

# L MINDS

EDYCJA POLSKA

Jenny Dooley



**Matura in Mind**  
Poziom podstawowy

**Matura in Mind**  
Poziom rozszerzony

WORKBOOK & GRAMMAR BOOK

*Student's*

**B<sub>1</sub>**



**Express Publishing**

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## ARE YOU SITTING *comfortably?*

You probably know that your face can give away secrets about you, but did you know that how you sit can also say a lot about your personality? Not many do, but believe it or not, studies have found that the position of our legs and feet is actually very important. But what does the way you sit say about you and are you as comfortable as you think? Let's look at a few positions that people often use and what they might mean.

**1** Sitting with your feet flat on the floor and your knees close together is very common, isn't it? Maybe so, but you might be surprised to hear that if you like to sit like this you are probably confident and clever! People who sit like this are also usually on time, tidy and don't like arguments.

**2** It might seem like sitting with your knees apart is just a casual way to relax. However, if you sit with your knees apart you are probably someone who gets bored easily. People who sit like this may also put themselves before others and sometimes aren't helpful.

**3** If you sit with your legs crossed, you are probably good at having new ideas or finding new ways to deal with something. People who sit like this may also dream a lot about their future or changing the world. Be careful though, it could also mean that someone isn't interested in what they're seeing or listening to!

**4** Sitting with your ankles crossed isn't as common as some of these other positions, but it also says important things about you. If you sit with your ankles crossed, you are likely to be outgoing and co-operative. However, people who sit like this might also feel embarrassed! In fact, researchers found that airline staff use this to spot people who need help but don't want to ask for it.

So, there you have it! Four different positions that give a world of information! Do you sit in any of these positions? If you do, maybe you should stop for a second and think twice before you take a seat!



**1** ★ **M** Read the text. Use the headings (A-F) to label paragraphs 1-4. Two are extra.

- |                         |                      |                         |
|-------------------------|----------------------|-------------------------|
| <b>A</b> Ankles crossed | <b>C</b> Feet up     | <b>E</b> Crossed legs   |
| <b>B</b> Knees together | <b>D</b> Knees apart | <b>F</b> Stretched legs |

**2** ★★ Read the text and replace the words in bold with words/phrases from the text.

- As well as your face, **it** can tell people things about you. \_\_\_\_\_
- They** found information that was very important. \_\_\_\_\_
- It** shows that you might get bored easily. \_\_\_\_\_
- If you cross **them**, it can show that you dream a lot. \_\_\_\_\_
- Think twice when you use the four **of these**. \_\_\_\_\_

**3** ★★★ **M** Read the text. For each question (1-5), choose the correct answer (A, B, C or D).

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>Most people don't realise that                     <ol style="list-style-type: none"> <li>our faces show our character.</li> <li>comfortable seats aren't always good.</li> <li>our sitting position gives away secrets.</li> <li>research is happening now about our looks.</li> </ol> </li> <li>What may knees together show about a person?                     <ol style="list-style-type: none"> <li>They are easily surprised by things.</li> <li>They like to feel smarter than others.</li> <li>They believe in themselves.</li> <li>They are often late for appointments.</li> </ol> </li> <li>Why should you be careful when you see someone with crossed legs?                     <ol style="list-style-type: none"> <li>They don't want to think about the future.</li> <li>They're good at copying people's ideas.</li> <li>They don't care about something.</li> <li>They could have trouble dealing with things.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>How might people who cross their ankles feel?                     <ol style="list-style-type: none"> <li>uncomfortable about something</li> <li>important and needing attention</li> <li>not willing to help others</li> <li>not very friendly with new people</li> </ol> </li> <li>What advice might the writer give to people?                     <div style="margin-top: 10px;"> <p><b>A</b> <i>We should remember that sitting positions only mean one thing.</i></p> <p><b>B</b> <i>It's a good idea to only use common positions that are popular.</i></p> <p><b>C</b> <i>You can sit however you want without having to worry.</i></p> <p><b>D</b> <i>Don't forget how important the way you sit might be.</i></p> </div> </li> </ol> |
|--|--|

## HOBBIES/FREE-TIME ACTIVITIES

1 ★ Tick (✓) the correct box.

	make	do	have	play	go	take	
1							up a hobby, a rest
2							extreme sports, athletics, ballet, beatboxing
3							jewellery, models
4							skills, friends over, a chat
5							a musical instrument, in a band, video games
6							mountain climbing, shopping, slacklining, rollerblading, zorbing

2 ★ Look at the pictures and complete the words.



1 p \_ \_ \_ g \_ \_ \_ \_



2 z \_ \_ b \_



3 k \_ \_ \_ \_ e



4 r \_ \_ t \_ \_



5 b \_ \_ \_ n \_



6 p \_ \_ o \_ \_

3 ★★ Replace the underlined words with their synonyms: *change, exercise, join, make, mix*.

- 1 People who do beatboxing can transform their voice in amazing ways. \_\_\_\_\_
- 2 Some hobbies let you combine lots of things so you can do different activities. \_\_\_\_\_
- 3 Hobbies like modelling let you build cool stuff like planes and boats. \_\_\_\_\_
- 4 Visiting the gym is a great way to work out and feel better. \_\_\_\_\_
- 5 With lots of hobbies you can take part in competitions and special events. \_\_\_\_\_

## CHARACTER

4 ★ Fill in: *creative, easygoing, organised, patient, sensible*.

- 1 Tom knows exactly where all his things are because he is very \_\_\_\_\_.
- 2 Juliet doesn't mind waiting and doesn't get bored; she's really \_\_\_\_\_.
- 3 Ellen's brother is \_\_\_\_\_ and never gets worried about anything.
- 4 Dennis is a(n) \_\_\_\_\_ boy who never does anything silly or dangerous.
- 5 Sandra is a(n) \_\_\_\_\_ girl who loves drawing and painting.

5 ★★ Choose the correct adjective.



We're looking for **1) talented/helpful** actors and dancers with lots of skill! At our drama club, being a very **2) serious/co-operative** person isn't a good thing because we always have fun! It's also important to be **3) friendly/social** to others because you need to get on well with everyone at the club. Drama isn't all fun and games, though! You'll need to work hard when you learn a part. So remember to be **4) fun-loving/patient** when you are learning new dance moves or lines and don't get **5) embarrassed/dull** if you make a mistake. So, if this sounds like you, join our **6) essential/cheerful** group and show us what you can do!

**Mondays 4pm Studio 7**

## REVIEW

6 ★★ Complete the advert. Use: *attempt, express, give, learn, make (x2), spend, stay, collect, contain, improve*. Three are extra.

Are you looking for a cool new free-time activity? Why don't you

- 1) \_\_\_\_\_ zorbing a try? It's a great way to
- 2) \_\_\_\_\_ your time outdoors as it's usually done in parks. In zorbing you get into a big ball and run inside to make it move. You can
- 3) \_\_\_\_\_ to do obstacle courses or race against other people in them! You can also
- 4) \_\_\_\_\_ cool tricks, but be careful – it can be a bit hard to
- 5) \_\_\_\_\_ on your feet inside the ball at first! Zorbing is really fun and also a great way to meet new people and
- 6) \_\_\_\_\_ friends! So come visit us and we'll show you how to
- 7) \_\_\_\_\_ yourself in a fun, crazy way: with a huge ball! Sign up now and
- 8) \_\_\_\_\_ a decision you won't regret!

# 1c GRAMMAR IN USE

## PRESENT SIMPLE – PRESENT CONTINUOUS/ TIME EXPRESSIONS

### 1 ★ Choose the correct *time expression*.

- Francis is taking a Zumba class **every year/this year**.
- Rachel has her friends over **on Fridays/this Friday**.
- Nina does parkour **every Sunday/this Sunday**.
- Are you going to the cinema **every day/today**?
- Conor is **always/usually** playing loud music!

### 2 ★★ **M** Put the verbs in brackets into the *present simple* or *present continuous*.

- Alan usually *performs* (perform) on TV but this weekend he \_\_\_\_\_ (act) in a play.
- Brian often \_\_\_\_\_ (buy) his clothes online but today he \_\_\_\_\_ (shop) in the city centre.
- Marsha rarely \_\_\_\_\_ (do) extreme sports but next week she \_\_\_\_\_ (go) zorbing.
- Janet usually \_\_\_\_\_ (visit) her parents on Sunday mornings, but right now she \_\_\_\_\_ (play) cricket.

