gets its power. It uses people's prejudice to **manipulate** how they see the world.

Hate hoaxes are the worst kind of fake news. It can make you feel angry and it can blame or target a person or a specific group of people. Hate hoaxes use shocking lies to turn people against each other.

'Clickbait' is designed to make people click on it. It uses headlines just to **get a reaction**. If you click, you often find that the story is nothing like the headline. This kind of story makes money from advertising.

We all need to be aware of what is real and what is not. So the message is: think before you share!

3 Read the blog again and answer the questions.

1 What does the blog want you to do before you share a story online? Why?
2 Why are misleading stories harder to define as fake news?
3 What are the writers of many fake news stories trying to do?
4 Why is a hate hoax the worst kind of fake news?
5 Why do people create clickbait stories?

4 **THINK AND SHARE** In pairs. Look at the headlines in Ex 1. What kind of news stories do you think they are?

5 **VOCABULARY** 🔊 0.00 In pairs. Check the meaning of the words in bold and use them to complete the table. Listen and repeat.

Real news	Fake news	Both

WORD POWER Internet neologisms

6 Find the internet neologisms below in the blog and explain them in your own words. Can you think of any more examples?

clickbait   fake news   go viral   hate hoax

7 🔊 0.00 Listen to a podcast about how to recognise fake news. Complete the advice. 📝

1 Check the _____ – make sure the spelling and the ending are correct.
2 Look at the _____. Low quality _____ can mean low quality news!
3 Check other sources. Is it in the _____ or _____ news?
4 Check the _____. The places and the people should exist!
5 Look at the _____. Do they really support the story? You can do an image search to check locations.
6 _____ keywords and 'hoax' into a fact-checking website.

8 **ROUND UP** Answer the questions.

• What have you learned about identifying fake news?
• Will it change the kinds of stories you believe or share online?
• Why is it important to fact-check all kinds of stories?

9 **THINK AND SHARE** Find and present a story that you think is fake news. Explain what its purpose is, and why you think it's fake.

Speaking

Photo description

1 💬 Look at the photos. What you can see? Then read the 'news' headlines and match them to the photos.

ANGRY STUDENTS THREATEN MORE VIOLENCE!
They just don't want to do exams!

THE ENGINEERS WERE STUDENTS!

FINANCIAL PANIC AS BANKS RUN OUT OF MONEY!

2 Is there anything about the photos and headlines that makes you suspicious?

3 🔊 0.00 Listen to a student describing one of the photos and answer the questions.
1 Which photo is the student describing?
2 Can you add any details to the description of the scene?
3 Do you agree with their interpretation? Why? / Why not?

4 🔊 0.00 Read the Phrasebook. Listen again and tick the phrases that you hear.

> **Phrasebook**
>
> **Language of interpretation**
> It looks to me as if … Perhaps it's / they're …
> It could be … I wonder if it's …
> You can't really see …
> (…) makes me think …
> (…) suggests to me that …
> This looks like a political protest to me.
> All the people look quite angry / bored / busy.

5 💬 In pairs. Look at the 'news' stories again and think critically. Are they real?

6 💬 Now read the true context of the photos. How do the combination of the photos and headlines mislead the reader?
1 The students were peacefully protesting. The protest is real, but the reason and the violence are not. (Misleading news – blaming students)
2 There is no financial panic. These people are actually waiting to meet their favourite author. (Fake news – trying to scare people)
3 The photo shows a bridge being built, not collapsing. The engineers were not students. (Hate hoax – against young people)

7 💬 In pairs. Choose a photo and plan a description of it using phrases form the phrasebook.

Guided conversation

8 Do any of your friends ever share fake news stories online? What is your reaction?

9 🔊 0.00 Read the task and then listen to a student doing the task.
1 Do you find their arguments convincing? Why?
2 Do you think they handle the situation well?

> Your friend has shared a story on a social network. You have checked it out and it's fake news. Tell them why you think so.
> • the clues that made you doubt it
> • ask what your friend has done to verify it
> • your interpretation of what it shows
> • your advice before sharing stories like this

10 💬 Work in pairs. Read the Phrasebook. Agree a Polish translation for each expression.

> **Phrasebook**
>
> **Acknowledging what someone has said**
> I can agree with that.
> That's a fair point.
> Maybe you're right.
> Well, now that you mention it …
> **Questioning what someone has said**
> I'm not sure that's really true.
> Don't you think there might be another explanation?
> That just doesn't sound very likely to me.
> Have you checked the facts on another site?
> Did you research the background of the story?

11 💬 In pairs. Choose photo B or C and a role below and make notes. 📝
Student A: You shared this story. Think of reasons why you might believe it.
Student B: You think the story is fake. Think of ways to convince your friend it's a hoax.

12 💬 In pairs. Do the task in Ex 7. Use your ideas from Ex 9 and phrases from the Phrasebook. Then swap roles.

Bright ideas for a better world

1 💬 What does it take to be an inventor? What qualities do you need?

2 🔊 **0.00** Read and listen to the profile. What qualities does he have? How did his story go viral?

💡 A CURIOUS MIND CAN TRAVEL FAR

An inventor needs curiosity, a good idea, some luck and hard work. Kelvin Doe grew up in Freetown, Sierra Leone – a city of frequent power cuts, where you had to make your own luck – and even your own power. But for a curious child, there were opportunities, too. Kelvin **noticed** that people threw away broken electric devices and he began to **wonder** how they worked. Aged ten, he started to collect discarded gadgets and **figure out** how to fix them. Soon he started to mix and match spare parts. Aged thirteen, he built a battery and a generator. At fifteen, Kelvin, or 'DJ Focus', made a radio transmitter and used it to start his own radio station to give young people in his community a place to discuss things and learn.

A researcher from an American university heard about Kelvin's ability and invited him to take part in a science summer camp in Freetown. He **entered** a competition, and his project – a generator built of scrap metal – was the winner. As a result, in 2012 he was invited to spend time in the USA, **participating** in research projects and **leading** workshops on some of his own inventions. After a TV appearance, his story went viral!

