

L MINDS

EDYCJA POLSKA

Jenny Dooley



Matura in Mind
Poziom podstawowy

Matura in Mind
Poziom rozszerzony

WORKBOOK & GRAMMAR BOOK

B₁+



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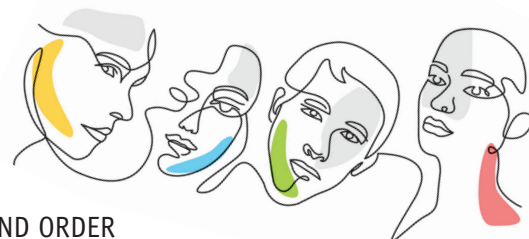
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TED'S BLOG

If you saw me in the street, you'd probably take one look at my clothes or my hair and judge me. You might see my sunglasses and torn jeans and think that I am trouble, or that I don't think or care about others. Just another 'typical' teenager who isn't serious about anything. I bet you would never think that I work four days a week while I study, or help care for a younger brother with special needs.

If that surprises you, don't worry. You wouldn't be the first person to think that a 17-year-old can't have responsibilities, or play an important part in their family. Actually, doing my part at home matters to me because it makes me really happy. Maybe having fun is the most important thing for some people, but for me, going out and spending time at parties isn't essential. The only relationships I need right now are the ones I have with my kid brother Tony and my mum!

So, what do I usually do during my day? First, I wake up at 7:30 and get my brother ready while Mum cooks breakfast. I help him get dressed and make sure that he brushes his teeth, because these are things that Tony finds difficult to do by himself. Next, I take Tony to his school near my college. Then, I go to classes like a normal teenager my age. After that, I take Tony home

before I start my part-time job at the local café. I work there 4pm-7pm Mondays, Wednesdays, Thursdays and Saturdays. I save some of the money I earn, but I give most of it to my mum so I can make life easier for her and we can get Tony the things he needs.

Sure, I don't have it easy, but I'm proud that I'm able to help my family so much. I have teen problems, like everyone else. I mean, dealing with deadlines for my college assignments can be a challenge, although I never really feel any peer pressure like other teens. I don't really care what anybody thinks about me because I'm quite a strong person. Some adults think I should enjoy being a young person more, but I think this is just because maybe they feel uncomfortable seeing a teenager acting like a 'grown up'.

Anyway, believe it or not, I wouldn't change anything. These experiences are helping me be a better person and adapt to hard work. I know that when I'm an adult, I'll be ready for anything and I'm sure I'll be a great parent, too. So, forget stereotypes and never judge anyone by what you see. All of us have our own stories and someone might be doing much more than you think!

Reply



1 ★ M Read the blog entry and choose the best title for the blog post.

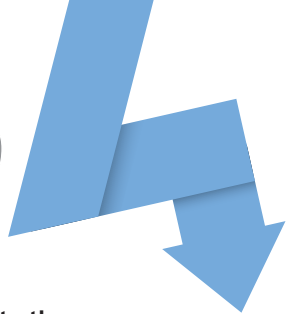
- A Helping the disabled
B More than meets the eye
C Special schools
D Why I love my brother

2 ★★ M Read the blog post and complete the sentences.

- 1 People might make a judgement about Ted due to his _____ .
2 Helping out at home is important to Ted because it _____ .
3 Ted's job at the café is every _____ .
4 The reason Ted doesn't care what people say about him is _____ .

3 ★★★ M Read the blog post. For questions 1-5, choose the correct answer (A, B, C or D).

- 1 What is the writer trying to do in the text?
A describe college life for teens
B draw attention to disabilities
C explain his role within his family
D discuss the benefits of working
- 2 What does the writer say about relationships?
A They come after his responsibilities.
B The ones he has at home are enough.
C They are the main reason he goes out.
D The friends he has mean a lot to him.
- 3 When talking about his routine, the writer says that his brother
A tries to get ready before anyone else.
B helps their mother get the morning meal ready.
C struggles to do tasks that others find simple.
D gets out of bed at a later time than him.
- 4 What does the writer suggest about some adults?
A They feel awkward about his situation.
B They think he's copying other people his age.
C They believe he should help his family more.
D They worry he enjoys himself too much.
- 5 What do we learn about the writer in the final paragraph?
A He worries about not being prepared for the future.
B He is considering having children one day.
C He wants some things in his life to be different.
D He does more than anyone else that he knows.



STAGES OF LIFE

1 ★ Fill in the correct age group: *preteen, adult, toddler, pensioner, middle-aged adult.*

<1 baby
 1-3 1) _____
 4-9 child
 10-12 2) _____
 5) _____ 66+
 4) _____ 40-65
 3) _____ 20-39
 teenager 13-19

2 ★★ Complete the labels of the photos with *vote, graduate, retire, learn, have, begin.*



_____ a driving lesson



_____ from university



_____ from work



_____ for the first time



_____ your career



_____ to read and write

3 ★★★ Complete the gaps with *adventure, skills, routine, touch, home, degree.*

Lisa: Hi, Kenny. It's cool we got into the same university. To be honest, I'm a bit nervous about changing my **1)** _____.

Kenny: I know what you mean. It's not easy when you leave **2)** _____ for the first time and move to a new town.

Lisa: True, but I suppose it is good to acquire new **3)** _____.

Kenny: Sure. Plus doing a(n) **4)** _____ is very good for our future careers.

Lisa: Exactly. Isn't Justin here as well?

Kenny: No, he's taking a gap year. He wants to travel and have a(n) **5)** _____ before starting university.

Lisa: Oh, really? So you don't see him much these days?

Kenny: No. But we keep in **6)** _____ on social media.

CHARACTER & FEELINGS

4 ★ Match what the people say (1-8) to the adjectives (a-h).

- 1 'Our toddler is refusing to eat anything new.'
 2 'I'm so tired I need to go to bed early tonight.'
 3 'I wonder who my parents are voting for.'
 4 'I can't believe I can get the promotion over me!'
 5 'Ben and May are happy about their new baby.'
 6 'Judy looks sad since her brother went to university.'
 7 'Everyone likes Tony; he always says nice things to people.'
 8 'I'm really afraid of learning to drive!'

- a** curious **d** delighted **g** exhausted
b charming **e** fussy **h** miserable
c terrified **f** jealous

5 ★★ Replace the adjectives in bold with their opposites from the list.

- reasonable • lively • brave • neat

- 1** James is such a **weak** child that never complains when he gets sick. _____
2 Stephanie is quite a **dull** person who loves going dancing every weekend. _____
3 Emma's kids are really **untidy** and keep their bedroom very clean. _____
4 I'm voting for him because I think he's always **difficult** and makes good decisions. _____

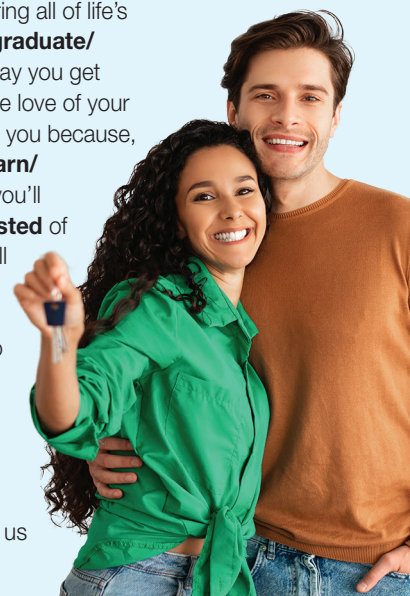
REVIEW

6 ★★★ Choose the correct option.

SAFE BANK
the bank that cares ...



At Safe Bank, we're here for you during all of life's big moments, from the time you **1) graduate/leave/crawl** from university to the day you get **2) retired/promoted/married** to the love of your life and start a family. We're there for you because, at Safe Bank, we get to **3) know/learn/acquire** you! With us by your side, you'll never feel **4) fussy/terrified/exhausted** of the future. We give you options for all of life's big decisions, from **5) beginning/keeping/having** your career after school or college to **6) changing/buying/starting** your first house. We have accounts for all ages, from **7) toddlers/teenagers/preteens** (15+) to pensioners. With Safe Bank, your future will never be **8) weak/untidy/dull** or boring! Join us today for a better tomorrow!



1c GRAMMAR IN USE

PRESENT SIMPLE – PRESENT CONTINUOUS

- 1 ★ **M** Put the verbs in brackets into the *present simple* or *present continuous*.
- Tommy *walks* (walk) to school every morning because it's very close to his house.
 - At the moment, I _____ (read) a really interesting book about how babies' brains work.
 - James _____ (not/play) rugby anymore because he's middle-aged.
 - _____ (Joy/study) now?
 - Darcy _____ (hit) the ball hard and Connor _____ (catch) it immediately.