## ADVERBS OF FREQUENCY

### 3 ★ Tick (✓) the gaps in the sentences to indicate the correct position of the *adverb of frequency*.

- We ✓ go \_\_\_\_\_ to James' house \_\_\_\_\_ to play games on Fridays. (always)
- Barry \_\_\_\_\_ arrives \_\_\_\_\_ late \_\_\_\_\_ for his acting class. (sometimes)
- Maya \_\_\_\_\_ doesn't \_\_\_\_\_ bring \_\_\_\_\_ home what she makes in the jewellery workshop. (usually)
- Daryl \_\_\_\_\_ can \_\_\_\_\_ hear \_\_\_\_\_ the band practising next door. (often)

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

always	★★★★★	sometimes	★★★	never	0
usually	★★★★★	occasionally	★★		
often	★★★★★	rarely/seldom	★		

- Gary/go/jogging/at the weekends (★★★)  
*Gary sometimes goes jogging at the weekends.*
- Philip/can/find/anyone/play cards with (0)  
\_\_\_\_\_
- Joe/not read/the news/in the morning (★★★★★)  
\_\_\_\_\_
- Derek/post/videos/on his blog (★★)  
\_\_\_\_\_
- Emma/listen/music/on her phone (★★★★★★)  
\_\_\_\_\_
- Peter/not do/extreme sports (★★★★)  
\_\_\_\_\_

## STATIVE VERBS

### 5 ★ Choose the correct verb tense.

- A: You **seem/are seeming** nervous, Bill.

B: Yeah, I **think/am thinking** about my bungee jump tomorrow.
- A: **Do you know/Are you knowing** what Roy and Julia are doing this Saturday?

B: They **have/are having** lunch at their grandma's.
- A: **Are you wanting/Do you want** to try tightrope walking?

B: I **prefer/'m preferring** doing zip lining.
- A: Those rollerblades **don't fit/aren't fitting** you well.

B: I know. They **belong/are belonging** to my older brother.
- A: I hope you **are/are being** careful with that paintball gun.

B: Of course. I **remember/'m remembering** what you told me about safety.

### 6 ★★★ Put the verbs in brackets in the correct form of the *present simple* or *present continuous*.

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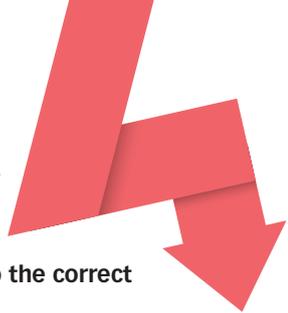
## Scott's

# ROCK BLOG



Hi everyone! I'm Scott and I 1) *play* (play) the guitar in a rock band named Spider Web. This 2) \_\_\_\_\_ (be) my first blog post and I'm so excited to tell you about my band! At the weekends, we often 3) \_\_\_\_\_ (practise) at my friend Jason's house. He 4) \_\_\_\_\_ (learn) to play the drums these days, so his family are used to the noise. Sometimes we 5) \_\_\_\_\_ (meet) during the week too! I usually 6) \_\_\_\_\_ (write) all of the songs together with Tania, a girl we know from school, who also 7) \_\_\_\_\_ (sing). At the moment we 8) \_\_\_\_\_ (work) on a new song because next month we 9) \_\_\_\_\_ (perform) live at a music festival called Mantua. 10) \_\_\_\_\_ (you/know) it? It's very exciting! I 11) \_\_\_\_\_ (not/think) I'm the only one hoping to be a famous rock star someday! 12) \_\_\_\_\_ (you/dream) of becoming a successful musician, too? Let me know in the comments below and please like and follow our band!

Post a Comment



## (TO-) INFINITIVE/-ING FORM

**1** ★ Mark whether the words/phrases below are followed by the *to*-infinitive (a), infinitive without *-to* (b), or *-ing* form (c), as in the example.

- |                     |                                       |                  |                          |
|---------------------|---------------------------------------|------------------|--------------------------|
| 1 They seem         | <input checked="" type="checkbox"/> a | 6 We decided     | <input type="checkbox"/> |
| 2 You suggested     | <input type="checkbox"/>              | 7 He considered  | <input type="checkbox"/> |
| 3 I might           | <input type="checkbox"/>              | 8 You had better | <input type="checkbox"/> |
| 4 I look forward to | <input type="checkbox"/>              | 9 It's not worth | <input type="checkbox"/> |
| 5 She agreed        | <input type="checkbox"/>              | 10 He's eager    | <input type="checkbox"/> |

**2** ★★ Choose the correct option.

- Shane really enjoys **learn/to learn/learning** about robotics.
- Tom saw Anna **sing/to sing/singing** in the school band; she was really good!
- Sophie is really looking forward **visit/to visit/to visiting** the adventure park.
- You mustn't **run/to run/running** by the side of the swimming pool.
- Neil is confident enough **try/to try/trying** beatboxing.

**3** ★★ **M** Put the verbs in brackets into the correct infinitive or *-ing* form.

- Peter meant **to invite** (invite) Stephanie to the concert.
- Being a professional athlete means \_\_\_\_\_ (train) hard.
- Sharon regrets \_\_\_\_\_ (not/go) to her Zumba lesson.
- We regret \_\_\_\_\_ (inform) you that the gym is closed today.
- Keith would prefer \_\_\_\_\_ (play) basketball this weekend.
- Mary prefers \_\_\_\_\_ (listen) to music in her free time.
- Ian has put on weight; he should try \_\_\_\_\_ (run).
- Eleanor tried \_\_\_\_\_ (beat) her brother at tennis, but he was too good.

**4** ★★ Complete the sentences using the verbs below in the correct infinitive or *-ing* form.

• listen • play • enter • go • bake

- I like **listening** to music on the couch.
- Karen is happy \_\_\_\_\_ all the cakes for the event.
- Darren wastes hours \_\_\_\_\_ video games.
- Fiona can't stand \_\_\_\_\_ to escape rooms.
- The sports hall didn't open till 10:00 am but they let me \_\_\_\_\_ early.

**5** ★★★ Put the verbs in brackets into the correct infinitive or *-ing* form.

Hi Zoel!

I'm really excited **1) to tell** (tell) you about this great new hobby I really enjoy **2) \_\_\_\_\_** (do). It's called Buti Yoga and it combines dancing with yoga. The fun thing is that you start **3) \_\_\_\_\_** (listen) to fast pop music and then you must **4) \_\_\_\_\_** (move) in similar ways to yoga, but much more quickly! I really love **5) \_\_\_\_\_** (keep) fit and I think Buti Yoga is a great way **6) \_\_\_\_\_** (exercise). You can expect **7) \_\_\_\_\_** (get) a really good workout and if you fancy **8) \_\_\_\_\_** (have) fun at the same time this could be for you! I plan **9) \_\_\_\_\_** (go) again on Saturday; you should **10) \_\_\_\_\_** (come along) and try it! See you at the weekend anyway.

Talk then,  
Lisa

[Send](#)



## TRANSFORMATIONS (Review)

**6** ★★★ **M** Choose the answer (A, B or C) which has a similar meaning to the fragment in bold.

- It's a very rainy day** today so we can't do parkour.  
A It's not a very sunny day    B It's going to rain a lot  
C It's raining heavily
- Have you found** the missing chess pieces yet?  
A Did you manage to find    B Are you still looking for  
C Do you know how to find
- You don't need to bring** a camera; we provide them.  
A Stop bringing    B Don't forget to bring  
C Don't worry about bringing
- It's important that you check** your equipment before you go slacklining.  
A You'll regret not checking  
B You must remember to check  
C I would prefer to check
- Colin **has a meeting** with the new drummer tomorrow.  
A usually meets    B is meeting  
C is happy to meet
- James **is thinking of taking up** a new hobby.  
A is looking forward to having  
B has decided to try  
C is deciding whether to begin
- Going shopping is something that Vicky rarely does.**  
A Vicky doesn't often go shopping.  
B Vicky regularly goes shopping.  
C Vicky can't stand going shopping.

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

- Would you like to hang \_\_\_\_\_ with us tonight at the shopping centre?
- Candle making was hard at first but Jane soon got the hang \_\_\_\_\_ it.
- Martin prefers to stay \_\_\_\_\_ and watch a nice film at home.
- Doing a hobby comes \_\_\_\_\_ handy when you don't have anything to do.
- Don't worry about paying. You can try \_\_\_\_\_ rollerblading for free.
- It's great to do something \_\_\_\_\_ fun with your friends.
- Making models helps me calm \_\_\_\_\_ and relax.
- James does beatboxing because he is crazy \_\_\_\_\_ hip-hop music.

## 2 a) ★★ Choose the correct option.

- Julie decided to \_\_\_ in and give the dance class a go after all.  
A join                      B bring                      C stay
- Jackie joined a gym because she is crazy \_\_\_ working out.  
A for                        B about                      C in
- The *Hunger Games* books are very \_\_\_ ; I can't wait to find out what happens next!  
A read                      B reading                    C readable
- Joining a drama club is a really cool way to bring famous stories \_\_\_ life!  
A in                         B for                         C to

## b) ★★ **M** Write the word which correctly fills in the gaps in both sentences.

- \_\_\_\_\_
  - Listening to music always helps Ted \_\_\_ down after a difficult day.
  - Staying \_\_\_ and cool when under pressure is a valuable skill.
- \_\_\_\_\_
  - Paul is fond \_\_\_ cooking; he loves baking things.
  - Beatboxing wasn't easy at first, but I finally got the hang \_\_\_ it.
- \_\_\_\_\_
  - Please \_\_\_ your name here.
  - If you \_\_\_ up to the athletics club, you can meet lots of new people.
- \_\_\_\_\_
  - Martin likes \_\_\_ time with his brother at the park.
  - I really think that \_\_\_ all your pocket money on zorbing isn't sensible.