Since 2012 Kelvin has **spoken** at international conferences and **given** lectures to engineering students. He has met world leaders to discuss the problems facing young people in Africa. He has chosen to **focus on** developing a range of products that use solar power for everyday devices. He has become one of the most respected young inventors in Africa.
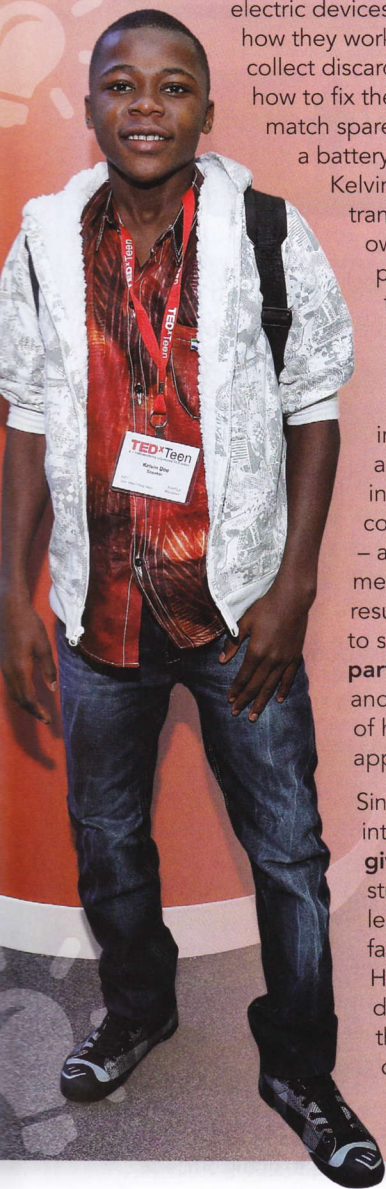
3 Read the profile again and answer the questions.
1 What did Kelvin learn to do when he was ten?
2 What did he make when was thirteen?
3 Why did he need to make those things?
4 What opportunities was he offered as a result?
5 How has Kelvin shared his ideas?

WORD POWER Suffix *-ity*

4 Which two words can you find in the profile? Complete the rule.

able – ability   creative – creativity   curious – curiosity   generous – generosity

The suffix *-ity* is used to turn ▭▭▭ into abstract ▭▭▭.

5 Use one word from each pair to complete these sentences.
1 Kelvin was ▭▭▭ to make new devices from parts that he found.
2 Kelvin's ▭▭▭ is obvious in the many imaginative things he has developed.
3 Kelvin was ▭▭▭ about how things work.
4 Thanks to the ▭▭▭ of sponsors, Kelvin was able to travel to the USA.

6 **VOCABULARY** 🔊 **0.00** Find the verbs below in the profile. Then match 1–10 to a–j to make sharing and developing ideas collocations. Listen and repeat.

1 notice	a how to do sth
2 wonder	b in a project or event
3 figure out	c a conference
4 enter	d how sth works
5 participate	e a workshop
6 lead	f that sth happens
7 speak at	g doing something
8 give	h a lecture
9 focus on	i a competition

7 Complete the questions with the words in Ex 5. Then ask and answer in pairs.
1 Have you ever ▭▭▭ **how something works**? What was it? How can you find out?
2 Would you like to ▭▭▭ **in a** scientific research **project**? Why? / Why not?
3 Give an example of something you ▭▭▭ **how to do** by yourself. Was it difficult?
4 How would you feel if you had to ▭▭▭ **a conference**? Why?
5 Have you ever heard someone ▭▭▭ **a lecture**? What was the subject?
6 If you were an inventor, what area would you ▭▭▭ **on**? Why?

8 **THINK AND SHARE** In pairs. Ask and answer the questions in Ex 7.

9 **VOCABULARY BOOSTER** Now practice **Developing and sharing ideas** vocabulary on page 109.

Grammar

Present perfect and past simple contrast

▶ **GRAMMAR VIDEO**

1 Read and complete the sentences from the article on page 17.

1 Kelvin Doe .... in Freetown, Sierra Leone.
Kelvin .... that people threw away broken electric devices.
Aged thirteen, he .... a battery and a generator.

2 Since 2012, Kelvin .... at international conferences.
He .... world leaders.
He .... one of the most respected young inventors in Africa.

2 Complete the rules with past simple or present perfect.

Stosujemy ....
• gdy mówimy o szczególnej okazji z przeszłości.
• z określeniami czasu takimi jak *last year* czy *this morning*. .

Stosujemy ....
• gdy mówimy o wydarzeniach, które rozpoczęły się w przeszłości i wciąż trwają.
• z wyrazami *just*, *already* oraz *yet*, aby pokazać związek z teraźniejszością.
• z przysłówkami *ever* oraz *never*, gdy mówimy lub pytamy o przeszłe doświadczenia, ale nie określamy ich czasu.
• z wyrazami *for* oraz *since*, gdy mówimy o tym, jak długo lub od kiedy coś trwało.

3 Read the rule and complete the sentences.

Często razem z czasem past simple stosujemy czas present perfect. Wówczas za pomocą czasu present perfect wprowadzamy jakieś wydarzenie lub pytamy o nie, a za pomocą czasu past simple odpowiadamy lub podajemy szczegóły.

1 .... (James / just / get a place) on a green energy programme at the university. He .... (start) there last week.

2 .... (you / ever / ride) an electric motorbike? Yes, I have. My uncle .... (buy) one in 2017.

GRAMMAR BOOSTER P. XXX

4 Read the sentences. Is the second statement true or false?

1 James has bought an electric motorbike.
James has got an electric motorbike now. ....

2 He went to the shop to get it yesterday afternoon.
James is still at the shop. ....

3 He has just taken his motorbike out for a test-drive.
He is riding his bike now. ....

4 He's already uploaded some photos to social media.
The photos are on the internet now. ....

5 He did a live review on his eco-living vlog this morning.
James is live online now. ....

6 Hundreds of people logged on to watch him at 10 o'clock.
The viewers are watching the live stream now. ....

5 🔊 **0.00** Listen to a radio show about Emily Cummins, a young inventor. What two inventions do they talk about?

6 Translate these questions. Use the present perfect or the past simple.

1 How long has Emily been interested in engineering?
2 How long has Emily focused on products to help people?
3 When did she enter a design competition?
4 Where did she test her fridge design?
5 How long have people used the fridge?
6 What has Emily done since leaving university?