- 2 ★★ **M** Put the verbs in brackets into the correct form of the *present simple* or *present continuous*.
- A:** *Are Kyle's cousins visiting* (Kyle's cousins/visit) him this weekend?
B: Yes. They _____ (travel) from Belfast on the train right now.
 - A:** Wow! Your little boy _____ (get) so big!
B: I know. Toddlers _____ (grow) very fast.
 - A:** I _____ (speak) with my grandparents online every week.
B: It's great that older people _____ (use) social media more and more these days.
 - A:** Hi. _____ (you/wait) to vote?
B: Yes, I am. The voting station _____ (not/open) until 9:00 am.
 - A:** Emma _____ (constantly/complain) about her sister, Lucy!
B: I'm not surprised; Lucy _____ (be) really untidy!

ADVERBS OF FREQUENCY

- 3 ★ Put the *adverbs of frequency* in the correct position, as in the example.
- A:** Do you ever visit your grandparents in America?
B: Yes, I stay at their house in New York. **(sometimes)**
Yes, I sometimes stay at their house in New York.
 - A:** When do you find time to go to the supermarket?
B: On Saturdays. I go during the week. **(not/usually)**

 - A:** Cillian is late for school again.
B: I know. He is here on time. **(never)**

 - A:** Do you go out with your friends? **(often)**

 - B:** No, we prefer chatting online and gaming.
 - A:** Do you like watching films?
B: Very much. I go to the cinema at weekends. **(always)**

STATIVE VERBS

- 4 ★ Choose the correct option.
- Lisa **hates/is hating** singing in front of people.
 - Please be quiet, my sister **is studying/studies**.
 - Are you understanding/Do you understand** the story in this film?
 - Jeff **doesn't buy/isn't buying** a new phone this year.
 - Kate's friends **are loving/love** living in the USA.
- 5 ★★ **M** Put the verbs in brackets into the *present simple* or *present continuous*.
- A:** *I'm looking* (look) at your new online post.
B: Do you like it? My hair _____ (look) really different in that photo.
 - A:** You _____ (appear) to be quite excited today.
B: Yeah, I have good news. I _____ (appear) on television tomorrow to talk about the game I designed!
 - A:** I _____ (think) of taking a gap year before university.
B: Really? I _____ (think) that's a brilliant idea.
 - A:** I _____ (see) you're nervous, Liam. Everything OK?
B: Well, I _____ (see) my dentist in twenty minutes. I'm terrified!
 - A:** _____ (you/have) dinner with Mum this evening?
B: Unfortunately not. I'm studying for tomorrow's exam and I _____ (not/have) time.
- 6 ★★★ Put the verbs in brackets in the correct form of the *present simple* or *present continuous*.



Hi, everyone! In today's post **1** *I'm writing* (write) about Gen Alpha and Gen Z! My birthday is 10th August 2006, which makes me Generation Z, and my sister's is 4th May 2013 – she's an Alpha! For older people, it **2** _____ (not/seem) like that's a huge difference, but it is! Sure, all young people **3** _____ (use) computers, but Alphas and Zs don't do it the same way. For example, gaming. Young kids **4** _____ (build) their own gaming worlds these days, while Gen Z **5** _____ (prefer) to play games to relax. We use social media differently too. My sister always **6** _____ (watch) reels! In fact, she **7** _____ (do) it nearly every day! Believe it or not, though, Alphas actually exercise more than us! My sister **8** _____ (always/complain) that I **9** _____ (not/go) outside enough! How about you? **10** _____ (you/have) a brother or sister that's older or younger? Let me know in the comments!


TYPES OF COMPARISONS

- 1** ★ **M** Choose the correct translation of the fragment in Polish.
- This university (*nie jest tak drogi jak*) the one we saw yesterday.
A is not as expensive so **B** is not as expensive as
C is not as expensive than
 - This tournament is getting (*coraz trudniejszy*) to win.
A harder and harder **B** harder **C** as hard as
 - George is (*nieco wyższy*) than the other kids in his class.
A a bit taller **B** by far the tallest **C** much taller
 - The closer we move to the city centre, (*tym droższe*) the houses are.
A more expensive **B** the most expensive
C the more expensive
 - Jamie keeps in touch (*najrzadziej*) of all my cousins.
A less often **B** less and less often **C** the least often

2 ★★ Choose the correct option.

— ×

Hello Ian,
 I'm writing to tell you about a house I saw with Kate today. It's up on Foxrock Hill, so it's **1) by far/a little** further away than the other ones, but it is **2) much/very** cheaper. It's also **3) far/by far** the largest of all the houses on our list and has a(n) **4) very/even** pretty garden. The only problem is that it is **5) lot/much** older than the others and needs work, but I think this is a(n) **6) even/very** more exciting opportunity than the one on Killiney Lane. Here are some photos, so let me know what you think.

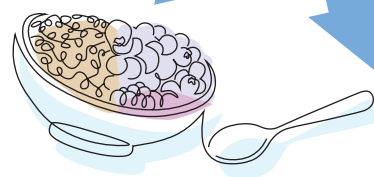


Patrick

3 ★★ Fill in the gaps using the correct form of the **adjectives/adverbs** in brackets.

- A:** What do you think of this hotel for our wedding reception?
B: Well, it's by far *the cheapest* (**cheap**) of all the places on our list.
- A:** How was the lesson?
B: Pretty good! The new driving instructor is _____ (**little/fussy**) than the previous one.
- A:** Emma gets promoted every year.
B: I know. She's moving _____ (**high**) and _____ (**high**) up in the company.
- A:** The library is closing in two hours.
B: Yeah. The _____ (**fast**) we make our notes, the _____ (**soon**) we can leave.
- A:** Have you found a dance school for Tina yet?
B: Not yet. I think the quality of clubs in this area is getting _____ (**bad**) and _____ (**bad**).
- A:** What do you think of the house on the corner?
B: It not as _____ (**modern**) as the one across the street.

4 ★★★ Complete the dialogue with the correct form of the **adjectives/adverbs** in brackets.



Jane: Thanks for joining us on our podcast. Our guest tonight is by far **1) the smartest (smart)** food expert I know – Mr Eugene Talbot.

Guest: Thank you very much, Jane!

Jane: So Eugene, is the food that teenagers eat getting **2) _____ (healthy)** and _____ (**healthy**)?

Guest: That's right, Jane. These days, teenagers' attitude to food is changing. In our day, fast food was much **3) _____ (popular)** with young people.

Jane: That's true. Everybody wanted to eat as **4) _____ (easily)** as possible without worrying if the food was bad for you.

Guest: Exactly. Nowadays, teens think a lot **5) _____ (carefully)** about what they put into their bodies.

Jane: I guess that's a good thing.

Guest: I'd say so. It might seem **6) _____ (little/exciting)** than fast food, but a growing trend these days is actually super foods.

Jane: Interesting! OK, let's go to our callers ...

TRANSFORMATIONS (Review)

5 ★★★ **M** Complete the second sentence so that it means the same as the first. Use up to three words in each gap.

- Joy has the habit of playing tennis at the weekends. Joy usually *plays tennis* at the weekends.
- As we get closer to 2030, we are becoming increasingly involved in the UN Agenda. As we get closer to 2030, we are becoming more _____ involved in the UN Agenda.
- Steve has an appointment to see his new French tutor on Monday. Steve _____ his new French tutor on Monday.
- What is your opinion of the new university? What _____ of the new university?
- As Michael gets older, he is becoming more responsible. The older Michael gets, _____ he becomes.
- This teen magazine is more interesting than that one. That teen magazine _____ than this one.
- The rain is very heavy at the moment, so we can't have the event outdoors. It _____ heavily at the moment, so we can't have the event outdoors.

1e VOCABULARY

1 ★ Fill in the gaps with the correct preposition/particle.

- Why does Philip always put _____ doing things until the last minute?
- I feel sorry _____ Terry; he seems to be a bit miserable lately.
- Gillian is a very reliable employee who carries _____ her manager's instructions closely.
- Mark's dad has a really great sense _____ humour.
- It's nice that our children get _____ so well with the neighbours' kids.
- You should pay attention _____ the road during your driving lesson.
- Nina is always so kind and willing to help her friends _____.
- Beth really likes her new school and is already making friends _____ lots of other kids.

2 a) ★★ Choose the correct option.

- Don't feel bad ____ doing the wrong thing; I'm glad you tried to help.
A from B of C about
- Jane is very ____ and always does things really fast.
A impatient B patience C patient
- Alice gets ____ with people from work every Friday afternoon.
A about B together C on
- Theo's brother is a real pain ____ the neck; he's so difficult to deal with.
A on B at C in
- Carmen is ____ that she has to change her routine. She doesn't like the idea at all.
A unhappy B happiness C happy

b) ★★ M Choose the word (A, B or C) which correctly fills in the gaps in both sentences.