## 3 ★★ Choose the correct option.

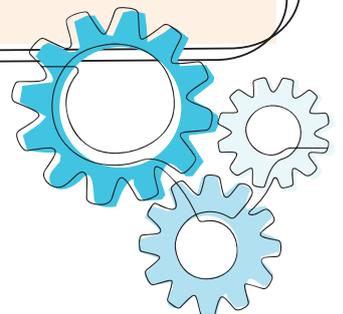
- Ian is **having/spending** the time of his life camping!
- Bill is an **acting/active** guy who does a lot of exercise.
- Julian always **makes/joins** time for his friends.
- For a cool hobby that's **differing/different**, give zorbing a try!
- The training for Ellen's hike was difficult but **managed/manageable**.
- It's easy to **lose/stay** track of time when you are enjoying yourself!
- Painting is a good hobby if you are **imagined/imaginative**.
- Tom loves **spending/losing** time with his family.
- Hiking is an **excellent/excel** hobby for anyone to do.
- Vicky **wastes/has** too much of her time on social media.

## REVIEW

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



For people who are crazy **1) for/about** technology, there's nothing better than a robotics club! It's a great way to be **2) \_\_\_\_\_ (imagine)** and it's easier to get the hang **3) about/of** than it looks! Another cool thing is that making robots is a really fun way to bring science **4) \_\_\_\_\_ life** and the skills you learn can come **5) on/in** handy. Robotics is a(n) **6) \_\_\_\_\_ (excel)** hobby and at a robotics club you can **7) \_\_\_\_\_ the** time of your life! So, if you're fond **8) of/for** science, be sure to sign **9) \_\_\_\_\_ at** a club near you to meet new people and try **10) out/about** a hobby that's exciting and very fun!



# LISTENING SKILLS 1f



1 ★ Listen to the adverts for activity breaks and fill in the gaps with the words in the list. Three are extra.

- areas • team • hiking • fun-loving • extreme
- rooms • group • easygoing

**A**

**Richford ADVENTURE PARK**

Fun for all the family!  
With many activities including mountain climbing, 1) \_\_\_\_\_, slacklining and zorbing, Richford Adventure Park is the perfect getaway for the family that likes adventure!

**B**

Do you want to learn a new sport? Then why not sign up for our parkour lessons. We run beginner classes for young people aged between 12 and 18 years in our specially designed obstacle course.

2) \_\_\_\_\_

**PARK PARKOUR**

**C**

**CAMBLY HIGH PARK**

This is a park with a difference! We don't just challenge your body with the usual adventure park activities, including individual and 3) \_\_\_\_\_ activities. We also challenge your mind with our new escape 4) \_\_\_\_\_!

**D**

**ACTION PLUS CENTRE**

Are you a(n) 5) \_\_\_\_\_ daredevil who loves adventure? Do you like the idea of flying through the air with the wind in your hair? Then why not join us at Action Plus Centre and give our outdoor activities like bungee jumping a try? There's no feeling like it!

2 ★★ **M** Listen to three people talking about the activity break they are interested in. Match the speakers (1-3) to the adverts (A-D) in Ex. 1. One advert is extra.

- 1  Jemma      2  Colin      3  Tina

3 ★★★ You will hear an interview with a man called Alan Rogers, the founder of a parkour school. Read the sentences and choose the correct item.

- 1 Alan decided to try parkour because the **sports centre/gym** wasn't interesting enough.
- 2 Alan saw some teenagers **doing/teaching** parkour on his way somewhere else.
- 3 To begin with, the classes concentrate on developing **strength/tricks**.
- 4 Alan says you have to make **moves/decisions** quickly when you do parkour so you don't get hurt.
- 5 Parkour moves get less difficult the more you **practise/run**.

4 ★★★ **M** You will hear an interview with a man called Alan Rogers, the founder of a parkour school. For questions 1-6, choose the correct answer (A, B or C).



- 1 **Why did Alan decide to open his school?**
  - A He wanted to train athletes.
  - B There was no other school around.
  - C He wanted to copy a parkour expert.
- 2 **Alan discovered parkour when**
  - A he was at the gym.
  - B he was at a sports centre.
  - C he was going through a park.
- 3 **Where does Alan run his classes?**
  - A in a special area
  - B around the neighbourhood
  - C in people's gardens
- 4 **Who does Alan run classes for?**
  - A all ages
  - B young people
  - C people over 50
- 5 **What other benefit of parkour does Alan mention?**
  - A It can help keep you safe.
  - B It can help you make friends.
  - C It can make you run faster.
- 6 **What do Alan's students find hardest to do?**
  - A all the running around
  - B the difficult moves
  - C jumping from somewhere high

# 1g SPEAKING SKILLS

## ASKING FOR & GIVING PERSONAL INFORMATION

1 ★ **M** Match the exchanges. Then add one more piece of information to each exchange from sentences A-E.

- 1)   What do you like doing in your free time?  
 2)   Where are you from?  
 3)   What are your other hobbies?  
 4)   Are you from here?  
 5)   What school subjects do you like most?

- a I also like playing video games.  
 b No, I'm from Italy.  
 c I'm from Spain.  
 d I'm interested in history.  
 e I like making jewellery.  
 A I usually play with my brother.  
 B However, I live in Poland now.  
 C I make colourful bracelets and earrings.  
 D Also, English is one of my favourites.  
 E My hometown is near Rome.

2 ★★ **M** Choose the correct option.

- 1 What's your favourite school subject?  
 a I love science!  
 b I'd love to.  
 2 What do you do at weekends?  
 a I'm interested in geography.  
 b I usually play football in the park.  
 3 Where are you from?  
 a I live here in Manchester now.  
 b I was born in England.  
 4 What's your favourite hobby?  
 a I enjoy playing video games.  
 b I'm crazy about English.  
 5 Nice to meet you.  
 a Nice to meet you too.  
 b My name's Charlie.

3 ★★ Match the extra details (a-d) to the information (1-4).

- 1)  I usually go to the sports centre,  
 2)  I was born in Australia,  
 3)  I really enjoy playing in a band and  
 4)  In fact I love being outdoors,

- a I also like playing video games.  
 b but I like rollerblading, too.  
 c so geography is kind of my hobby, too.  
 d but I live here in Edinburgh now.

4 ★★ Use items from Ex. 3 to complete the dialogue.

- A: Hi, I'm Paul. I think you're in my maths class.  
 B: Yes, I am. I'm Ted. Nice to meet you.  
 A: Are you from here?  
 B: 1) \_\_\_\_\_ but I live here in Edinburgh now.  
 A: Cool! What's your favourite school subject?  
 B: I like geography. 2) \_\_\_\_\_, so geography is kind of my hobby, too. What do you do at the weekend?  
 A: I usually go to the sports centre,  
 3) \_\_\_\_\_  
 B: Awesome! What are your other hobbies?  
 A: 4) \_\_\_\_\_  
 I also like playing video games.  
 B: I love video games, too!

5 ★★★ Complete the dialogue. Use the sentences in the list. One sentence is extra.

- I live here now.
- What do you like doing in your free time?
- What about you?
- Where do you live?
- Nice to meet you, too.
- What are your other hobbies?



- A: Hi, my name's Abigail.  
 B: Hi, Abigail. It's nice to meet you. I'm Justin.  
 A: 1) \_\_\_\_\_ Where are you from?  
 B: I'm from Paris, France, but  
 2) \_\_\_\_\_ I really like it.  
 A: Yeah, it's a great place to live.  
 3) \_\_\_\_\_  
 B: I like playing football with my friends. We play in the local park. 4) \_\_\_\_\_  
 What do you like doing?  
 A: I like going shopping with my friends or going to the cinema. I also enjoy making ceramics. My friends say I'm quite creative.  
 5) \_\_\_\_\_  
 B: I like going mountain climbing and hiking. I love being outside.

# WRITING SKILLS *1h*

## AN EMAIL GIVING PERSONAL INFORMATION

- 1** ★ Read the rubric and underline the key words. Then choose the correct answers.

Read this **email** from your English-speaking friend Michael and the notes you have made.

New message

Hi,  
How are you? I'd like to start a new hobby so I have something to do after school. Do you think that's a good idea? Brilliant idea!  
I'm quite active but I don't like going to the gym. I guess I could try an outdoor activity like slacklining or rollerblading. Which one do you recommend? Explain  
I'd also like to do something near home at the weekend. What other hobby could I try? I'd like to find a club near my house. Would you be able to come to my house on Friday and help me look for one? Suggest  
Let me know, No, because ...  
Michael

Write your **email** to Michael (100-150 words) using all the notes.

- 1 I am going to write an **essay/email**.
- 2 I am writing to a **friend/teacher**.
- 3 I am going to cover **some/all** of the points.
- 4 I am going to write **around/above** 100 words.

- 2** ★ Read the model. Put the paragraphs (A-D) into the correct order (1-4).