7 🔊 **0.00** Listen again and answer the questions in Ex 6 using the past simple or present perfect.

8 **THINK AND SHARE** In pairs. Ask and answer the questions. Give more information using the past simple.

Have you or has anyone you know ever …
• entered a competition?
• won a prize?
• made something from recycled materials?
• mended something?
• invented something?

CULTURE

Reading

1 **THINK • PAIR • SHARE** In pairs. Brainstorm words and places that you associate with London.

2 💬 Listen and read the home page of a website about a tour of London. What is the theme of the tour?

3 Read the Reading strategy and then find these words in the website and work out their meaning.

> antibiotic   generator   telegraph

Strategia

Nieznane słowa

Nie przejmuj się, jeśli nie rozumiesz wszystkich słów tekstu. Spróbuj na podstawie kontekstu dorozumieć ich znaczenie. Warto również przyjrzeć się wyrazom i zdaniom stojącym obok nieznanego słowa i dzięki temu domyślić się jego znaczenia.

4 Read the home page again. Match the right question 1–6 to each paragraph A–D. Two questions do not match any of the paragraphs. 🖎

Which discovery

1 was a step forward in global communication?
2 was rejected by the public?
3 makes something used by all of us every day?
4 was developed from ancient history?
5 has become too successful?
6 had a dangerous early design?

5 🔊 **0.00** **VOCABULARY** Match the highlighted words in the website to their definitions. Listen and check. 🖎

1 used by a lot of people, in many places
2 a new form of something that is better than an earlier form
3 (v) send an electronic signal or coded message
4 (adj) producing the result that is wanted
5 (adv) in a way that is not planned, by chance
6 (n) introducing new things, ideas or ways of doing sth
7 (n) the moment of having a great idea
8 (v) to make or find something for the first time
9 (v) organise a system so that it works well
10 (n fig) an important stage in the development of something
11 (v) to fix sth in place so that it can be used

LONDON – CITY OF IDEAS WALKING TOUR

London's ideas and innovations have spread around the world. Come and join the tour to visit the sites where inspiration struck! To reserve a place on the tour click here.

A 📍 **St Mary's Hospital**

This is where in 1928 – and partly by accident – Alexander Fleming discovered penicillin. It was the first antibiotic – a kind of medicine that treats infections. This medical breakthrough has saved millions of lives. However, over time the drugs have been over-used, and they are becoming less effective. Today scientists all over the world are searching for new forms of antibiotics. Where will the next great discovery be made?
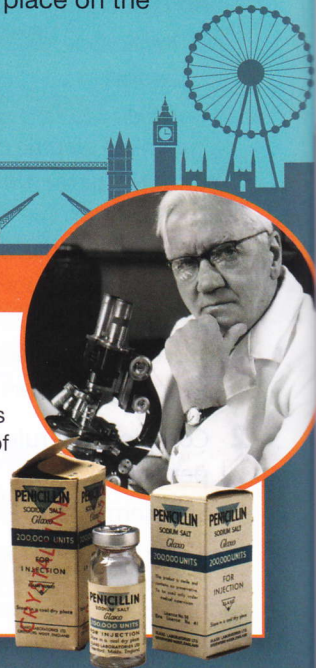
B 📍 **The Royal Institute**

The first electricity generator was invented in 1831 by Michael Faraday. This was an important milestone for modern living! Think of everything you've plugged in or switched on today. Generators provide nearly all of the power in our electric power grids. They convert the energy in fuels like coal and gas into electricity.
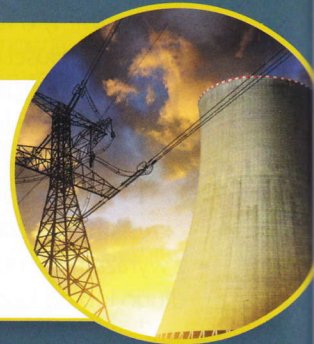
C 📍 **Junction of Bridge Street and Great George Street**

Invented by John Peake Knight in 1868, the first traffic lights were installed here. They have been used all over the world to coordinate traffic systems on the roads. Unfortunately, Knight's original gas lights exploded in 1869 and the idea wasn't used again in the UK until electric lights were fitted fifty years later.

D 📍 **60 Upper Mall, Hammersmith**

In 1816, Francis Ronalds transmitted an encoded message through an eight-mile-long piece of wire. It was the first message sent by electric telegraph. Twenty years later, Samuel Morse produced an improved version of the technology, which became popular and widely used for sending long-distance messages quickly.

I can listen to a conversation about the internet and four extracts about technology.

1.8

CULTURE
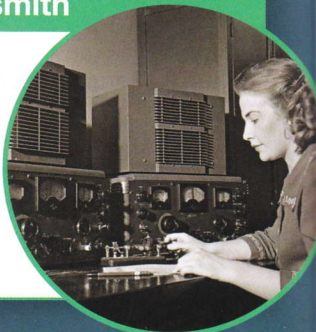
6 Read and choose the correct words from Ex 5 to complete the review of the tour. 🖋

reviewer_3971
📝 5 👍 8

★★★★★ Five stars!

The walking tour is great. We ¹_____ it completely by ²_____ a few years ago, and we were so glad we did. Now we recommend it to everyone! This year's tour is different and the new ³_____ is even better! It's so much fun to imagine you are standing in the exact spot where ⁴_____ struck or where a scientific ⁵_____ was reached. Some of the places are easier to find because tourist plaques have been ⁶_____ to tell you the history, but the tour includes lesser known places, too, and the guide ⁷_____ the route so that it's a well-organised tour. It's amazing to think of all the ⁸_____ that have come out of London over the years – and many of them are still ⁹_____. (Though I don't think you can ¹⁰_____ a telegraph message any more!) We love the tour, and so do our kids. I think experiencing something is a really ¹¹_____ and fun way to learn and remember it!
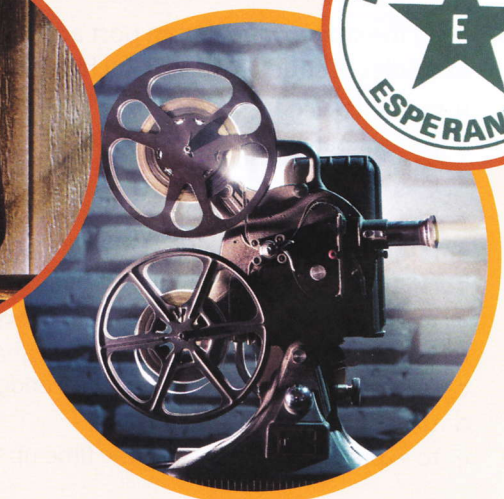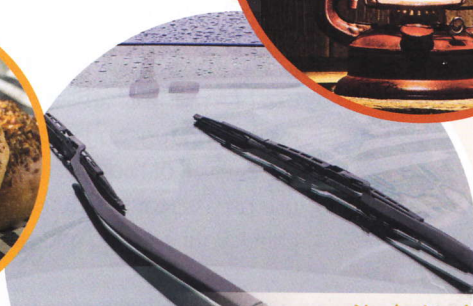
7 **THINK AND SHARE** In pairs. What do you think the items below have in common? Research them and find out.