- Julka may seem ____ at first, but she actually gets on well with people.
• Although Alan doesn't talk much, he isn't ____; he's just shy.
A difficult B weak C unfriendly
- Try not to annoy Mr Robson next door; he's as ____ as a hatter.
• Iga is ____ about board games. She plays them every weekend.
A bad B mad C sad
- Brian is a really brave kid who never gives ____ to bullies.
• Franek gave ____ to his friend's suggestion and walks to school now instead of going by bus.
A in B on C up
- I feel sorry ____ Hania. She studied very hard, but she failed the test, because she was stressed.
• To help someone out means to do something ____ somebody who is in a difficult situation.
A with B about C for
- Monica thinks that Jared is ____ and shouldn't be trusted.
• Be careful in tourist areas because ____ traders may try to trick you.
A unhappy B dishonest C untidy

3 ★★ Choose the correct option.

- I think Tom is too young and **irresponsible/responsible** to get a dog.
- The casual clothing Robbie is wearing is **appropriate/inappropriate** for a formal dinner.
- Andrew is often very naughty, but is all **brightness/sweetness** and light the moment he wants my help.
- Andy never downloads **illegal/legal** copies of games because it's against the law.
- Mark is never careful; he always rushes in to situations like a **bull/horse** in a china shop.
- William is quite **disagreeable/agreeable** and often upsets people with what he says or does.
- It's completely **logical/illogical** to buy a new house with prices so high at the moment.
- Miriam is full of **peas/beans** today because she got the news about passing her driving test.

REVIEW

4 ★★★ Complete the gaps with the correct word, choose the correct options or put the words in brackets in the correct form.




You might think it's a bit **1) _____ (appropriate)** that a grandad plays video games. After all, it's usually a hobby that only the younger generations enjoy. Well, that doesn't stop my grandad, Arthur. When he wants to do something, he never gives **2) in/on** and does what other people tell him to. He's mad **3) with/about** online gaming and I think it's great! Now that he is a pensioner, he has more free time, which means we can get **4) _____** and play our favourite games a couple of times a week. Believe it or not, my grandad is becoming a very talented gamer and actually helps me **5) out/in** when I need help fixing my computer! He gets on **6) _____** all my online mates and nobody is ever **7) _____ (polite)** to him. In fact, because my grandad has a great sense **8) for/of** humour, his online character Excalibur is quickly becoming famous and he is making friends **9) _____** cool people of all ages. Gaming is good for him, too. Like Grandad says, paying attention **10) to/at** the game and solving the puzzles is great exercise for the brain. He also says that he really loves winning!




1  **M** Listen to Helen talking to her parents. What are they talking about?

- A studying at university
- B changing the world
- C understanding teenagers



2  **★★** Listen to the conversation in Ex. 1 and match the statements (1-10) to the people. Write **H** for Helen, **F** for her father or **M** for her mother.

- | | |
|---|-------|
| 1 I think teenagers are difficult. | _____ |
| 2 I think someone is talking about me. | _____ |
| 3 I work as a teacher. | _____ |
| 4 I think teens are aware of something. | _____ |
| 5 I'm worried about the planet. | _____ |
| 6 I'm surprised how teenagers feel. | _____ |
| 7 I'm unhappy about stereotypes. | _____ |
| 8 I regret saying something. | _____ |
| 9 I ask what I can do. | _____ |
| 10 I'm grateful to somebody. | _____ |

3  **★★★ M** Listen to the conversation in Ex. 1 and answer the questions.

- 1 Who is Helen's father upset with?


- 2 What is Helen's father doing at work at the moment?

- 3 Why does Helen's mother believe the students are worried?


- 4 What world problem does Helen think is most important?

- 5 What stereotype about teenagers does Helen mention?

- 6 What does Helen suggest her parents do?

4  **★★★** You will hear an interview with a nursery teacher called Winona Pearson. Read the sentences and choose the correct option.

- 1 Winnie's pupils have **similar/different** characters.
- 2 Firstborns can get extra **responsibilities/attention** when their brother or sister is born.
- 3 The interviewer always wanted to be **better/younger** than his brother.
- 4 Children often do things to make their parents **happy/relaxed**.
- 5 The birth order theory is a(n) **guide/answer** to children's characteristics.

5  **★★★★ M** Listen to the interview in Ex. 4 and, for questions 1-5, choose the correct answer.

- 1 Winnie says that
 - A the differences in her own children surprise her.
 - B kids with brothers and sisters act alike.
 - C her children are like her and her husband.
- 2 Some psychologists believe that children born first
 - A are scared of trying new things.
 - B don't like having to do things themselves.
 - C tell other children what to do.
- 3 A second child's behaviour can be the result of
 - A finding it harder to do things quickly.
 - B their parents not being so strict.
 - C not feeling they are good enough.
- 4 What does Winnie advise parents to do when they have more children?
 - A give all their children more responsibilities
 - B change the way they treat their children
 - C only celebrate their children's big achievements
- 5 How does Winnie say the birth order theory can help?
 - A By helping parents realise their children are not the same.
 - B By allowing children to be unique and different from one another.
 - C By showing people why they should treat everyone as individuals.



1g SPEAKING SKILLS

ADDING EMPHASIS

1 ★ Put the words in the correct order to form sentences.

- I/my/are/close/parents/very/and
_____.
- do/they/what/wrong/do
_____?
- like/quite/I/it
_____.
- listeners/be/your/can/parents/great
_____.
- people/your/lovely/parents/are
_____.

2 ★★ M Choose the correct option.

- A: It's a bit embarrassing, don't you think?
B: a He's really miserable. b Not all the time.
- A: Just try talking to your parents.
B: a I guess you're right. b My parents are great.
- A: Seriously?
B: a Yes, it's true. b It can't be that bad.
- A: What's wrong, Ryan? You look down.
B: a It's quite frustrating. b It's my parents.
- A: My parents can be so annoying.
B: a Don't exaggerate! b I don't like it!

3 ★★★ Fill in the gaps with sentences from Ex. 2.

- A: What's wrong, Peter? **1)** _____
_____.
- B: It's my brother. Sometimes, he can be so annoying.
- A: **2)** _____! Your brother's lovely.
- B: Well... yeah, but sometimes he does things that make me uncomfortable. **3)** _____.
- A: It can't be that bad. What does he do wrong?
- B: Well, I don't like it when he follows me and my friends around. It's a bit embarrassing, don't you think?
- A: **4)** _____. I quite like it. Actually, my sister and I are very close. One thing I really love is knowing that I can share my hobbies with her.
- B: Seriously?
- A: **5)** _____. My sister is great. What I love about her is that she always agrees to do whichever activity I suggest. I'm sure your brother can enjoy your hobbies, too. Just try talking to him.
- B: **6)** _____.



PERSONAL INFORMATION

4 ★★ M Fill in the gaps in the exchanges with phrases from the list. Then practise answering the questions using your own ideas.

- play every weekend • because they're interesting
• at the games store in town • my best friend
A: What's your favourite hobby?
B: I really love playing board games. I _____
_____ (when) with _____
_____ (who). We also sometimes hang out
_____ (where). I love board
games _____ (why).
- this spring • twice a year • travel by plane • to Lisbon
A: Are you going on holiday this year?
B: Of course. My family and I _____
_____ (how) at least _____ (how often).
_____ (when) we're going
_____ (where). I can't wait!

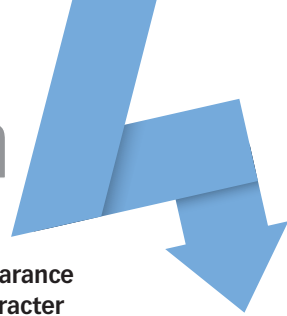
5 ★★★ Complete the dialogue with sentences a-f. One sentence is extra.

- I always enjoy meeting new people and getting to know them.
- One thing I really love is making dance videos with my sister.
- I look like my aunt and we enjoy the same things.
- I usually prefer comedies because I love having a good laugh.
- This year I'm going on holiday to Portugal with my family.
- I like to keep up with my old friends on social media in the evenings.

- A: We're talking to the star of the school play, Alanna Cameron. Now, you're new to the school, so we don't know that much about you. I hope you don't mind answering a few questions.
- B: Not at all.
- A: Do you have any hobbies?
B: Yes, I do. **1)** _____
- A: So, do you use the Internet a lot?
B: Quite a bit. **2)** _____
- A: And do you enjoy going to the cinema?
B: Definitely. **3)** _____
_____ I often go with my
friends at the weekend.
- A: And do you find it easy to make friends?
B: I suppose. **4)** _____
- A: Do you have any plans for the summer?
B: Yes, **5)** _____
- A: That sounds lovely! Thanks for speaking to us.
B: No problem.

WRITING SKILLS

AN INFORMAL EMAIL DESCRIBING A PERSON



1 Read the rubric and choose the correct option (a or b).

Przebywasz na wymianie uczniowskiej w szkole w Brighton. Przewodniczący samorządu uczniowskiego prosi o pomoc w znalezieniu kogoś, kto wystąpi w lokalnej telewizji i przedstawi szkolny projekt promujący zaangażowanie społeczne. Napisz **e-mail** (100-150 słów) do przewodniczącego, w którym:

- zaproponujesz odpowiedniego kandydata i wyjaśnisz, skąd znasz tę osobę
- opiszysz wygląd tej osoby
- przedstawisz jego/jej cechy charakteru
- uzasadnisz swój wybór.