New message

Hi Michael,

**A**  Wish I could help you find a club, but I can't come over on Friday because I have a music lesson. How about looking for clubs together on Saturday?

**B**  I think it would be a nice idea to do an outdoor activity since you don't like going to the gym. Rollerblading would be better because you like exercise and doing exciting things. Now, as a hobby to do near home, why don't you try playing chess? It's great fun and a good way to meet people! I'm sure there's a club in the area.

**C**  Great to hear from you! It's good that you're thinking about starting a new hobby. That's an excellent idea!

**D**  Hope my suggestions help. Let me know if we can meet up.

Best wishes,  
Andrew

- 3** ★ Read the model in Ex. 2 and complete the table.

Suggestions	Reasons
try rollerblading	1) _____
2) _____	great fun and 3) _____
_____	_____
_____	_____

- 4** ★★ Replace the underlined sentences/phrases in the email with the ones below.

- 1 I think it's a good idea to do an outdoor activity because \_\_\_\_\_
- 2 It's nice to hear from you again! \_\_\_\_\_
- 3 why not try \_\_\_\_\_
- 4 Rollerblading would be better since \_\_\_\_\_

- 5** ★★ Complete the table with the ideas from the list for the second hobby in the rubric of Ex. 1 and an alternative club near home. Two are extra.

- enjoyable outdoor activity / you like extreme sports
- good way to learn new things / you're fond of cooking
- you're talented / like art
- great way to explore / good exercise

Suggestions	Reasons
go slacklining	1) _____
make ceramics	2) _____

- 6** ★★ Use the suggestions and reasons from Ex. 5 to complete the email.

Hi Michael,

Great to hear from you! It's good that you are thinking about starting a new hobby.

I think it's a good idea to do an outdoor activity because you don't like going to the gym. 1) \_\_\_\_\_ would be better because it's an 2) \_\_\_\_\_ and 3) \_\_\_\_\_. Now, as a hobby to do near home, why don't you try 4) \_\_\_\_\_? 5) \_\_\_\_\_ and 6) \_\_\_\_\_. There's a club on your road..

Can't help on Friday, but how about helping you on Saturday? Hope these ideas help. Let me know about Saturday.

Best wishes,  
Andrew

- 7** ★★★ **M** **OPTIONAL** Do the task.

Napisz e-mail zwrotny do Michaela (100-150 wyrazów).

- Uwzględnij Twoją opinię na temat rozpoczęcia nowego hobby.
- Poleć najlepszą aktywność na czas po lekcjach.
- Zasugeruj aktywność weekendową.
- Odmów wizyty w domu kolegi i podaj powód.

## PRESENT SIMPLE

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

<b>Zdania twierdzące</b> I/You/We/They win.  He/She/It wins.	<b>Zdania przeczące</b> I/You/We/They do not/ <b>don't win.</b> He/She/It <b>does not/doesn't</b> win.
<b>Zdania pytające</b> Do I/you/we/they win?  Does he/she/it win?	<b>Krótkie odpowiedzi</b> 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 learn – he learns*
- Do czasowników zakończonych na **-ss, -sh, -ch, -x** lub **-o** dodajemy końcówkę **-es**.  
*I pass – he passes, I fish – he fishes, I watch – he watches, I relax – he relaxes, I do – he does*
- W przypadku czasowników zakończonych spółgłoską + **y** opuszczamy **-y** i dodajemy końcówkę **-ies**.  
*I fancy – he fancies*
- Do czasowników zakończonych samogłoską + **y** dodajemy końcówkę **-s**. *I play – he plays*

### Wymowa

Końcówki **-s** lub **-es** w 3 os. l. poj. wymawiamy:

- /s/ w czasownikach zakończonych na /f/, /k/, /p/ lub /t/.  
*cough – coughs, think – thinks, help – helps, consist – consists*
- /ɪz/ w czasownikach zakończonych na /s/, /ʃ/, /tʃ/, /dʒ/ lub /z/.  
*express – expresses, wash – washes, research – researches, judge – judges, cause – causes*
- /z/ w czasownikach zakończonych innymi głoskami.  
*hold – holds, enjoy – enjoys*

### Zastosowanie

Czasu **present simple** używamy do opisywania:

- czynności powtarzających się lub wykonywanych regularnie (często z przysłówkiem częstotliwości, np.: *often, usually, always*); *He usually goes to the cinema at the weekend.*
- nawyków; *Colin sings in a band twice a week.*
- stanów trwałych; *Gary lives next to the football stadium.*
- czynności odbywających się zgodnie z harmonogramem (w kontekście przyszłości); *My piano lesson starts at 6:00 pm.*
- prawd uniwersalnych i praw przyrody. *The Earth turns 360° every day.*

Czasu **present simple** używamy także w recenzjach, komentarzach sportowych i narracjach. *Barnes scores a goal in the last minute and wins the match for Rochester.*

**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.*). *I often watch cycling on television. You must never cheat in an exam.*

## PRESENT CONTINUOUS

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

<b>Zdania twierdzące</b> I am /'m training. You are /'re training. He/She/It is /s training. We/They are /'re training.	<b>Zdania przeczące</b> I am not /'m not training. You are not /aren't training. He/She/It is not /isn't training. We/They are not /aren't training.
<b>Zdania pytające</b> Am I training? Are you training? Is he/she/it training?  Are we/they training?	<b>Krótkie odpowiedzi</b> 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 czasowników z końcówką -ing**

- Do większości czasowników dodajemy końcówkę **-ing** bez innych zmian. *think – thinking, paint – painting*
- W przypadku czasowników zakończonych samogłoską **-e** opuszczamy **-e** i dodajemy końcówkę **-ing**.  
*take – taking, dance – dancing*
- W przypadku czasowników akcentowanych na ostatniej sylabie i zakończonych samogłoską, po której następuje spółgłoska, podwajamy tę spółgłoskę i dodajemy końcówkę **-ing**. *run – running, jog – jogging*  
**ALE** *listen – listening* (akcent na pierwszej sylabie)
- W przypadku czasowników zakończonych na **-ie** zmieniamy **-ie** na **-y** i dodajemy końcówkę **-ing**. *lie – lying*
- 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; *She is practising for the contest right now.*
- czynności odbywających się w teraźniejszości, ale niekoniecznie wtedy, gdy o nich mówimy; *I'm learning a lot about photography this year.*
- planów na najbliższą przyszłość, szczególnie gdy czas i miejsce ich realizacji są znane; *We're watching the cup final tomorrow.*
- sytuacji tymczasowych; *Darren is staying in London this weekend.*
- sytuacji, które się zmieniają lub rozwijają; *The sport of rugby is losing a lot of fans these days.*
- czynności odbywających się częściej niż powinny, co nas denerwuje lub irytuje (zwykle z przysłówkami: *always, constantly* i *continually*).  
*They're constantly arguing with the referee.*

**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

stany trwałe i prawdy uniwersalne  
*Ryan teaches the guitar for a living.*

czynności rutynowe i nawyki  
*Mandy always reads the news in the morning paper.*

czynności odbywające się zgodnie z harmonogramem (w odniesieniu do przyszłości)  
*My photography lesson finishes at 7:00 pm.*

Present continuous

tymczasowa sytuacja  
*Ryan is teaching the guitar today because the regular teacher is sick.*

czynności odbywające się w chwili, gdy o nich mówimy, lub w teraźniejszości  
*Mandy is reading the news in the morning paper right now.*

plany na najbliższą przyszłość  
*I'm having a photography lesson tomorrow.*

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

- |                         |                   |
|-------------------------|-------------------|
| 1 write – <i>writes</i> | 8 fancy – _____   |
| 2 enjoy – _____         | 9 catch – _____   |
| 3 play – _____          | 10 book – _____   |
| 4 match – _____         | 11 meet – _____   |
| 5 help – _____          | 12 try – _____    |
| 6 pass – _____          | 13 finish – _____ |
| 7 say – _____           | 14 wear – _____   |

/s/	/vz/	/z/
<i>writes,</i>		

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

- ski • tie • cycle • knit • listen • chat • drive • lie
- swim • prepare • surf • plan • die • drop

+ <i>-ing</i>	<i>skiing,</i>
<del><i>-ie</i></del> → <i>-y + -ing</i>	<i>tying,</i>
<del><i>-e</i></del> → <i>-ing</i>	<i>cycling,</i>
double consonant with <i>-ing</i>	<i>knitting,</i>

3 ★ Choose the correct option.

- Gillian **stays/is staying** home tonight.
- Does Lee **meet/is Lee meeting** his friends every week?
- Peter **is constantly talking/constantly talks** in class.
- Kyle **isn't always bringing/doesn't always bring** his own board games to my house.
- The sun **rises/is rising** in the east.
- The tennis match **is starting/starts** at 9:00 am tomorrow.
- Owen **is training/trains** very hard this week.
- Wirtz passes the ball to Musiala who **is scoring/scores**.

4 ★★ M Complete the sentences with the correct form of the verbs in brackets.