> film projector   Esperanto
> kerosene lamp   bagel
> windscreen wipers

8 Find out more about one of the inventions. Write a short paragraph. 🖋

↪ **Culture video:**
The discovery of penicillin

Listening

1 💬 What year was the internet invented?

> 1969   1991   1973   1971

2 🔊 0.00 Listen and check your answer to Ex 1. What inventions or developments do the other years refer to?

3 🔊 0.00 Listen again. Are the sentences true (T) or false (F)? 🖋
1 The first computer network consisted of just five computers. ⬜
2 The first international email was sent in 1973. ⬜
3 Danny's mum got her first computer in the 1990s. ⬜
4 The World Wide Web was invented in 1992. ⬜
5 Now there are 3 billion websites. ⬜

4 Put the inventions in order. 🖋
A The first handheld computer
B The first computer programmer
C The first video game
D The design for the chips in smartphones

5 🔊 0.00 Write the dates of each development. Are there any surprises? 🖋

6 🔊 0.00 Listen again. Match sentences A–E to the speakers 1–4. One sentence doesn't match any of the recordings. 🖋
The speaker
A talks about someone who was an inspiration in their life.
B is leading a workshop on apps and mobile phones.
C talks about an organisation that is not well known.
D is advertising an event.
E describes how a device has evolved.

7 **THINK AND SHARE** Brainstorm important inventions and discoveries. Think about:
• how they have changed the way we live.
• what benefits they have brought us.
• what people used before they were common.
1 Agree on the three most important inventions / discoveries we can't live without.
2 Are there any inventions that you think the world would be better without? Why?

internacia lingvo
E
ESPERANTO

Writing Forum post review

1 💬 Answer the questions.

1. What's a review? What kind of things do we write reviews about?
2. When you buy something, do you find out information about the product first? How?
3. Are they useful? Why? / Why not?
4. Have you ever given advice or written a review?

2 Read the forum post. What is the writer reviewing?

3 Read again and answer the questions. 📝

1. Why has Jemima decided to write on the forum?
2. What three features does she appreciate?
3. What three uses does she mention for them?

Language Focus

A tech review
A positive review
It's / They're … small / light / powerful / fast.
The screen resolution is great.
The battery holds a charge for ages.
It's / They're easy … to set up / use / interact with / program / personalise.
It's / They're good value for money.
I would (highly) recommend this model.
A negative review
It's / They're … small / heavy / under-powered / slow.
The built-in camera is (pretty) rubbish.
You have to constantly … charge the batteries / replace the ink cartridge.
It's / They're really … tough / difficult to … set up / use / interact with / program / personalise.
It's a waste of money.
I can't / wouldn't recommend this model.

5 💬 In pairs. Use the language focus to tell your partner about a device you use a lot. Would you recommend it? Why? / Why not?

6 a Read the task. What are the four things you need to include in your forum post?

> You have just bought a new electronic device and you are writing a post on a UK technology forum.
> - Identify yourself and the device you are reviewing.
> - Say why you're posting a review.
> - Review the item giving your opinion on its performance.
> - Give your reaction to the product and say how you will use it.
> - You should write 80–130 words.

MissJemimaTee
✏ 1 🖼 0 💬 0

Hi – Jemima here. This is my first post, so here goes! I've just bought some new wireless headphones. I looked at many online reviews before buying, so I wanted to post a review of my own.

I had my old headphones for three years. They finally stopped working last month. I've always loved music, so I wanted new ones to replace them.

I've had the new headphones for a week now, and I love them! They're light and comfortable and the battery holds a charge for ages. The sound quality is amazing! They were really easy to set up, too.

I use them on the train and in the gym, and for listening to audio books at night. I might even use them to study! I wouldn't hesitate to recommend this model!

b Plan your work.

1. Choose which device you will write about. Decide if you want to write a positive or a negative review.
2. Make notes about the four points in the task and organise them into four paragraphs. Think about what tenses you will use.
3. Underline useful language from the Language focus you want to use in your form post.

c Write your forum post.

4 Read the strategy and forum post again and find examples of structures 1–5. Match them to the uses a–e. 📝

1. present perfect with *just*
2. past simple
3. present perfect with *for* / *since*
4. present simple
5. *for* / *to*

a. to express how or why something is used
b. to express a recent experience
c. to express a past activity which has ended
d. to express a fact that is true now
e. to express an experience in the time up to now

7 **CHECK YOUR WORK** Did you:
- use of a range of tenses, infinitives of purpose and expressing function with *for*?
- develop all of the points in the task in Ex 5?
- use phrases for a tech review?
- check your spelling and grammar?

Language review

Grammar

1 Complete the sentences with *to* or *for* and the correct form of the verbs below. ✎

> convert listen log monitor take track

1 You need a working set of headphones _____ to the online lecture.
2 He won a reward for inventing a device _____ lost pet animals.
3 It is a professional camera _____ photos under water.
4 What is the best program _____ videos to other formats?
5 You will need to register _____ in.
6 I use a watch _____ my heart rate during the workout.