- You are going to write _____.
a an essay b an email
- The _____ is going to read it.
a student president b school headteacher
- You are going to write about _____.
a a school project b a person at school
- You should write in _____ style.
a an informal b a formal

2 Read the email and put the paragraphs in the correct order.

Dear Jackie,

A Shane would be the perfect choice to appear on television and bring people's attention to the good work that we're doing here as he is really actively involved in it. I think he would be absolutely brilliant in this role. Let me know what you think.

B Appearance is not his only advantage, though. Shane is an extremely intelligent person and a very active member of the team working on the project. He's confident and lively and could certainly present our project in detail and answer any questions they ask him.

C Appreciate hearing from you. I'd love to help. I think the best person to represent us on TV has to be Shane Connolly from my drama class. He's absolutely amazing!

D Shane is really cool. He's of medium height and well-built with wavy hair, bright green eyes and a sweet face. He has a great style and certainly wouldn't look dull on TV.

Yours,
Harvey

3 Read sentences 1-4 below. Which are *openings* (O)? *closings* (C)? Now look at the model email in Ex. 2. Replace its opening/closing remarks with alternatives from below.

- Hope this helps. _____
- Thanks for your email. _____
- Was great to see your email. _____
- Tell me if you need anything else. _____

4 Underline all the physical appearance adjectives and highlight all the character adjectives in the model in Ex. 2.

5 Choose the correct option.


- Jeff is a **totally/very** brilliant choice for the role.
- Kevin is **absolutely/very** kind to people.
- Wow! Your new haircut is **very/really** amazing!
- Karen's baby's blue eyes are **quite/very** gorgeous!
- Emma has **very/completely** long hair.



6 Listen to a dialogue between two classmates suggesting a school representative for Ex. 1 and fill in the gaps or choose the correct option in the person's profile below.

Name: Rachel Jones
Class: art
Appearance: short **1)** _____ hair, tall and **2)** **slim/muscular**, bright blue eyes and kind smile
Clothes: **3)** **smart/casual** and good for TV
Character: **4)** _____ and **5)** **active/confident**; one of the leaders in our activism group
Interests: social issues

7 Use the information from Ex. 6 and complete the gaps in the email below for the rubric in Ex. 1. Use up to three words in each gap.

 New message _ ☐ ✕

Dear Jackie,

Thanks for your email. I think it's great that we get to have someone appear on TV to tell people about the project at our school. I'm happy to recommend Rachel Jones from my **1)** _____. She's very cool. Rachel is totally awesome. She's **2)** _____ with short **3)** _____ hair, bright blue eyes and a kind smile. She wears **4)** _____ and has a really nice style for television. Rachel is a **5)** _____ person who gets on with everyone. She is also really **6)** _____ and cares about **7)** _____ which makes her a successful leader of our activism group. I think Rachel would be a great choice to represent us on TV. She knows about the issues we care about and is a person we look up to. Tell me if you need anything else.

All the best,
Olivia

8 **OPTIONAL** Write your own email for the rubric in Ex. 1.

UNIT 1

PRESENT SIMPLE

Tworzenie: bezokolicznik + końcówka **-s** w 3. os. l. poj.

Zdania twierdzące I/You/We/They work. He/She/It works.	Zdania przeczące I/You/We/They do not/ don't work. He/She/It does not/ doesn't work.
Zdania pytające Do I/you/we/they work? Does he/she/it work?	Krótkie odpowiedzi Yes, I/you/we/they do. No, I/you/we/they don't. Yes, he/she/it does. No, he/she/it doesn't.

Pisownia czasownika w 3. os. l. poj. w twierdzeniach

- Do większości czasowników dodajemy końcówkę **-s**.
I walk – he walks
- Do czasowników zakończonych na **-ss, -sh, -ch, -x** lub **-o** dodajemy końcówkę **-es**.
I discuss – he discusses, I rush – he rushes, I teach – he teaches, I mix – he mixes, I go – he goes
- W przypadku czasowników zakończonych spółgłoską + **y** opuszczamy **-y** i dodajemy końcówkę **-ies**. *I study – he studies*
- Do czasowników zakończonych samogłoską + **y** dodajemy końcówkę **-s**. *I buy – he buys*

Zastosowanie

Czasu **present simple** używamy do opisywania:

- czynności powtarzających się lub wykonywanych regularnie (często z przysłówkiem częstotliwości, np.: **often, usually, always**); *Tom always takes the bus to school.*
- nawyków; *Dan drinks coffee every morning.*
- stanów trwałych; *Beth works as a painter.*
- czynności odbywających się zgodnie z harmonogramem (w kontekście przyszłości); *The video games shop opens at 10 am.*
- prawd uniwersalnych i praw przyrody. *Children learn things from their parents.*

Czasu **present simple** używamy także w recenzjach, komentarzach sportowych i narracjach. *The film tells the story of a teen girl's fight for a better life.*

Określenia czasu używane w czasie **present simple**:
every day/month/hour/summer/morning/evening itp., usually, often, sometimes, always itp., on Mondays/Fridays itp.

ADVERBS OF FREQUENCY

- Przysłówki częstotliwości** służą do informowania, jak często dana czynność się odbywa. Na przykład: **always** (100%), **usually** (90%), **often** (70%), **sometimes** (50%), **occasionally** (30%), **rarely/seldom** (10%), **never** (0%).
- Stawiamy je **przed** czasownikiem głównym, ale **po** czasowniku **to be** i po czasownikach posiłkowych (**be, have, do**) oraz modalnych (**will, can itp.**).
Jennifer rarely plays video games.
My room is never clean and tidy like my brother's.

PRESENT CONTINUOUS

Tworzenie: czasownik **to be** w odpowiedniej formie (*am/is/are*) + czasownik główny + końcówka **-ing**

Zdania twierdzące I am/'m playing. You are/'re playing. He/She/It is/'s playing. We/They are/'re playing.	Zdania przeczące I am not/'m not playing. You are not/aren't playing. He/She/It is not/isn't playing. We/They are not/aren't playing.
Zdania pytające Am I playing? Are you playing? Is he/she/it playing? Are we/they playing?	Krótkie odpowiedzi Yes, I am. / No, I'm not. Yes, you are. / No, you aren't. Yes, he/she/it is. / No, he/she/it isn't. Yes, we/they are. / No, we/they aren't.

Zasady pisowni imiesłowu czasu teraźniejszego

- Do większości czasowników dodajemy końcówkę **-ing** bez innych zmian.
stay – staying, grow – growing
- W przypadku czasowników zakończonych samogłoską **-e** opuszczamy **-e** i dodajemy końcówkę **-ing**. *share – sharing, retire – retiring*
- W przypadku czasowników akcentowanych na ostatniej sylabie i zakończonych samogłoską, po której następuje spółgłoska, podwajamy tę spółgłoskę i dodajemy końcówkę **-ing**. *stop – stopping, get – getting*
ALE *wonder – wondering* (akcent na pierwszej sylabie)
- W przypadku czasowników zakończonych na **-ie** zmieniamy **-ie** na **-y** i dodajemy końcówkę **-ing**. *die – dying*
- W przypadku czasowników zakończonych literą **-l** podwajamy tę literę i dodajemy końcówkę **-ing**. *travel – travelling*

Zastosowanie

Czasu **present continuous** używamy do opisywania:

- czynności odbywających się wtedy, gdy o nich mówimy;
Phil is walking to school at the moment.
- czynności odbywających się w teraźniejszości, ale niekoniecznie wtedy, gdy o nich mówimy; *Joe is getting involved in a charity.*
- planów na najbliższą przyszłość, szczególnie gdy czas i miejsce ich realizacji są znane; *Lisa's starting her new part-time job next month.*
- sytuacji tymczasowych; *Andrew is studying in Spain this year.*
- sytuacji, które się zmieniają lub rozwijają; *Teenagers are becoming more interested in environmental issues these days.*
- czynności odbywających się częściej niż powinny, co nas denerwuje lub irytuje (zwykle z przysłówkami: **always, constantly** i **continually**).
My brother is always avoiding his chores around the house.

Określenia czasu używane w czasie **present continuous**:
now, at the moment, at present, these days, today, next week itp

PRESENT SIMPLE VS PRESENT CONTINUOUS

Present simple	Present continuous
stany trwale i prawdy uniwersalne <i>Tom lives with his parents.</i>	tymczasowa sytuacja <i>Tom is visiting his grandparents for the summer.</i>
czynności rutynowe i nawyki <i>Peter sometimes walks to work.</i>	czynności odbywające się w chwili, gdy o nich mówimy lub w teraźniejszości <i>Peter is walking to work this morning.</i>
czynności odbywające się zgodnie z harmonogramem (w odniesieniu do przyszłości) <i>Janet's flight arrives at midnight tomorrow.</i>	plany na najbliższą przyszłość <i>Janet is flying to Tokyo tomorrow morning.</i>

1 ★ Write the *third-person singular* of the verbs.