- Mary *helps* (**help**) at the animal shelter at weekends.
- Conor \_\_\_\_\_ (**not/study**) right now.
- \_\_\_\_\_ (**Emer/sing**) in the band this weekend?
- Francis \_\_\_\_\_ (**fish**) on the River Barrow on Sunday afternoons.
- Video games \_\_\_\_\_ (**become**) more and more advanced.
- Beatrice \_\_\_\_\_ (**meet**) her new fitness instructor tomorrow afternoon.

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

- Megan ✓ goes \_\_\_ jogging \_\_\_ in the morning \_\_\_ before work. (**usually**)
- Tony \_\_\_ is \_\_\_ nervous \_\_\_ before playing \_\_\_ In a football match. (**often**)
- Andy \_\_\_ watches \_\_\_ his \_\_\_ favourite football team \_\_\_ on TV. (**always**)
- You \_\_\_ must \_\_\_ take a selfie \_\_\_ while driving \_\_\_ a car. (**never**)

6 ★★ Put the *adverbs of frequency* in the correct position, as in the example.

- Ronan and Kyle go to football matches together. (**always**)  
*Ronan and Kyle always go to football matches together.*
- Colin plays golf with his dad on Sundays. (**occasionally**)  
\_\_\_\_\_
- Beatrice doesn't visit the cosplay club. (**often**)  
\_\_\_\_\_
- Does Darren go to the gym? (**sometimes**)  
\_\_\_\_\_
- The Kenny family travel abroad for holidays. (**never**)  
\_\_\_\_\_

## 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 new song **sounds** really good.*
- czasowniki opisujące procesy myślowe, np.: **believe, forget, know, mean, remember, think, understand** itp.; *I **don't understand** why people like cricket.*
- czasowniki wyrażające upodobania, uczucia i emocje, np.: **desire, enjoy, hate, like, love, prefer, want** itp.; *Zoe **prefers** exercising outdoors.*
- niektóre inne czasowniki, np.: **agree, be, belong, contain, cost, fit, have** (= posiadać), **include, keep, need, owe, own** itp. *My new helmet **costs** £30.*

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

Present simple	Present continuous
<i>I <b>think</b> you should take a Zumba class.</i> (= uważać; sądzić)	<i>I <b>am thinking</b> of taking singing lessons.</i> (= zastanawiać się)
<i>Barbara <b>has</b> a degree in robotics.</i> (= mieć; posiadać)	<i>We <b>are having</b> dinner now.</i> (= jeść) <i>We <b>are having</b> a party tomorrow.</i> (= organizować) <i>The kids <b>are having</b> a lot of fun.</i> (= dobrze się bawić)
<i>I <b>see</b> the running track from my balcony.</i> (= widzieć) <i>I <b>see</b> why your team lost.</i> (= rozumieć)	<i>Beth <b>is seeing</b> her grandparents this weekend.</i> (= spotykać się z kimś)

<i>My sandwich <b>tastes</b> strange.</i> (= smakować; mieć smak)	<i>Maggie <b>is tasting</b> the soup to see if it's ready.</i> (= próbować; degustować)
<i>Your football socks <b>smell</b> clean.</i> (= pachnieć)	<i>Kimmy <b>is smelling</b> the perfume to see if she likes it.</i> (= wąchać)
<i>The new coach <b>appears</b> to be very good.</i> (= wydawać się)	<i>The Undertones <b>are appearing</b> live at the national concert hall.</i> (= występować)
<i>The grass <b>feels</b> soft.</i> (= być w dotyku)	<i>Louise <b>is feeling</b> the heater to check if it is hot.</i> (= dotykać)
<i>Elsa <b>is</b> very creative.</i> (= być – w odniesieniu do stanów trwałych, np. cech charakteru)	<i>Frank <b>is being</b> very lazy.</i> (= zachowywać się – w odniesieniu do stanów tymczasowych)
<i>The dress <b>fits</b> her very well.</i> (= pasować na kogoś)	<i>They're <b>fitting</b> a new wardrobe in the spare bedroom.</i> (= instalować; montować)
<i>Karl <b>looks</b> really calm.</i> (= wyglądać; wyglądać na; wydawać się)	<i>We <b>are looking</b> at the list of new releases in the cinema.</i> (= patrzeć)

**Zauważ:** czasownika **enjoy** można użyć w czasach *continuous*, aby wyrazić chwilowy stan. *The Millers **are enjoying** their holiday in Tuscany.* (chwilowy stan) **ALE** *Carol **enjoys** going for long walks in the countryside with her dog.* (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. *I **feel** good today. = I'm **feeling** good today.*

### 7 ★ M Put the verbs in brackets into the present simple or the present continuous.

- 1 Do you fancy (you/fancy) coming rock climbing with us?
- 2 I \_\_\_\_\_ (buy) a new tent as I'm going camping next weekend.
- 3 Liam \_\_\_\_\_ (not/understand) how to upload photos to his social media account.
- 4 Pat can't help me with my homework; she \_\_\_\_\_ (study) for her Maths test.
- 5 Cody is so tired after volleyball practice that he \_\_\_\_\_ (need) a rest.
- 6 Elsa \_\_\_\_\_ (meet) her friends tonight; they're going to the shopping centre.
- 7 The theatre \_\_\_\_\_ (sound) like the perfect place to spend our evening.
- 8 Be careful not to lose this file; it \_\_\_\_\_ (contain) important information.
- 9 My mum usually works out in the gym every day, but she \_\_\_\_\_ (jog) in the park today.

### 8 ★ M Choose the correct translation of the fragment in brackets.

- 1 The new yoga instructor (*wyduje się być*) very friendly.  
A appear to be    B appears to be  
C is appearing to be
- 2 The muffins you baked (*smakują*) really good.  
A are tasting    B tastes    C taste
- 3 My new football shirt (*pasuje na mnie*) really well.  
A fits me    B is fitting    C fit me
- 4 (*Organizujemy przyjęcie*) for the whole team this weekend.  
A We are having a party  
B We have a party  
C We organise parties
- 5 (*Rozumiem*) why Ryan is exhausted after running the marathon.  
A I am seeing    B I see    C I am thinking
- 6 Sharon's flowers (*pachną*) really nice.  
A smells    B is smelling    C smell

### 9 ★★ M Put the verbs in brackets into the present simple or the present continuous.

- 1 A: *Do you know* (you/know) when the water sports competition takes place?  
 B: Yes, it \_\_\_\_\_ (happen) next weekend.
- 2 A: \_\_\_\_\_ (you/expect) to get a good mark in robotics class?  
 B: Yes, I really like that class and I always \_\_\_\_\_ (try) to do my best.
- 3 A: Downloading the latest video games \_\_\_\_\_ (cost) so much these days.  
 B: Yeah. That's exactly why I \_\_\_\_\_ (complain) to this games website right now.
- 4 A: \_\_\_\_\_ (the kids/enjoy) the day at the zoo?  
 B: Oh, definitely. They \_\_\_\_\_ (seem) to be having a great time!

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

- A: This trip around New Zealand is the best! Are **1** *you having* (you/have) a good time?  
 B: Absolutely! Every day is different. Where **2** \_\_\_\_\_ (we/go) next?  
 A: I think it's Queenstown, a city known as the adventure capital of the world. It **3** \_\_\_\_\_ (look) great in the brochure.  
 B: Really? What **4** \_\_\_\_\_ (it/offer) visitors?  
 A: A wide variety of water sports and other activities to choose from. People **5** \_\_\_\_\_ (usually/do) extreme sports like bungee jumping.  
 B: Bungee jumping? No, thank you! I **6** \_\_\_\_\_ (not/try) that!  
 A: But, why not? I **7** \_\_\_\_\_ (not/want) to miss the chance to experience all the exciting things that New Zealand is famous for.  
 B: Of course, me neither. I just **8** \_\_\_\_\_ (prefer) to keep my feet on the ground.  
 A: OK, I understand. Well, I **9** \_\_\_\_\_ (think) of going rock climbing. You can come if you like.  
 B: I don't think so. I'm a bit afraid of heights and rock climbing **10** \_\_\_\_\_ (sometimes/be) scary.  
 A: That's all right! I **11** \_\_\_\_\_ (see) there are many other options like caving or water sports.  
 B: Great! Also, our tour guide **12** \_\_\_\_\_ (come) to our hotel this evening to talk about them.  
 A: Perfect!