2 Translate the words and phrases in brackets into English.

1 Lucy has been on the phone _____ (od) ages trying to book tickets for tomorrow's concert.
2 How long is it since your mum _____ (po raz ostatni pojechała) on holiday?
3 Sam _____ (nigdy nie musiał) to do any household duties when he was a child.
4 How many tweets _____ (opublikowałaś) in the last twelve hours?
5 When _____ (zakochałeś się) in love for the first time?
6 My father _____ (pracuje) in the same company for 20 years now.
7 It is the first time I _____ (używam) the ant-virus programme and I must say it is quite effective.
8 I _____ (właśnie zamówiłam) a new laptop as my old one broke down completely.

Vocabulary

3 Complete the sentences with one word. Choose the correct answer: A, B or C.

1 I have always dreamed of travelling to ____ places.
  Has anyone seen the TV ____? I can't turn the TV on.
  A pilot   B remote   C golden
2 Never forget to ____ up files on your computer.
  Football results are usually on the ____ of the newspaper.
  A rear   B forward   C back
3 Kate Moss will always remain a fashion ____.
  Click on the ____ to launch the application.
  A icon   B sign   C link
4 An external ____ drive is a storage device located outside a computer.
  It is ____ for me to remember all the different passwords for my accounts.
  A pen   B hard   C tough

5 The doctor told me to change behind the ____.
  A touch ____ is easier to clean than a traditional keyboard
  A monitor   B wall   C screen
6 I've lost the memory ____ with my entire presentation on it.
  My dad bought me a new hockey ____.
  A stick   B bat   C net

4 The words in **bold** are incorrect. Find the correct word in the other sentences to complete each sentence. ✎

1 Why did you **figure** the competition?
2 Didn't you **lead** that your phone was missing?
3 Everyone has to **notice** in a coding project.
4 Who's going to **enter** at the conference?
5 I am preparing to **speak** a lecture.
6 Could you **participate** on the task at hand, please.
7 We **focus** workshops on online privacy.
8 I can't **give** out how the system works.

5 Read the text and choose the correct answer: A, B or C. ✎

I didn't get into journalism ¹ ____ accident. I had always dreamed of making the world a better place by exposing injustices and ² ____ other people's opinions. So when I got a job at a popular newspaper, I thought it would be a ³ ____ for my career. It was, but I struggled to find reliable ⁴ ____ of information. Being objective and reporting facts without political ⁵ ____ was another challenge. Also, I felt overwhelmed by responsibility. In our digital era, every word you write may ⁶ ____ within seconds and people expect access to information on ⁷ ____ events 24/7. Finally, while journalism should be accurate and fair, I came cross some ⁸ ____ used practices like ⁹ ____ the readers with 'half-truths'. Spreading sensational news might be an ¹⁰ ____ way to attract the audiences but it had nothing to do with my view of professional ethics.

1 A by   B with   C through
2 A improving   B intending   C influencing
3 A springboard B milestone   C lamppost
4 A sources   B origins   C roots
5 A base   B bias   C basis
6 A transmit   B go viral   C interact
7 A nowadays   B immediate   C current
8 A widely   B highly   C deeply
9 A mistaking   B misleading   C mismatching
10 A effective   B efficient   C aggresive

6 💬 In pairs. Solve the anagrams related to computers and IT technology. Then choose two other words from the unit and make anagrams.

1 riprent = *printer*   4 safertwo
2 ashedpnoeh   5 lewisser
3 batlet   6 fernsrat

Reading

Odróżnianie informacji szczegółowych od głównej myśli tekstu

Pytania do tekstu odnoszą się do informacji szczegółowych (występujących we fragmencie tekstu) lub wymagają określenia głównej myśli (całego tekstu). Ustalenie, czego dotyczy dane pytanie, pomoże ci w odnalezieniu odpowiedzi.

- Pytania dotyczące informacji szczegółowych występują w tej samej kolejności, co odpowiedzi na nie w tekście. Odszukaj akapity, który odnoszą się do danych pytań.
- Gdy odpowiadasz na pytania związane z główną myślą tekstu, skup się na jego ogólnej wymowie, a nie na szczegółach. Niepoprawne opcje odpowiedzi będą w tym przypadku odnosiły się raczej do fragmentów tekstu, a nie do całości.

Having a strong network of friends has many advantages, like offering support when we are down. For most of us, our family and friends are a very important part of our lives. Friends help us understand who we are and what we want and research shows that strong friendships can make us feel less tense in everyday situations. But some scientists also claim that we usually make friends with people who are similar to us and we could all benefit from opening up to those who are different from us. The tendency of 'birds of a feather to flock together', which sociologists call homophily, often shapes the way in which we think about both our own group and other groups. For example children in school group themselves by everything from their family to social and cultural backgrounds to some less important characteristics like hairstyle. Soon, we can find our social world divided along lines of age, social class, political views, religion and race.

Of course, it is only natural that we like some people more than others. But in some cases more negative stereotypes may take over. We may see our own group as 'better' – more interesting, entertaining, or informed – and other groups as less 'cool' or fun. We can also dislike people from outside our own social circle and as groups move further apart, they can end up living in different neighbourhoods, attending different schools and having different views on life. Lack of personal contact means lack of opportunities to learn about others' habits, thoughts and feelings. And when we can't rely on facts, we build an image of others based on stereotypes instead.

The research suggests that having friends who belong to other groups can be good for us. We become more comfortable about mixing with people who aren't 'just like us' and we change our false beliefs about them. We learn how to be tolerant of our differences. This can make us more open-minded towards other groups. Trying to understand the perspectives of other people benefits both ourselves and the whole of society.

1 Read the strategy. Read the text. Choose the correct answer: A, B, C or D. ✎

1 In the first paragraph, which is NOT mentioned as an advantage of having a strong social network?
   A having a group of people to rely on
   B enjoying a busy social life
   C learning more about one's own life situation
   D feeling more calm and relaxed

2 In sociology, the term *homophily* refers to
   A people from different cultures.
   B characteristics of different species of birds.
   C making friends with people you have things in common with.
   D stereotypes about people wearing glasses.

3 Negative stereotypes about other groups may result from
   A living in the same neighbourhood.
   B feeling worse than other people.
   C a lack of knowledge about ther lifestyle.
   D learning some facts about their habits.