- | | |
|-------------------------|---------------------|
| 1 start – <i>starts</i> | 11 enjoy – _____ |
| 2 watch – _____ | 12 mix – _____ |
| 3 stay – _____ | 13 cry – _____ |
| 4 study – _____ | 14 finish – _____ |
| 5 create – _____ | 15 buy – _____ |
| 6 try – _____ | 16 complain – _____ |
| 7 meet – _____ | 17 say – _____ |
| 8 miss – _____ | 18 fly – _____ |
| 9 do – _____ | 19 live – _____ |
| 10 play – _____ | 20 make – _____ |

2 ★ Add *-ing* to the verbs in the list below and put them into the correct box, as in the examples.

- teach • lie • make • get • die • write • take • plan
• ask • live • see • sit • put • look • tie • know

+ <i>-ing</i>	<i>teaching,</i>
<i>-ie</i> → <i>-y + -ing</i>	<i>lying,</i>
<i>-e</i> → <i>+ -ing</i>	<i>making,</i>
double consonant + <i>-ing</i>	<i>getting,</i>

3 ★ Match the tenses in bold to their correct use.

- | | |
|-------------------------------------|--|
| 1 <input type="checkbox"/> f | Lisa is chatting online at the moment. |
| 2 <input type="checkbox"/> | John is spending a lot of time in the library these days. |
| 3 <input type="checkbox"/> | I'm meeting some friends this afternoon. |
| 4 <input type="checkbox"/> | Babies crawl before they can walk. |
| 5 <input type="checkbox"/> | Karen teaches English at a local secondary school. |
| 6 <input type="checkbox"/> | The novel tells the story of a boy's dreams. |
| 7 <input type="checkbox"/> | History class starts at 10 am tomorrow. |
| 8 <input type="checkbox"/> | You're always arguing with your brother! |
| 9 <input type="checkbox"/> | It's becoming more difficult to buy a house. |
| 10 <input type="checkbox"/> | Paul often sends text messages to his friends. |

- | | |
|-------------------------------|--|
| a repeated action | g fixed arrangement for the near future |
| b permanent state | h changing situation |
| c timetable | i temporary situation |
| d general truth | j frequently repeated action to express annoyance |
| e review | |
| f action happening now | |

4 ★★ Choose the correct option.

- 1 Amy **is going/goes** to the gym in the afternoons.
- 2 We're **moving/move** into our new flat next month.
- 3 Young people **get/are getting** more and more interested in social issues these days.
- 4 People **don't retire/aren't retiring** until they turn 65.
- 5 My mum **reminds/is reminding** me to do my homework every day.
- 6 **Do you game/Are you gaming** online right now?

5 ★★ Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 Jeremy *is always sending* (always/send) text messages on his phone during dinner!
- 2 Why _____ (online games/become) more popular among teens nowadays?
- 3 Hurry up! The mall _____ (close) soon.
- 4 Most teenagers _____ (share) messages on social media with their friends every day.
- 5 _____ (you/live) near here, Brian?

6 ★ Tick (✓) the gaps in the sentences to indicate the correct position of the *adverbs of frequency*.

- 1 John ✓ eats _____ lunch _____ at the park _____ . (sometimes)
- 2 I _____ forget _____ to turn off _____ my phone _____ before class. (never)
- 3 Emily _____ doesn't _____ hang out _____ with her friends _____ at the weekend. (always)
- 4 Peter and Laura _____ help _____ at the social club _____ . (usually)
- 5 Does _____ Ken _____ go _____ to the gym? (often)

7 ★★ Make sentences, as in the example. Use the *adverbs of frequency* from the key.

Key
always ***** often **** occasionally ** never 0
usually ***** sometimes *** rarely/seldom *

- 1 Pam/take part/in/volunteer work. (***)
Pam sometimes takes part in volunteer work.
- 2 Jake/listen/to his friends/when they have problems. (*****)
- 3 Ted/be/late for school. (****)
- 4 Ann/argue/with others. (0)
- 5 My little brother/sleep/late. (*)
- 6 Lynn/change/her/daily routine. (**)
- 7 Andrew/not talk/to his parents/about his day. (*****)

UNIT 1

STATIVE VERBS

Czasowniki statyczne opisują stany a nie czynności i na ogół nie mają formy ciągłej. Do tej grupy zaliczamy:

- czasowniki opisujące wrażenia odbierane za pomocą zmysłów, np.: **appear, feel, hear, look, see, smell, sound, taste** itp.; *Your hands **feel** cold.*
- czasowniki opisujące procesy myślowe, np.: **believe, forget, know, mean, realise, remember, seem, think, understand** itp.; *Kate's parents **believe** that a gap year will be good for her.*
- czasowniki wyrażające uczucia i emocje, np.: **desire, detest, dislike, enjoy, hate, like, love, prefer, want** itp.; *Many teenagers **enjoy** gaming online.*
- niektóre inne czasowniki, np.: **agree, be, belong, contain, continue, cost, fit, have** (= posiadać), **include, keep, matter, need, owe, own, require, suppose, weigh, wish** itp. *A good career **matters** to most teenagers.*

Niektóre czasowniki statyczne mogą być użyte w formie ciągłej, ale zmienia się wtedy ich znaczenie.

Present simple	Present continuous
<i>I think Mark is happy about his new job.</i> (= uważać; sądzić)	<i>I am thinking of moving into a new flat.</i> (= zastanawiać się)
<i>Frank has a games console.</i> (= mieć; posiadać)	<i>The children are having an after-school snack.</i> (= jeść) <i>We are having a dinner party tonight.</i> (= organizować) <i>Jake is having fun at his driving lessons.</i> (= dobrze się bawić)
<i>Robert sees the sea from his window.</i> (= widzieć) <i>I see you are exhausted right now.</i> (= rozumieć)	<i>I'm seeing some friends later.</i> (= spotykać się z kimś)
<i>This tea tastes wonderful!</i> (= smakować; mieć smak)	<i>The baker is tasting the wedding cake icing to make sure it's not too sweet.</i> (= próbować; degustować)

<i>My hair smells of my new shampoo.</i> (= pachnieć)	<i>Dana is smelling the milk to see if it's sour.</i> (= wąchać)
<i>The Internet appears to be the main source of entertainment for teenagers.</i> (= wydawać się)	<i>The band are appearing on a late night talk show.</i> (= występować)
<i>The kitten's fur feels quite soft.</i> (= być w dotyku)	<i>He is feeling the side of his smartphone for the volume button.</i> (= dotykać)
<i>Victor is quite pleasant to work with.</i> (być – w odniesieniu do stanów trwałych, np. cech charakteru)	<i>You are being rather rude today!</i> (zachowywać się – w odniesieniu do stanów tymczasowych)
<i>That coat fits you quite well.</i> (= pasować na kogoś)	<i>We are fitting child safety equipment around the house for the new baby.</i> (= instalować; montować)
<i>Wendy looks worried about something.</i> (= wyglądać; wyglądać na; wydawać się)	<i>Eric is looking at the photos of his graduation ceremony.</i> (= patrzeć)

Zauważ: czasownika **enjoy** można użyć w czasach *continuous*, aby wyrazić chwilowy stan. *The students **are enjoying** themselves on the school trip.* (chwilowy stan)

ALE *Condy **enjoys** travelling.* (stałe upodobanie)

Czasowników **look** (= wyglądać – w odniesieniu do wyglądu zewnętrznego), **feel** (= czuć), **hurt** i **ache** można użyć zarówno w czasach *simple*, jak i *continuous* bez zmiany znaczenia. *Sarah **feels** happy today. = Sarah **is feeling** happy today.*

8 ★ Choose the correct verb form.

- 1 Lisa lives in the countryside, so she **is hearing/hears** birds outside her window each morning.
- 2 People **are enjoying/enjoy** tonight's charity event.
- 3 **Do you know/Are you knowing** how to drive?
- 4 I **suppose/am supposing** we should leave for the airport soon, so we don't miss our flight.
- 5 Nicole's plans for the weekend **include/are including** a visit to her grandparents.
- 6 **Do you prefer/Are you preferring** reading novels or watching films?
- 7 Mike **thinks/is thinking** about buying a house.
- 8 I **am realising/realise** that driving is difficult, but you shouldn't quit your lessons.
- 9 Ian and his friends **have/are having** a good time at the sports club.
- 10 I'm **not wanting/don't want** to go to the library after school today.

9 ★★ Fill in the gaps with the *present simple* or the *present continuous* of the verb given.