### 11 ★★★ Choose the correct option.

- 1 'Why does Darren look so happy?'  
 'Because he \_\_\_\_\_ the chess contest.'  
 A win B 'm winning C 's winning D wins
- 2 'We \_\_\_\_\_ zorbing this weekend. Come with us!'  
 'I can't, I have to study.'  
 A goes B aren't going C 're going D go
- 3 'Jan, where \_\_\_\_\_ the rollerblades?'  
 'They're in my wardrobe.'  
 A are you keeping B do you keep C are keeping D does keep
- 4 'Does Nick like going to dance classes?' 'He loves it because he \_\_\_\_\_ his friends every week.'  
 A see B is seeing C does see D sees
- 5 'Do Tim and Judy often come to the adventure park?' 'No, they \_\_\_\_\_ do. They don't really like these kinds of activities.'  
 A usually B sometimes C always D rarely
- 6 'What time \_\_\_\_\_ every Friday?' 'At 6:00 pm.'  
 A the drama lesson starts B the drama lesson is starting C does the drama lesson start D is the drama lesson starting

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

- 1 Derek has an appointment with his coach this evening.  
 Derek *is seeing his* coach this evening.
- 2 It's dinner time, so Shane can't come out until later.  
 Shane \_\_\_\_\_ dinner so he can't come out right now.
- 3 John can't afford the adventure holiday this year.  
 John \_\_\_\_\_ enough money for the adventure holiday this year.
- 4 Daryl's plans for this weekend include going to an escape room.  
 Daryl \_\_\_\_\_ to an escape room this weekend.
- 5 That suit is the perfect size for you!  
 That suit \_\_\_\_\_ you perfectly!
- 6 Peter has a temporary job at the swimming pool.  
 Peter \_\_\_\_\_ at the swimming pool at the moment.
- 7 My favourite rapper is performing at the music festival.  
 My favourite rapper \_\_\_\_\_ live at the music festival.
- 8 Joe always goes to the gym at the weekend.  
 Joe \_\_\_\_\_ to the gym during the week.

## INFINITIVE

Bezokolicznika z partykułą **to** używamy:

- do wyrażania celu; *Max uses his tablet **to video call** his grandparents.*
- po niektórych czasownikach w odniesieniu do przyszłości, np.: *agree, appear, decide, expect, hope, plan, promise, refuse* itp.; *Philip **has decided to do** piano lessons.*
- po zwrotach: *would like, would love, would prefer* itp., jeśli odnoszą się one do konkretnej sytuacji; *I **would prefer to try** surfing rather than skateboarding in the summer.*
- po przymiotnikach opisujących uczucia i emocje (*happy, glad, sad* itp.), wyrażających chęć lub niechęć (*eager, reluctant, willing* itp.), odnoszących się do cech osobowości (*clever, kind* itp.) oraz po przymiotnikach *lucky* i *fortunate*; *Liam is **happy to help** the younger players.*
- po wyrażeniach z *too* oraz *enough*; *The stadium is **big enough to fit** a huge crowd for a concert.*
- mówiąc o nieprzewidzianym zdarzeniu (zazwyczaj ze słowem *only*); *Tanya went **to sign up** for the Zumba class **only to find out** that it was full.*
- po konstrukcji: *it + be + przymiotnik (+ rzeczownik)*; *It was **nice of Olivia to teach** the kids beatboxing.*
- w wyrażeniach: *to be honest, to begin with, to sum up, to tell you the truth* itp. *To be honest, I'm not so keen on adventure sports.*

Bezokolicznika bez partykuły **to** używamy:

- po czasownikach modalnych; *You **mustn't use** this computer for playing video games.*
- po czasownikach *feel, hear, let, make* oraz *see*; *Faye **heard them talk** about photography.*  
ALE w stronie biernej po wyrażeniach *be heard, be made, be seen* itd. używamy bezokolicznika z *to*; *They **were heard to talk** about photography.*
- po wyrażeniach *had better* i *would rather*. *Gemma **would rather enter** the table tennis contest than go bowling.*

Zauważ:

- po czasowniku *help* może wystąpić bezokolicznik z *to*, ale w amerykańskiej odmianie języka angielskiego zwykle występuje po nim bezokolicznik bez *to*; *Paula **helped me (to) improve** my dancing skills.*
- jeśli dwa bezokoliczniki z *to* są połączone spójnikiem *and* lub *or*, drugiego bezokolicznika można użyć bez partykuły *to*. *Martin wanted **to give up** karate lessons and **spend** more time doing judo.*

## -ING FORM

Czasownika z końcówką **-ing** używamy:

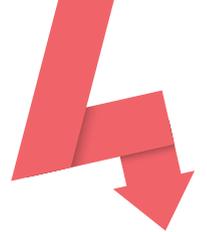
- jako rzeczownika; *Acting **makes me feel** alive.*
- po niektórych czasownikach: *admit, appreciate, avoid, consider, continue, deny, fancy, finish, go* (w określeniach czynności), *imagine, mind, miss, quit, save, start, suggest, practise, prevent* itp.; *I think Ian **has missed performing** on stage.*
- po czasownikach: *dislike, enjoy, hate, like, love, prefer*, aby wyrazić ogólne upodobania; *Angela **loves taking part** in athletics events.* ALE mówiąc o konkretnej sytuacji (*would like/ would love/ would prefer*), używamy bezokolicznika z *to*; *Angela **would prefer to compete** in the 200 metres rather than the 100 metres.*

- po wyrażeniach: *be busy, can't help, can't stand, have difficulty (in), have trouble, it's no good, it's no use, it's (not) worth, there's no point (in), what's the use of* itp.; *Anna **can't stand watching** romantic comedy films.*
- po czasownikach: *lose, spend* i *waste (time, money)*; *Simon **wasted hours studying** for the wrong test.*
- po przyimku *to* występującym z czasownikami i wyrażeniami takimi jak: *be/get used to, in addition to, look forward to, object to*; *Kate is **looking forward to** starting her ceramics lessons.*
- po innych przyimkach; *Cillian is good **at drawing** people.*
- po czasownikach: *feel, hear, notice, see* i *watch*, opisując sytuację, w której nie uczestniczyliśmy od początku do końca. *I **heard Kim practising** her new song as I was passing outside her house.* ALE jeśli uczestniczyliśmy w całym zdarzeniu, używamy bezokolicznika bez *to*. *I **heard Kim practise** her new song. It was really nice.*

### Bezokolicznik z **to** a czasownik z końcówką **-ing** – różnice w znaczeniu

Po niektórych czasownikach może wystąpić zarówno bezokolicznik z *to*, jak i czasownik z końcówką **-ing**, ale wiąże się to ze zmianą znaczenia. Zobacz:

- *forget* + bezokolicznik z *to* = zapomnieć coś zrobić; *Susan **forgot to book** the recording studio.*
- *never forget* + czasownik z końcówką **-ing** = nigdy nie zapomnieć, że coś się wydarzyło; *She'll **never forget seeing** her favourite singer perform live.*
- *forget* + czasownik z końcówką **-ing** (w pytaniach) = zapomnieć, że coś się wydarzyło; *How could you **forget seeing** your favourite singer perform live?*
- *mean* + bezokolicznik z *to* = zamierzać; *Sophie **means to try** mountain biking.*
- *mean* + czasownik z końcówką **-ing** = wiązać się z czymś, oznaczać coś; *Becoming a professional athlete usually **means training** many hours every day.*
- *regret* + bezokolicznik z *to* = żałować, że trzeba coś zrobić (zazwyczaj używane w czasie *present simple* z czasownikami *say, tell* oraz *inform*); *I **regret to inform** you that the escape room has closed down.*
- *regret* + czasownik z końcówką **-ing** = żałować, że coś się (nie) wydarzyło; *Chris **regrets not learning** to play a musical instrument.*
- *remember* + bezokolicznik z *to* = pamiętać, żeby coś zrobić; *Did you **remember to pay** for the ziplining?*
- *remember* + czasownik z końcówką **-ing** = pamiętać, że się coś zrobiło; *Kevin **remembers swimming** with dolphins in New Zealand.*
- *stop* + bezokolicznik z *to* = przestać coś chwilowo robić, aby zrobić coś innego; *After **practising** the violin all morning, Alicia **stopped to have** lunch.*
- *stop* + czasownik z końcówką **-ing** = zakończyć, zaprzestać; *George **stopped buying** video games after he took up parkour.*
- *try* + bezokolicznik z *to* = usiłować; *She **tried to learn** Greek with a smartphone app.*
- *try* + czasownik z końcówką **-ing** = zrobić coś na próbę; *Try rollerblading; you might like it!*
- *would prefer* + bezokolicznik z *to* (preferencja w konkretnej sytuacji); *I **would prefer to learn** about robotics.*
- *prefer* + czasownik z końcówką **-ing** (preferencja ogólna). *Emma **prefers reading** about historical events.*



**13** ★ Match the items (1-8) to the letters (A-H) to make correct sentences, as in the example.

- |   |   |                                |
|---|---|--------------------------------|
| 1 | D | It is nice of Stephen          |
| 2 |   | My brother refuses             |
| 3 |   | Amy avoids                     |
| 4 |   | Sheila would rather            |
| 5 |   | Mary is active and would like  |
| 6 |   | Tony loves                     |
| 7 |   | Pat is good                    |
| 8 |   | Sam is feeling better and will |

- |   |                                       |
|---|---------------------------------------|
| A | at painting.                          |
| B | to do extreme sports with her sister. |
| C | playing in his band.                  |
| D | to help the younger players.          |
| E | not do in the obstacle course.        |
| F | take part in the race after all.      |
| G | to help me with my homework.          |
| H | using specific poses in her selfies.  |

**14** ★ **M** Put the verbs in brackets in the correct *-ing* or *infinitive* form.

- My sister suggested *coming* (come) to the opera with me.
- Philip is too tired \_\_\_\_\_ (watch) the football match on TV.
- Do you fancy \_\_\_\_\_ (hike) in your free time?
- Every evening, Niall spends hours \_\_\_\_\_ (work) on his computer.
- Keith must \_\_\_\_\_ (train) harder if he wants to win a medal.
- \_\_\_\_\_ (go) bungee jumping for the first time is an experience I'll never forget.
- Eleanor has agreed \_\_\_\_\_ (sing) in the school choir.
- Robert denies \_\_\_\_\_ (take) the trainers from the equipment room.
- You had better \_\_\_\_\_ (ask) Mitchell about the horse riding lessons.
- Karl went to the cricket ground only \_\_\_\_\_ (find out) that there were no tickets left.