4 According to research,
   A having friends from different groups is bad for your identity.
   B negative attitudes are changed to only one group of people.
   C we should focus on our relationships with people who are 'just like us'.
   D there are many benefits of having friends who are different from us.

5 Which is the best title for the text?
   A Connecting across differences
   B The importance of friendship networks
   C Outcasts in schools
   D Opposites attract

Listening

Szukanie wskazówek w zadaniach na dopasowywanie

Twoim zadaniem jest dopasowanie urywków tekstu do mówiących o nich zdań. Może to wymagać rozpoznania głównej myśli fragmentu, kontekstu wypowiedzi lub intencji autora. Słuchając nagrania, zwróć uwagę na styl wypowiedzi, ton głosu i dobór słownictwa. To pomoże ci określić różnice między rozmówcami.

2 🔊 **0.00** You will hear four people talking about online relationships and social networking sites. You will hear them twice. Match the sentences (a–e) to the recordings (1–4). There is one extra sentence. ✎

The speaker
a ⬜ starts a discussion on a radio programme.
b ⬜ describes how he/she was attacked online.
c ⬜ is an expert on criminal behaviour online.
d ⬜ advises on sharing information on the internet.
e ⬜ shares his/her personal experience about meeting a partner.

Computers and technology (pp.12 and 108)

- **access** (v) /'ækses/ uzyskać dostęp
- **anti-virus program** /ˌænti 'vaɪrəs ˌprəʊɡræm/ program antywirusowy
- **back up files** /ˌbæk ʌp 'faɪlz/ Pliki / kopie zapasowe
- **battery life** /'bætri ˌlaɪf/ żywotność baterii
- **block** (v) /blɒk/ blokować
- **broadband** (adj) /'brɔːdbænd/ szerokopasmowy
- **camera quality** /'kæmərə ˌkwɒləti/ jakość aparatu
- **charge** (v) /tʃɑːdʒ/ ładować (np. akumulator)
- **click on icons** /ˌklɪk ɒn 'aɪkɒnz/ klikać ikonki
- **external hard drive** (n) /ɪkˌstɜːnl 'hɑːd ˌdraɪv/ zewnętrzny twardy dysk
- **folder** (n) /'fəʊldə(r)/ katalog
- **headphones** (n pl) /'hedfəʊnz/ słuchawki
- **interact** (v) /ˌɪntər'ækt/ wchodzić w interakcję
- **internal storage** /ɪnˌtɜːnl 'stɔːrɪdʒ/ pamięć wewnętrzna
- **log in** (v) /ˌlɒɡ 'ɪn/ logować się
- **memory stick** (n) /'meməri ˌstɪk/ karta pamięci
- **message** (n) /'mesɪdʒ/ wiadomość
- **online** (adv) /ˌɒn'laɪn/ online
- **overall dimensions** /ˌəʊvərˌɔːl daɪ'menʃnz/ wymiary całkowite
- **password** (n) /'pɑːswɜːd/ hasło
- **paste** (v) /peɪst/ Wstawić / wkleić
- **plug in** (v) /ˌplʌɡ 'ɪn/ podłączyć (do prądu)
- **post** (v) /pəʊst/ napisać, zamieścić
- **post a message online** /ˌpəʊst ə ˌmesɪdʒ ˌɒn'laɪn/ zamieścić wiadomość w internecie
- **processing speed** /'prəʊsesɪŋ ˌspiːd/ szybkość przetwarzania
- **protect software** /prəˌtekt 'sɒftweə(r)/ chronić oprogramowanie
- **screen clarity** /'skriːn ˌklærəti/ jasność ekranu
- **search engine** (n) /'sɜːtʃ ˌendʒɪn/ wyszukiwarka
- **social network** (n) /ˌsəʊʃl 'netwɜːk/ portal społecznościowy
- **tablet** (n) /'tæblət/ tablet
- **touchscreen** (n) /'tʌtʃskriːn/ ekran dotykowy
- **transfer photos** /trænsˌfɜː 'fəʊtəʊz/ przesyłać zdjęcia
- **troll** (n) /trɒl/ troll
- **type** (v) /taɪp/ pisać na klawiaturze
- **unfriend** (v) /ˌʌn'frend/ usunąć z listy przyjaciół
- **upload** (v) /ˌʌp'ləʊd/ wgrać
- **username** (n) /'juːzəneɪm/ nazwa użytkownika
- **Wifi** (n) /'waɪfaɪ/ sieć bezprzewodowa
- **wireless mouse** /ˌwaɪələs 'maʊs/ myszka bezprzewodowa

Real English (p.12)

- **brand new** (adj) /ˌbrænd 'njuː/ całkiem nowy
- **handy** (adj) /'hændi/ poręczny, przenośny
- **fiddly** (adj) /'fɪdli/ nieporęczny

Analysing news online (p.14)

- **balanced account** /'bælənst əˌkaʊnt/ zbilansowane konto
- **context** (n) /'kɒntekst/ kontekst
- **current events** /ˌkʌrənt ɪ'vents/ obecne wydarzenia
- **deceive** (v) /dɪ'siːv/ oszukać
- **get a reaction** /ˌget ə ri'ækʃn/ uzyskać reakcję
- **hoax stories** /'həʊks ˌstɔːriz/ zmyślona historia
- **influence people's opinions** /ˌɪnfluəns ˌpiːplz ə'pɪnjənz/ wpływać na opinie ludzi
- **manipulate** (v) /mə'nɪpjuleɪt/ manipulować
- **mislead** (v) /mɪs'liːd/ zwodzić
- **political bias** /pəˌlɪtɪkl 'baɪəs/ polityczna stronniczość
- **reliable sources** /rɪˌlaɪəbl 'sɔːsɪz/ wiarygodne źródła
- **responsible reporters** /rɪˌspɒnsəbl rɪ'pɔːtəz/ odpowiedzialni reporterzy

Developing and sharing ideas (pp.16 and 109)

- **analyse** (v) /'ænəlaɪz/ analizować
- **analysis** (n) /ə'næləsɪs/ analiza
- **design** (v) /dɪ'zaɪn/ projektować