- 1 **taste**
 - a This meal **tastes** delicious!
 - b The cook **is tasting** the soup to see if it's OK.
- 2 **look**
 - a Sue _____ out the window now.
 - b This painting _____ beautiful.
- 3 **smell**
 - a These flowers _____ wonderful.
 - b Emma _____ the milk to see if it is fresh.
- 4 **feel**
 - a Little Joe _____ energetic today!
 - b The doctor _____ Lynn's arm to check if it's broken.
- 5 **see**
 - a Kate _____ some friends for lunch.
 - b We _____ the park from the balcony.

REVISION (PRESENT SIMPLE – ADVERBS OF FREQUENCY – PRESENT CONTINUOUS – STATIVE VERBS)

10 ★ Tick (✓) the correct sentence.

- 1 a We are raising money for a charity right now.
- b We raise money for a charity right now.
- 2 a I don't understand what you're saying.
- b I'm not understanding what you're saying.
- 3 a People start usually a career after university.
- b People usually start a career after university.
- 4 a Christine learns how to play the piano this summer.
- b Christine is learning how to play the piano this summer.
- 5 a At what age are teens taking driving lessons in your country?
- b At what age do teens take driving lessons in your country?
- 6 a We aren't thinking about starting a business these days.
- b We don't think about starting a business these days.
- 7 a Andrew seldom forgets to do his homework.
- b Andrew is seldom forgetting to do his homework.
- 8 a I'm seeing why you're angry with me.
- b I see why you're angry with me.

11 ★★ Put the verbs in brackets into the present simple or the present continuous.

- 1 A: Why *do you want* (you/want) to use the laptop?
B: Because I _____ (do) research on social issues for a school project.
- 2 A: _____ (Emma and Luke/join) any after-school clubs this year?
B: I _____ (not/think) so. They want to focus on their studies.
- 3 A: Jason _____ (rarely/vote) in local elections.
B: That's not true. In fact, he _____ (often/organise) community meetings to talk about the elections.
- 4 A: You _____ (not/seem) happy today. What's the matter?
B: It's my brother. He _____ (always/borrow) my things without asking me. I can't stand it!
- 5 A: _____ (you/still/try) to find information about stereotypes for your project?
B: Actually, I _____ (read) some useful information about it online right now.

12 ★★ Put the verbs in brackets into the present simple or the present continuous.



Right now, Jane, a 15-year-old student, **1) is looking** (look) at her smartphone at the dinner table. Her parents **2) _____** (appear) annoyed. Why? Well, Jane **3) _____** (always/do) this during mealtimes. They **4) _____** (think) that she is playing online games, but the truth is that she **5) _____** (rarely/use) her phone for gaming. Instead, these days, Jane **6) _____** (post) a lot of messages on social media about the environment. She really cares about climate change, and next week she **7) _____** (take part) in a meeting with town officials about recycling. **8) _____** (this/remind) you of any teenagers you know? Most likely, it does! These days, teenagers **9) _____** (get) more and more interested in social activism. Teens today **10) _____** (see) that the world's problems aren't going away any time soon. So, issues like the environment and climate change **11) _____** (matter) a lot to them. They **12) _____** (want) to bring about changes so that they can have a better future.

13 ★★★ Complete the second sentence so that it means the same as the first. Use up to three words.

- 1 Emily doesn't go to the gym often.
Emily *seldom goes* to the gym.
- 2 Tom has an appointment to meet the headteacher this afternoon.
Tom _____ the headteacher this afternoon.
- 3 The shop's opening time is 9 am tomorrow.
The shop _____ 9 am tomorrow.
- 4 I can't understand your rude behaviour towards Alex right now.
I can't understand why _____ so rude to Alex right now.
- 5 What's your opinion about the new student?
What do _____ the new student?
- 6 Frank only goes to the chess club at the weekend.
Frank _____ to the chess club during the week.
- 7 It appears like Brian is happy about something.
Brian _____ happy about something.
- 8 Lucy spends a lot of time reading these days.
Lucy _____ a lot these days.

UNIT 1

COMPARISONS

- Stopnia wyższego przymiotników używamy, aby porównać jedną osobę lub rzecz z inną osobą lub rzeczą. Po przymiotniku w stopniu wyższym często używamy słowa **than**.

*Tom is **taller** than me. He's **the tallest** person in the school!*
*Jo is **shorter** than Helen.*

- Stopnia najwyższego używamy, aby porównać osobę lub rzecz z innymi z tej samej grupy lub zbioru. Zwykle przed przymiotnikiem w stopniu najwyższym stawiamy przedimek określony **the**. Po przymiotniku w stopniu najwyższym możemy postawić przymiotnik **in** lub **of**. *Mike is **the funniest** of all my friends.* Przymiotka **in** często używamy w odniesieniu do miejsca.

*It's **the most popular** café in town.*

Tworzenie stopnia wyższego i najwyższego przymiotników
 Przymiotniki jednosylabowe tworzą stopień wyższy za pomocą końcówki **-(e)r**, a najwyższy – końcówki **-(e)st**.

Przymiotnik	Stopień wyższy	Stopień najwyższy
<i>kind</i>	<i>kinder (than)</i>	<i>the kindest (of/in)</i>
<i>large</i>	<i>larger (than)</i>	<i>the largest (of/in)</i>

W przymiotnikach jednosylabowych zakończonych pojedynczą samogłoską + pojedynczą spółgłoską zwykle podwajamy ostatnią spółgłoskę i dodajemy końcówkę **-er/-est**.

Przymiotnik	Stopień wyższy	Stopień najwyższy
<i>slim</i>	<i>slimmer (than)</i>	<i>the slimmest (of/in)</i>

W przymiotnikach jedno- lub dwusylabowych kończących się na **-ly** lub **-y** opuszczamy **-y** i dodajemy końcówkę **-ier/-iest**.

Przymiotnik	Stopień wyższy	Stopień najwyższy
<i>friendly</i>	<i>friendlier (than)</i>	<i>the friendliest (of/in)</i>
<i>happy</i>	<i>happier (than)</i>	<i>the happiest (of/in)</i>

Przed przymiotnikami złożonymi z dwóch lub więcej sylab w stopniu wyższym stawiamy wyraz **more**, a w stopniu najwyższym – **the most**.

Przymiotnik	Stopień wyższy	Stopień najwyższy
<i>honest</i>	<i>more honest (than)</i>	<i>the most honest (of/in)</i>
<i>reasonable</i>	<i>more reasonable (than)</i>	<i>the most reasonable (of/in)</i>

Zauważ: przymiotniki takie jak: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, simple, stupid* mogą tworzyć stopień wyższy i najwyższy zarówno za pomocą końcówek **-(e)r/-(e)st**, jak i wyrazów **more/ the most**.

clever – cleverer/more clever – the cleverest/the most clever

Tworzenie stopnia wyższego i najwyższego przysłówków

Przysłówki, które mają taką samą formę jak odpowiadające im przymiotniki (*hard, fast, late, high, early, near* itp.), tworzą stopień wyższy i najwyższy za pomocą końcówek **-(e)r/-(e)st**.

Przysłówek	Stopień wyższy	Stopień najwyższy
<i>high</i>	<i>higher</i>	<i>the highest</i>
<i>hard</i>	<i>harder</i>	<i>the hardest</i>

W przysłówku **early** opuszczamy **-y** i dodajemy końcówkę **-ier/-iest**.

Przysłówek	Stopień wyższy	Stopień najwyższy
<i>early</i>	<i>earlier</i>	<i>the earliest</i>

Przysłówki dwusylabowe i utworzone przez dodanie końcówki **-ly** do przymiotnika poprzedzamy wyrazem **more/ the most**.