**15** ★ Choose the correct option.

- Barry is fit enough **to take up/taking up** parkour.
- Alfred would prefer **to listen/listen** to music tonight.
- Linda is keen on **to do/doing** the gardening at the weekend.
- There's no point **talking/to talk** to Jeff. He doesn't listen.
- Would you rather **to stay/stay** in tonight?
- Roberta sees the children **play/playing** football in the park on her way to work every day.
- Betty's mum doesn't let her **hang out/to hang out** with her friends late at night.
- To tell/Telling** you the truth, I'm not in the mood for going to the cinema tonight.
- In addition to **be/being** friendly, Trevor is also very polite.
- My sister is planning **to join/joining** the robotics club.

**16** ★★ **M** Complete the exchanges using the correct *-ing* or *infinitive* form.

- A:** When is your next Zumba class?

**B:** Next Friday, and I'm really looking forward to *dancing*. (dance)
- A:** Oh dear, I'm late! Can you \_\_\_\_\_ (drive) me to the sports centre?

**B:** Sorry, I can't. I'm busy \_\_\_\_\_ (study) for my exams.
- A:** Curtis really wants to go to the zoo today.

**B:** I can't go today, but I promise \_\_\_\_\_ (take) him next weekend.
- A:** What do you enjoy \_\_\_\_\_ (do) on Sundays?

**B:** I love \_\_\_\_\_ (be) outdoors and usually go cycling. It's one of my favourite free-time activities.
- A:** Do you expect \_\_\_\_\_ (win) the baking competition?

**B:** I hope so! The winner can \_\_\_\_\_ (attend) cooking classes for free.
- A:** Cormac is happy \_\_\_\_\_ (try) skateboarding for the first time.

**B:** He really is! He's going to the shops \_\_\_\_\_ (buy) a new helmet and knee pads.
- A:** Martha has decided \_\_\_\_\_ (sign up) for the photography course.

**B:** That's great! She loves \_\_\_\_\_ (take) pictures!
- A:** I have finished \_\_\_\_\_ (paint) my model ship. Do you like it?

**B:** It's amazing!

## 17 ★★ In each sentence, tick (✓) the option(s) that correctly fill(s) in the gap.

- Hayley \_\_\_\_ to the swimming pool this Saturday.  
 would like going  would like to go  is going
- It's really nice of Lily \_\_\_\_ to her dance performance.  
 to invite us  inviting us  invites us
- I heard your band \_\_\_\_ in the garage as I was passing by.  
 to practise  practise  practising
- Bobby \_\_\_\_ chess in his free time.  
 would prefer to play  prefers playing  is thinking of playing
- Cynthia \_\_\_\_ quality time with her family and share her hobbies with them.  
 has decided to spend  is spending  enjoys spending

## 18 a) ★★ M Choose the correct translation of the fragment in brackets.

- Don't forget (*przynieść*) \_\_\_\_ your own skates to the ice rink.  
**A** bring **B** to bring **C** bringing
- Gareth will never forget (*złamania*) \_\_\_\_ his arm mountain climbing.  
**A** breaking **B** to break **C** break
- Alfred would prefer (*zagrać w*) \_\_\_\_ basketball.  
**A** playing **B** to play **C** play in
- Elizabeth prefers (*tworzenie ceramiki*) \_\_\_\_ as a hobby.  
**A** make ceramics **B** to make ceramics  
**C** making ceramics
- (*Z przykrością informujemy*) \_\_\_\_ that the amusement park will close for repairs.  
**A** We are sorry about informing you  
**B** We regret informing you  
**C** We regret to inform you
- Colin (*żałuje, że się nie zapisał*) \_\_\_\_ for the drama class years ago.  
**A** wouldn't like to sign up  
**B** regrets not signing up  
**C** would rather not sign up

## b) ★★ M Translate the fragments of sentences into English. Use up to three words in each gap.

- Please, (*przestańcie rozmawiać*) \_\_\_\_\_ and check your climbing rope.
- Can we stop (*żeby kupić*) \_\_\_\_\_ some water for the hike?
- Do you remember (*jazdę na rowerze*) \_\_\_\_\_ for the first time?
- (*Pamiętaj, aby podpisać*) \_\_\_\_\_ the permission form for the field trip to the safari park.
- Darren is trying hard (*nauczyć się*) \_\_\_\_\_ how to skate but he can't.
- If you don't like German, (*spróbuj uczyć się*) \_\_\_\_\_ Spanish instead.

## 19 ★★ M Rephrase the following sentences, as in the example.

- How about coming horse riding this weekend?  
 Would you like *to come horse riding* this weekend?
- I saw Lucy take a photo with her favourite singer.  
 Lucy was seen \_\_\_\_\_ a photo with her favourite singer.
- It's a good idea to read the book before you watch the series.  
 Why don't you try \_\_\_\_\_ before you watch the series?
- Philip would rather listen to music tonight.  
 Philip would prefer \_\_\_\_\_ tonight.
- Seeing Beatrice in the drawing class again is really great.  
 It's fantastic \_\_\_\_\_ in the drawing class again.

## 20 ★★ Find and correct the mistakes in each sentence.

- ~~To learn~~ about the history of Egypt is very interesting.  
*Learning*
- You might getting stuck on the mountain if you go climbing after dark. \_\_\_\_\_
- Callum doesn't mean sounding rude, he just knows a lot about computers. \_\_\_\_\_
- Simon dreams of go scuba diving. \_\_\_\_\_
- Cycling is the best way getting around the city.  
 \_\_\_\_\_
- Philip hasn't got enough money buying a new tennis racket. \_\_\_\_\_
- Trekking is too tiring for me; I regret to take it up.  
 \_\_\_\_\_
- I'm eager seeing the Egyptian rooms at the museum.  
 \_\_\_\_\_

## 21 ★★ Use the correct infinitive or -ing form of the verbs in the list to fill in the gaps, as in the example.

• get • try • hold • travel • pretend • revise

- I don't understand what's the use of *pretending* that you know martial arts.
- After years of drawing with pencil Andy is glad \_\_\_\_\_ using some new pens.
- Jennifer managed \_\_\_\_\_ the hang of knitting.
- Jamie has spent an hour \_\_\_\_\_ for his test.
- Wendy said she's really fond of \_\_\_\_\_ around the world.
- This room is big enough \_\_\_\_\_ our club meetings in.

## 22 ★★ Choose the correct option.

- It's no good \_\_\_\_\_ the ticket office; the concert is sold out.  
**A** calling      **B** call      **C** to call
- Emily hopes \_\_\_\_\_ with us to the concert tomorrow.  
**A** coming      **B** to come      **C** come
- Brian says he wants to stop \_\_\_\_\_ a digital camera for his photography projects.  
**A** use      **B** to use      **C** using
- Gary says he can't stand \_\_\_\_\_ in line at the amusement park.  
**A** wait      **B** to wait      **C** waiting
- You had better \_\_\_\_\_ water sports. You can't swim well enough.  
**A** not to do      **B** not doing      **C** not do
- I'm excited \_\_\_\_\_ our cousins tonight after so many years.  
**A** see      **B** to see      **C** seeing
- It's difficult \_\_\_\_\_ a sports centre that has a climbing wall in this city.  
**A** finding      **B** find      **C** to find
- I don't want to waste hours \_\_\_\_\_ online for music lessons.  
**A** searching      **B** search      **C** to search

## 23 ★★ Put the verbs in brackets into the correct infinitive or -ing form, as in the example.

- A: Hey Charlie, are you planning **1** *to do (do)* anything this afternoon after school?  
 B: Hi Greg. Yeah, that new robotics course starts today and I want **2** \_\_\_\_\_ (*see*) what it's like.  
 A: Oh cool! I would love **3** \_\_\_\_\_ (*learn*) about robotics. But the extra class is full.  
 B: Have you decided what other class **4** \_\_\_\_\_ (*take*) this year?  
 A: I am thinking of **5** \_\_\_\_\_ (*join*) the digital video course. It could be very useful for my future career.  
 B: Ah yes, that one looks good. But I heard the teacher is leaving **6** \_\_\_\_\_ (*work*) at a different school.  
 A: Oh, really? That's a pity. I heard he's very good at this subject. I definitely prefer **7** \_\_\_\_\_ (*study*) something which has to do with working in IT.  
 B: Maybe you should **8** \_\_\_\_\_ (*consider*) the programming course.  
 A: It's certainly an option. But now I regret **9** \_\_\_\_\_ (*not/get*) a place in the robotics class.  
 B: Don't worry, there are plenty of good courses to do. Just make sure you remember **10** \_\_\_\_\_ (*choose*) something before the deadline.  
 A: No problem, thanks!