- **designer** (n) /dɪ'zaɪnə(r)/ projektant
- **develop** (v) /dɪ'veləp/ rozwijać
- **development** (n) /dɪ'veləpmənt/ rozwój
- **enter a competition** /ˌentər ə ˌkɒmpə'tɪʃn/ wziąć udział w zawodach
- **figure out how to do** (sth) /ˌfɪgər ˌaʊt ˌhaʊ tə 'duː/ rozgryźć, jak coś zrobić
- **focus on doing** (sth) /ˌfəʊkəs ˌɒn 'duːɪŋ/ skupić się na robieniu czegoś
- **give a lecture** /ˌgɪv ə 'lektʃə(r)/ wykładać (np. na uczelni)
- **invent** (v) /ɪn'vent/ wynaleźć
- **invention** (n) /ɪn'venʃn/ wynalazek
- **lead a workshop** /ˌliːd ə 'wɜːkʃɒp/ poprowadzić warsztaty
- **manufacture** (v) /ˌmænju'fæktʃə(r)/ wytwarzać
- **manufacturing** (n) /ˌmænju'fæktʃərɪŋ/ produkcja
- **market** (n) /'mɑːkɪt/ rynek
- **marketing** (n) /'mɑːkɪtɪŋ/ marketing
- **notice that** (sth) **happens** /ˌnəʊtɪs ðət … 'hæpənz/ dostrzec, że coś się dzieje
- **participate in a project or event** /pɑːˌtɪsɪpeɪt ɪn ə ˌprɒdʒekt ɔːr ɪ'vent/ brać udział w projekcie lub wydarzeniu
- **produce** (v) /prə'djuːs/ produkować
- **product** (n) /'prɒdʌkt/ produkt
- **promote** (v) /prə'məʊt/ promować
- **promotion** (n) /prə'məʊʃn/ promocja
- **research** (n) /rɪ'sɜːtʃ/ badania
- **researcher** (n) /rɪ'sɜːtʃə(r)/ badacz
- **speak at a conference** /ˌspiːk ət ə 'kɒnfərəns/ przemawiać na konferencji
- **wonder how** (sth) **works** /ˌwʌndə ˌhaʊ … 'wɜːks/ zastanawiać się, jak coś działa

Adjective + preposition (p.109)

- **accustomed to** (adj) /ə'kʌstəmd tə/ przyzwyczajony do
- **aware of** (adj) /ə'weər əv/ świadomy (czegoś)
- **curious about** (adj) /'kjʊəriəs əˌbaʊt/ ciekawy (czegoś)
- **familiar with** (adj) /fə'mɪliə wɪð/ obeznany z
- **obsessed with** (adj) /əb'sest wɪð/ mający obsesję na punkcie
- **qualified to** (adj) /'kwɒlɪfaɪd tə/ kwalifikujący się do
- **responsible for** (adj) /rɪ'spɒnsəbl fə(r)/ odpowiedzialny za
- **successful at** (adj) /sək'sesfl ət/ odnoszący sukcesy w dziedzinie

London's inventions (p.18)

- **by accident** (adv) /baɪ 'æksɪdənt/ przez przypadek
- **coordinate** (v) /kəʊ'ɔːdɪneɪt/ koordynować
- **discover** (v) /dɪ'skʌvə(r)/ odkrywać
- **effective** (adj) /ɪ'fektɪv/ skuteczny
- **improved version** /ɪm'pruːvd ˌvɜːʃn/ wersja udoskonalona
- **innovation** (n) /ˌɪnə'veɪʃn/ innowacja
- **inspiration** (n) /ˌɪnspə'reɪʃn/ inspiracja
- **install** (v) /ɪn'stɔːl/ instalować
- **milestone** /'maɪlstəʊn/ kamień milowy
- **transmit** (v) /trænz'mɪt/ transmitować, przesyłać
- **widely used** szeroko stosowany

Language of interpretation (p.15)

- **It looks to me as if …** Wydaje mi się, jakby …
- **Perhaps it's / they're …** Być może to jest / są …
- **It could be …** To mogłoby być …
- **I wonder if it's …** Zastanawiam się, czy to jest …
- **You can't really see …** Nie możesz tak naprawdę dostrzec …
- **… makes me think …** … sprawia, że sądzę …
- **… suggests to me that …** … sugeruje mi, że …
- **This looks like a political protest to me.** Według mnie to wygląda jak protest polityczny.
- **All the people look quite angry / bored / busy.** Wszyscy ci ludzie wyglądają na dość rozgniewanych / znudzonych / zajętych.

0.7b First conditional

Pierwszy okres warunkowy stosujemy, gdy mówimy o prawdopodobnych wydarzeniach oraz ich skutkach.

If you take this medicine, you'll feel better.

I'll be disappointed if I don't pass the exam.

zdanie z if			zdanie opisujące skutek	
If	Podmiot + present simple	Podmiot + will / won't		czasownik
If	you run,	you won't		miss the bus.
If	it doesn't rain,	we'll		go to the beach tomorrow.

> **Tip**
> 1 W zdaniach rozpoczynających się od *if* nie stosujemy czasownika *will*.
> 2 Możemy też w zdaniach warunkowych zastosować spójnik *unless*, który oznacza to samo, co *if … not*:
>> *Water doesn't boil **unless** you heat it. (= if you don't heat it)*
>> *I won't need an umbrella **unless** it rains. (= if it doesn't rain)*

0.8a have to / don't have to

Zwrot *have to* stosujemy, gdy zrobienie czegoś jest konieczne. Zwrot *don't have to* służy do wyrażania, że zrobienie czegoś nie jest konieczne.

At our school, we have to wear a uniform.

We don't have to go to school on Saturdays.

Podmiot	have to	+ czasownik
I / We / You / They	have to / don't have to	see the dentist.
He / She / It	has to / doesn't have to	
Do/Does	**podmiot**	**+ czasownik**
Do	I / we / you / they	have to	see the dentist?
Does	he / she / it		

> **Tip**
> Gdy mówimy o zobowiązaniu, którego dotyczy konkretna pora, zamiast *have to / has to* można stosować *need(s)*, a zamiast *don't / doesn't have to* można stosować *don't / doesn't need to*:
>> *I need to start my history project today, but I **don't need to / needn't** finish it.*

0.8b must / mustn't

Must / mustn't stosujemy, gdy mówimy o konieczności:

You must pass a test before you can drive a car alone.