Przysłówek	Stopień wyższy	Stopień najwyższy
<i>often</i> <i>easily</i>	<i>more often</i> <i>more easily</i>	<i>the most often</i> <i>the most easily</i>

Stopniowanie nieregularne

Przymiotnik/ Przysłówek	Stopień wyższy	Stopień najwyższy
<i>good/well</i>	<i>better</i>	<i>the best</i>
<i>bad/badly</i>	<i>worse</i>	<i>the worst</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>a lot of/much/many</i>	<i>more</i>	<i>the most</i>
<i>far</i>	<i>farther/further</i>	<i>the farthest/furthest</i>

Zauważ:

- przysłówek **further/farther** = dalej (o odległości);
*He lives **further/farther** away from the school than I do.*
- przymiotnik **further** = dalszy, dodatkowy.
*You can contact Mr Taylor for **further** information.*

TYPES OF COMPARISONS

- Konstrukcji: **as/so + przymiotnik/przysłówek + as** używamy, gdy chcemy powiedzieć, że dwie osoby lub rzeczy są takie same pod jakimś względem. W zdaniach przeczących używamy konstrukcji: **not as/so + przymiotnik/przysłówek + as ...**
*Fran's room is **as tidy as** her twin sister's room. The lecture was **not as/so dull as** I expected it to be. Nadia is taking part in the charity event **as actively as** she can by helping people in need.*
- Konstrukcji: **less + przymiotnik/przysłówek + than** używamy, aby uwidocznić różnicę pomiędzy dwiema osobami lub rzeczami. Przeciwieństwem tej konstrukcji jest: **more + przymiotnik/przysłówek + than**.
*Frank is **less excited than** Sarah about moving to the city. Derek uses social media **less frequently than** his brother.*
- Konstrukcji: **the least + przymiotnik/przysłówek + of/in** używamy, aby porównać jakąś osobę lub rzecz z innymi osobami lub rzeczami z tego samego zbioru. Przeciwieństwem tej konstrukcji jest: **the most ... of/in**.
*Gregory is **the least patient** person in the family. Polly drives **the least carefully** of all her friends.*
- Konstrukcji: **wyraz w stopniu wyższym + and + wyraz w stopniu wyższym** używamy, aby podkreślić, że coś stopniowo wzrasta lub maleje.
*People are retiring **later and later** these days. Rose is thinking of a career change **more and more strongly** after discovering new interests.*
- Konstrukcji: **the + wyraz w stopniu wyższym ... , the + wyraz w stopniu wyższym** używamy, aby powiedzieć, że dwie rzeczy zmieniają się równomiernie lub że jedna rzecz zależy od drugiej.
*The **earlier** you start a family, the **longer** you get to enjoy the different stages in your child's life. The **higher** your position is after you get promoted, the **greater** your responsibilities are.*
- Chcąc wzmocnić znaczenie przymiotnika lub przysłówka, stawiamy wyraz **very** przed tym przymiotnikiem lub przysłówkiem.
*The new employee seems to be **very nervous**. He ran down the street **very quickly**.*
- Konstrukcji: **much/a lot/even/a bit + przymiotnik/przysłówek w stopniu wyższym** używamy, aby uwidocznić różnicę pomiędzy dwiema osobami lub rzeczami.
*Maria is **slightly younger than** her best friend Kate. John learnt to ride a bicycle **far earlier** than Eric.*
- Konstrukcji: **by far + przymiotnik/przysłówek w stopniu najwyższym** używamy, aby uwidocznić różnicę pomiędzy jakąś osobą lub rzeczą, a innymi osobami lub rzeczami z danej grupy.
*Paul is **by far the bravest** man I know. Jenny behaved **by far the most politely** of all the volunteers, offering help with a friendly smile.*

14 ★ Fill in the missing form of the *adjectives/adverbs*.

ADJECTIVE/ ADVERB	COMPARATIVE	SUPERLATIVE
bad/badly	worse	the worst
_____	more easily	_____
early	_____	_____
big	_____	_____
_____	better	_____
_____	_____	the neatest
_____	kinder	_____
late	_____	_____
_____	_____	the rudest
fussy	_____	_____

15 ★★ Put the *adjectives/adverbs* in brackets into the correct form.

- Ben's new home is *farther/further* (**far**) from his office than his old one.
- Lisa left home _____ (**early**) of all her siblings; she was just 20 when she got her own flat.
- Helen behaves _____ (**serious**) in school than most of her classmates.
- _____ (**difficult**) stage in Greg's life was when he retired from his job.
- Learning to drive is _____ (**hard**) than most people think.

16 ★★★ Put the *adjectives/adverbs* in brackets into the correct form, adding any necessary words.

- A:** Who is taking care of your baby brother while your parents are away?

B: My cousin Helen is with him. She's *the most responsible* (**responsible**) person I know.
- A:** Steve is a really happy toddler. He's always smiling.

B: Yes, Mum says that he plays _____ (**cheerfully**) we did when we were kids.
- A:** Do you think I have a chance to get the promotion?

B: Yes, of course! You're probably _____ (**qualified**) anyone else in the office.
- A:** Peter plays games online _____ (**often**) all his friends. It's really unhealthy.

B: You're right. He needs to do other things in his free time.
- A:** I really think I have a _____ (**bad**) relationship with my parents compared to other teenagers. They never understand me!

B: Well, you probably need to talk to each other more.
- A:** What plans do you have after you graduate from secondary school, Frank?

B: I might take a gap year, although my parents don't think it's _____ (**wise**) idea in the world!

17 ★ Choose the correct option.

- a** Could you play your music a little more quietly, please?

b Could you play your music a little much quietly, please?
- a** His relationship with his sister is getting worst and worst.

b His relationship with his sister is getting worse and worse.
- a** The more often you study, the better your school marks will be.

b The most often you study, the best your school marks will be.
- a** Making a career change in your forties is much harder than in your twenties.

b Making a career change in your forties is as harder as in your twenties.
- a** Gemma is a lot tidier than her sister Lynn.

b Gemma is a lot tidier than her sister Lynn.
- a** Lauren isn't so fussy as Cathy.

b Lauren isn't so fussy than Cathy.

18 ★★ Choose the correct option.



New message

Hi Tom,

Thanks for telling me about your favourite online game. I play Superhero Survival, too, and I love it. In my opinion, though, **1) by far/a lot** the best game online right now is Spider Search. Basically, it's a puzzle game, but it's **2) much/very** cleverer than most puzzle games online these days. Also, it's just **3) as/far** exciting as Superhero Survival, and the graphics get better and **4) better/best** as you pass from level to level. My sister thinks it's the **5) least/less** interesting game on the Internet, but I totally disagree, and I think you will, too! Anyway, the **6) soon/sooner** I finish this email, the sooner you can give it a try for yourself! Enjoy!

Bill

19 ★★ Fill in the gaps using the correct form of the *adjectives/adverbs* in brackets.

- Social media is still as *popular* (**popular**) as it was before the pandemic.
- The _____ (**qualified**) you are, the _____ (**easy**) it is to find a good job.
- Unfortunately, teenagers are often _____ (**careful**) about giving away their personal information online than adults.
- Henry is becoming _____ (**good**) and _____ (**good**) at dealing with his problems.
- Rita takes her studies a bit _____ (**seriously**) than her younger brother.
- Carl is graduating from school with by far _____ (**high**) marks in his class.

20 ★★ Choose the correct option.

- I am _____ patient now than I was as a teenager.
A much **B more** C most D as
- My new job is _____ more stressful than my old one.
A even B very C bit D lot
- The earlier you sleep, _____ you are in the morning.
A more energetic C the most energetic
B the more energetic D most energetic
- Lisa is the _____ charming person I know.
A little B less C least D slightly
- Finding a well-paid job is getting _____ these days.
A harder and hardest C hardest and harder
B harder and harder D hard and harder
- I always feel _____ safer with my family than when I'm alone.
A many B more C most D a lot
- Betty isn't _____ as Sophia.
A confident as C so confident
B so confident than D confident than
- His communication skills are getting _____.
A better and better C best and better
B better and best D best and best
- Paul is _____ more actively involved in after-school activities than his brother.
A by far B much C many D most
- My new school is as _____ from the bus station as my old one.
A farther B more far C further D far

21 ★★★ Put the *adjectives/adverbs* in brackets into the correct form.

- A: Hi Andy. Do you want to watch our local football team playing in the cup final on Saturday? It's by far **1) the biggest (big)** game of the season!
- B: Oh, I'd love to, Lisa, but I can't leave the house. My marks at school are slightly **2) _____ (low)** than usual these days, so my parents don't allow me to go out.
- A: Really? My parents are a lot **3) _____ (relaxed)** than your parents. They never do anything like that.
- B: You're lucky! My parents are getting stricter and **4) _____ (strict)** these days, especially with schoolwork.
- A: Well, I guess that's because you're in your final year of secondary school.
- B: That's true. The **5) _____ (close)** my final exams are getting, the **6) _____ (stressed)** they're becoming about them. The thing is I'm not **7) _____ (serious)** student in my class, there are others who are worse. I actually want to do well in my exams!
- A: Try talking to them and they'll relax and feel **8) _____ (worried)**.
- B: Yeah, you're probably right.

22 ★★★ Put the *adjectives/adverbs* in brackets into the correct form.



By far **1) the most important** (important) parts of a healthy lifestyle are diet and exercise, right? It's hard to disagree with this, but something that's also very important is sleep. According to research, teens need to sleep a lot **2) _____** (long) than adults, somewhere between 8.5 and 9.25 hours a night. However, teens are not as **3) _____** (careful) as adults when it comes to sleeping, and this problem is getting more and **4) _____** (serious) every year. In fact, one study found that two-thirds of British teens don't sleep enough. This makes them **5) _____** (energetic) in the classroom, and it can cause health problems, too. One reason why teens aren't getting enough sleep is smartphones and social media. For example, it's much **6) _____** (common) these days for teens to take their smartphone to bed with them. However, this is **7) _____** (helpful) thing that you can do before bed, as the bright light of the phone can keep you awake for hours after you put it down. So don't forget: the **8) _____** (good) you sleep, the **9) _____** (productive) you are the next day. To achieve your goals and follow your dreams, you really need to sleep.