You mustn't copy other students' work.

Must / mustn't stosujemy również, gdy spisujemy zasady lub czujemy, że zrobienie czegoś jest bardzo ważne.

Podmiot	must	+ czasownik
I / We / You / They / He / She / It	must / mustn't	listen to him.

> **Tip**
> 1 Nie stosujemy *to* po *must / mustn't*:
>> *You **mustn't eat** in the classroom.*
> 2 Zwykle nie stosujemy *must* w pytaniach. Zamiast *must* stosujemy w pytaniach *have to*:
>> ***Does he have to** tidy his room every day?*
> 3 Zwrot *mustn't* służy do wyrażania zakazów.
>> *You **mustn't** use your phone in class!*
> Jeśli zastosujemy w zdaniu wyrażenie *don't have to*, oznacza to, że nie musimy czegoś robić.
>> *There's a free concert in the park today. Let's go! We **don't have to** buy tickets.*

0.8c should / shouldn't

Za pomocą czasownika *should / shouldn't* prosimy o rady oraz ich udzielamy. Gdy stosujemy *should*, oznacza to, że uważamy, że coś jest dobrym pomysłem. Natomiast *shouldn't* oznacza, że ktoś nie powinien czegoś robić:

You should see a doctor. You shouldn't go to work.

Podmiot	should	+ czasownik
I / We / You / They / He / She / It	should / shouldn't	get up early.

Should	podmiot	czasownik
Should	I / you / he / she / it / we / they	get up early?

Krótkie odpowiedzi		
Yes,	I / you / he / she / it / we / they	should.
No,	I / you / he / she / it / we / they	shouldn't.

1.2 Infinitive of purpose: *to* + verb / Expressing function: *for* + verb + *-ing*

Konstrukcję *to* + czasownik stosujemy, aby wyrazić, że coś zrobiliśmy w jakimś celu, gdy uzasadniamy jakąś inną czynność:

*I often use my phone **to search** the internet.* (= Stosuję telefon w określonym celu)

'Why did you borrow my phone?'

*'I borrowed it **to send** a message.'* (= Pożyczyłem go, żeby wysłać wiadomość)

Konstrukcję *for* + czasownik z końcówką *-ing* stosujemy, gdy mówimy o funkcji jakiegoś elementu lub urządzenia:

'What this gadget for?'

*'It's **for holding** your camera when you take videos.'* (= taka jest jego funkcja)

Podmiot	+ zdanie główne	+ to	+ podstawowa forma czasownika
He	went to his bedroom	to	do his homework.
Podmiot	**+ zdanie główne**	**+ for**	**+ czasownik z końcówką -ing**
I	use this device	for	recording videos.

Exercises

1 Answer the questions in full sentences. Use *to* + an expression from below.

> communicate with other people   relax
> see more clearly   get good qualifications
> clean my teeth   be healthy

1 Why do you use a toothbrush?
  I use a toothbrush

2 Why do we use phones?

3 Why do people do exercise?

4 Why do students go to university?

5 Why do some people listen to music?

6 Why do some people wear glasses?

2 Write about the function of these things. Use *be* and *for* + verb + *-ing*.

1 A knife / a thing / cut food

2 A camera / a gadget / take photos

3 A key / a thing / lock doors

4 A hoover / a machine / clean floors

5 A brush / a thing / tidy your hair

6 A towel / a thing / dry your hands

1.6 Present perfect and past simple contrast

Czas *past simple* stosujemy, gdy mówimy o czynności zakończonej w określonym momencie lub okresie czasu w przeszłości:

*We **won** the match yesterday.*

Czas present perfect stosujemy, gdy mówimy o czynnościach lub wydarzeniach przeszłych, gdy nie wiemy, kiedy dokładnie zaszły lub wiedza ta nie jest dla nas istotna:

*We've **won** a lot of matches.*

Tip

1 W czasie *past simple* często stosujemy określenia wyrażające, kiedy coś się wydarzyło:
  *We **had** a science exam **last Friday**. I **called** my parents **ten minutes ago**.*

2 W czasie present perfect określenia czasu nie jest niezbędne, pora, kiedy coś się wydarzyło, nie jest istotna:
  I've been to three different countries.
  W czasie *present perfect* możemy stosować ogólne wyrażenia dotyczące czasu, na przykład recently, before czy in my life:
  *We've **had** a lot of homework **recently**. I've **eaten** sushi twice **in my life**.*

3 W czasie *present perfect* często stosujemy *ever*, aby rozpocząć rozmowę o własnych doświadczeniach. Jeśli jednak będziemy dopytywać o szczegóły lub podawać szczegóły swoich przeżyć, powinniśmy zastosować czas past simple.
  *'**Have you ever** visited your cousins in Canada?'*
  'Yes, I have. I went to Canada with my parents last summer.'

Present perfect with *already, just, still* and *yet*

Gdy mówimy o niedawnych wydarzeniach, stosujemy w czasie *present perfect* określenia *already, just, still* oraz *yet*.

Gdy chcemy powiedzieć, że coś dopiero co się wydarzyło, stosujemy *just*:

*I've **just** finished dinner.*

Jeśli coś wydarzyło się wcześniej niż się spodziewaliśmy, stosujemy *already*:

*'Where's Dad? Has he **already** left?'*

*'Yes, he's **already** gone.'*

Jeśli spodziewamy się, że coś wydarzy się w przyszłości, stosujemy *yet*:

*'Have you tidied your room **yet**?'*

*'No, I haven't done it **yet**.'*

Gdy uważamy, że coś powinno się zakończyć wcześniej, stosujemy *still*:

*It's ten o'clock and I **still** haven't finished my homework.*

Przysłówki *just* oraz *already* w zdaniach oznajmujących stawiamy między *have / has* a imiesłowem czasu przeszłego:

*I've **just / already done** the washing-up.*

Przysłówek *still* w przeczeniach stawiamy przed *haven't / hasn't*:

*I **still haven't** done the washing-up.*

Przysłówek *yet* stawiamy na końcu przeczeń i pytań:

*I haven't done the washing-up **yet**.*

*Have you done the washing-up **yet**?*