23 ★★★ Complete the second sentence so that it means the same as the first. Use up to three words.

- Tim is much more curious than his classmates.
Tim is by far *the most curious* of all the students in his class.
- Mark isn't as helpful as his brother.
Mark is _____ his brother.
- Liz travels abroad more often than Paul.
Paul doesn't travel abroad _____ Liz.
- The number of young adults living with their parents is increasing.
It's becoming _____ common for young adults to live with their parents.
- Doing well at school and having a good social life are equally important to David.
Doing well at school is _____ having a good social life to David.
- John's house is bigger than Andy's.
John's house is _____ as Andy's.
- George is funnier than any other person I know.
George is _____ I know.

INTENSIFIERS

Określ typ: **very, really, extremely** itp. używamy, aby wzmocnić wydźwięk przymiotników. *The new student in our class is **extremely** kind.*

- Określ tych nie używamy z przymiotnikami, które same w sobie mają mocny wydźwięk, np. **awful, brilliant, amazing, delicious, disgusting, excellent, huge, enormous, ideal, wonderful** itp. Z wymienionymi przymiotnikami możemy użyć określić: **absolutely, completely, really, quite, totally**. *Glen won the game with an **absolutely** amazing shot at the last second!*
- Określenia **a lot, a great deal, a good deal, much, far** itp. mogą zostać użyte z przymiotnikiem w stopniu wyższym. *Diane is **a good deal** tidier than her brother.*

24 ★ Choose the correct option.

- 1 Todd has a **really/very** amazing sense of humour – he always makes me laugh with his jokes.
- 2 Jane is a **very/totally** interesting person – you just need to get to know her.
- 3 You need a lot of time to visit the Louvre Museum in Paris – it's **absolutely/very** huge!
- 4 Don't leave your dirty clothes on the floor – it's a **very/totally** disgusting habit!
- 5 Your result in the test was **quite/very** excellent!

25 ★★ Choose the correct option.

- 1 **A:** Are you enjoying your gap year in Thailand?
B: Yes, it's a **really/very** wonderful country!
- 2 **A:** Teens are a **good/far** deal better at using technology than their parents.
B: That's true, but they still have a lot to learn about life!
- 3 **A:** Is Carl volunteering for a charity these days?
B: Yes, and he's doing a(n) **absolutely/very** excellent job!
- 4 **A:** What do you think of the new student in our class?
B: He seems **a great deal/really** shy, but maybe he'll become more sociable soon.
- 5 **A:** What's your new Science teacher like?
B: I like him – he's **quite/much** charming.

26 ★★ Use one of the words in brackets to make the sentences stronger.

- 1 Lily is nervous about her exams. (**really/far**)
*Lily is **really** nervous about her exams.*
- 2 Terry has an awful headache, so he needs to lie down. (**very/absolutely**)

- 3 Paul's new school is enormous – it's got over 5,000 students! (**much/quite**)

- 4 You need to be more careful while driving. (**totally/a great deal**)

- 5 A lot of teens are mad about video games these days. (**a good deal/completely**)

27 ★★★ Choose the correct option.



Hi everyone!



Thanks for all your comments on my last post. I was **1) really/absolutely** happy to read them all! Today, I want to talk about teen life! In my opinion, my country is a **2) very/completely** ideal place to live if you're a teen! Why? Well, firstly, parents here are **3) a great deal/quite** more easygoing than in some other countries, so we get a lot of independence. Also, it's **4) extremely/a good deal** safe in most towns and cities, so we can hang out in public on our own. Another positive is the schools. Most of them are **5) very/really** excellent, with modern buildings and facilities, and I've read that our teachers are **6) far/quite** more qualified than in a lot of other countries, too. There are some negatives to living here as a teen, though. Sometimes, our weather is **7) absolutely/very** awful, so we have to stay inside a lot. Apart from that, though, living in my country as a teen is a **8) totally/very** wonderful experience. In fact, I can't imagine living anywhere else!

28 ★★★ Use the correct adverbs to complete the exchanges.

A • absolutely • really • very

- A:** We should call your grandfather today, Emma. It's **1) very** important to keep in touch with elderly relatives.
- B:** You're **2) _____** right, Mum. I'm **3) _____** busy with homework at the moment, though, so I'll call him later.
- A:** OK, but don't forget that he goes to sleep a lot earlier than you do!

B • great deal • quite • far

- A:** Can you have a look at my CV, Neil? Your CV is **1) _____** more organised than mine, so maybe you can give me some advice.
- B:** OK, let me have a look. Well, for one, it's **2) _____** long. If you remove some unnecessary information, it will be a **3) _____** easier to read.
- A:** OK, I understand. I'll try to improve it this evening.

**SCIENCE
TECHNOLOGY
ENGINEERING
ARTS
MATHS**

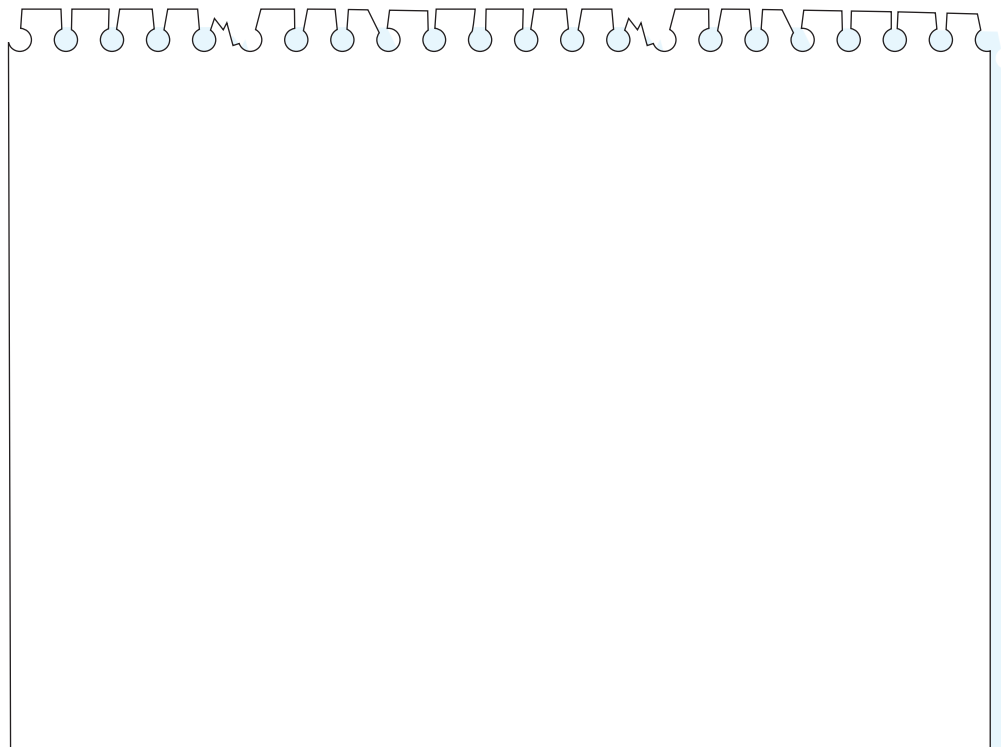
Konnie Karma

RESEARCH

Unit 5 taught you about the environment. What are 5 things that interested you?

Can you name some environmental issues?

Work with your partner and answer the question: How can we protect our environment? Make a list of ideas below.



Compare your answers with the other pairs and combine your ideas to create five ways to protect the environment.

Search online and find some advertising campaigns people have created in order to protect the environment. Which ones did you like? Justify your opinion.

Look at page 56 in your Student's book. Can you find any types of ecosystems? Write them down.

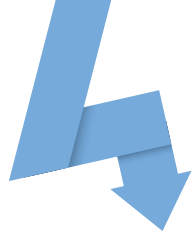
Search online and find different types of ecosystems. Write some of them down.

Learning Outcomes:

animals; environmental issues; nature

Supplies List:

jars with lids, big cardboard paper, sponges, brown clay, toilet roll tubes, cotton, things from nature (grass, rocks, sand, shells, soil, water, etc), paints & paintbrushes



Look at the pictures of ecosystems below and look at your supplies. Can you guess what you can use to create the different types of ecosystems?

With your partner, choose an ecosystem from the ones pictured below.



Tundra



Grassland



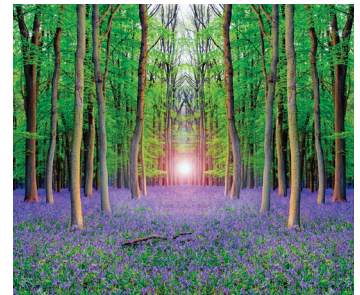
Desert



Lake



Mountain



Forest

BUILDING PLAN

Talk with your partner and choose which supplies you will use to create your ecosystem. Design your building plan.