## 24 ★★★ Put the verbs in brackets into the correct infinitive or -ing form.

Anna's Blog

Home
Photos
Contact



### TRY TO CATCH THEM ALL!

Greetings, dear readers. I'm enjoying my new hobby so much I really want **1** *to share (share)* it with you all. It's called geocaching and it's worth **2** \_\_\_\_\_ (*explain*) a bit about it. Think of it like a huge treasure hunt that you can **3** \_\_\_\_\_ (*play*) at any time and in any place, all around the world! The idea is to go from place to place **4** \_\_\_\_\_ (*search*) for small hidden boxes or 'caches' and then record your find. Using just a smartphone and the geocaching app, players try **5** \_\_\_\_\_ (*locate*) as many geocaches as possible. Once you manage **6** \_\_\_\_\_ (*get*) within 5-10 metres of a geocache on the map, start **7** \_\_\_\_\_ (*use*) your eyes and hands to look around. Sounds simple enough, but people often make a great effort to think of very clever ways **8** \_\_\_\_\_ (*hide*) their geocache, so this game can be a real test of body and mind. But don't worry, the app is generous enough **9** \_\_\_\_\_ (*give*) helpful tips and instructions from other players, just in case you're having trouble **10** \_\_\_\_\_ (*find*) a particular geocache. The only rule is you must never **11** \_\_\_\_\_ (*bury*) your geocache underground, but anywhere else is fair game. There are currently more than two million geocaches worldwide, so consider **12** \_\_\_\_\_ (*download*) the app today and see where it takes you!

## 25 ★★★ M Complete the second sentence so that it means the same as the first. Use no more than three words in each gap.

- Katie can't wait to start the art classes.  
Katie is looking forward *to starting* the art classes.
- Seeing Stephen again is great.  
It's great \_\_\_\_\_ again.
- The zipline will take you to the bottom of the mountain.  
You can use the \_\_\_\_\_ to the bottom of the mountain.
- Elaine wants to try snowboarding instead of skiing.  
Elaine would rather \_\_\_\_\_ than skiing.
- Nora finds it very difficult to collect the clues in an escape room.  
Nora has great difficulty \_\_\_\_\_ in an escape room.
- I'm happy to walk for hours to see the mountain scenery.  
For me, it's worth \_\_\_\_\_ to see the mountain scenery.
- If you go to the zoo, tell me.  
Don't go to the zoo without \_\_\_\_\_ me.

**SCIENCE**  
**TECHNOLOGY**  
**ENGINEERING**  
**ARTS**  
**MATHS**

**Konnie Karma**

Discuss the following question with your partner.

What do you think about the fact that people are still using animals as a means of transport?

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### RESEARCH

Look at Unit 2 in your Student's book.

Which inventions have made huge changes to transport over the years?

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Search online and find information about the history of transport. Answer the following questions with your partner.

- 1 What were the first inventions in transport?  
\_\_\_\_\_
- 2 How did people create roads in the past? What materials did they use?  
\_\_\_\_\_
- 3 What are the newest inventions in transport?  
\_\_\_\_\_

### CHART/CALCULATE



Look at the pictures above and read the following facts.

- 1 A carriage can travel 16 to 48 kilometres per day.
- 2 An electric car can travel 400 to 800 kilometres on one charge.

Do some research online and complete the following table with your partner.

	Horse & Carriage	Electric car
Distance (km/day)		
Weight it can transport (kg)		
Speed (km/h)		

#### Learning Outcomes:

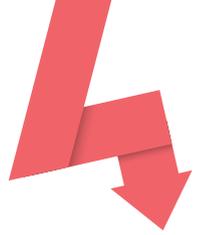
travel, places in a city, past simple, past continuous, used to – would

#### Supplies List:

(Project 1 – railway) wooden sticks, skewers, glue or glue sticks and glue gun (Project 2 – train) toilet roll tubes, markers, water bottle tops, string, a hole punch, scissors, glue or glue sticks and glue gun

#### DID YOU KNOW?

Since humans invented the wheel, transport has never been the same. Before they had wheels, people had to use sleds which were much slower. With the invention of the wheel came more roads and wider use of animals like horses. People could travel further and also transport more weight more easily.



**Do some calculations and answer the questions.**

- 1 Which one can go further in a day? What is the difference in kilometres?  
\_\_\_\_\_
- 2 Which one can transport more weight? What is the difference in kilograms?  
\_\_\_\_\_
- 3 Which one can travel faster? What is the difference in kilometres per hour?  
\_\_\_\_\_
- 4 Which one has a bigger carbon footprint!  
\_\_\_\_\_

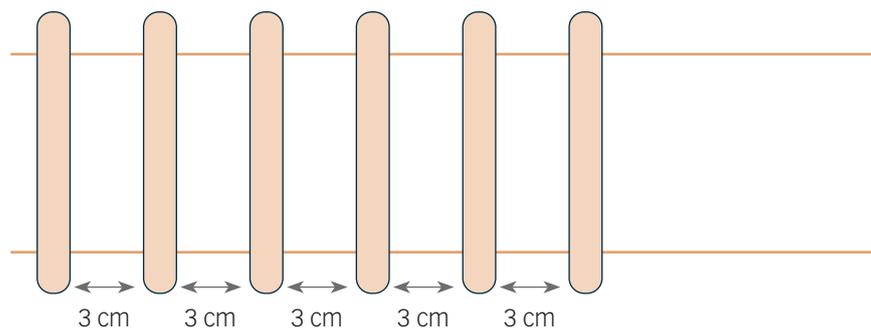
**Find similar information about trains in the 19th century compared to trains today. Answer the following questions.**

- 1 Which one can go further in a day? What is the difference in kilometres?  
\_\_\_\_\_
- 2 Which one can transport more weight? What is the difference in kilograms?  
\_\_\_\_\_
- 3 Which one can travel faster? What is the difference in kilometres per hour?  
\_\_\_\_\_
- 4 Which one has a bigger carbon footprint?  
\_\_\_\_\_

**CREATE**

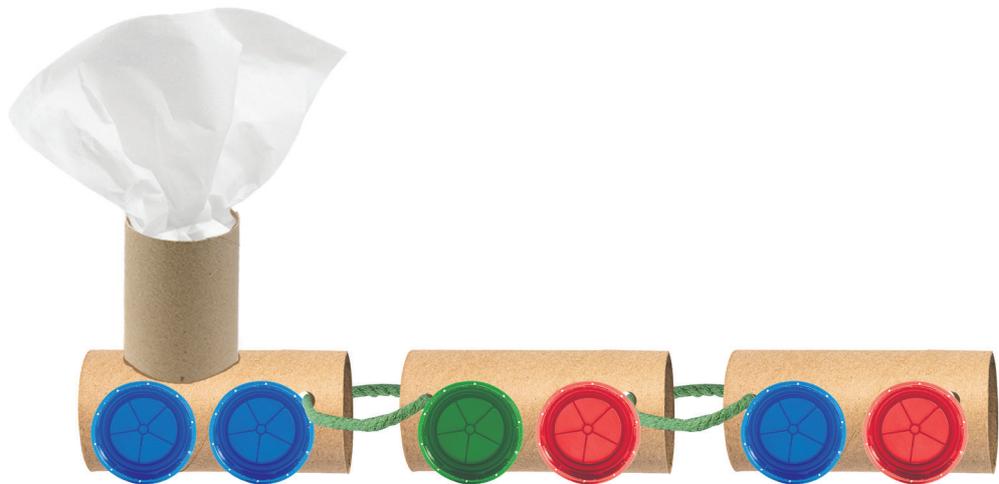
**For the Railway:**

- 1 Put the skewers horizontally as shown.
- 2 Use a ruler and put the wooden sticks next to each other with the measurements shown below.
- 3 Glue the wooden sticks to the skewers.



## For the Train:

- 1 Colour the toilet roll tubes with the markers (optional).
- 2 To make the engine – the one with the chimney – put another toilet roll tube on top vertically and trace around it with a pencil. Cut out the circle and place the second toilet roll tube in the hole to create the chimney.
- 3 Use a hole punch and make holes in the toilet roll tubes as shown below. Use one string to connect the engine to the first carriage. Put it through all four holes and tie it in a knot. Do the same process to connect the first and second carriage together.
- 4 Glue the bottle caps to the toilet roll tubes as shown below to make the wheels.
- 5 Place your train on your railway.



## CONCLUSION

**Work with your partner and prepare a short text about what you've learnt today. Try to include the following:**

- the development of means of transport
- how distances and time spent travelling have changed
- how means of transport are connected to the environment and environmental awareness

In Unit 4 in your Student's book, you read about Socrates, Aristotle and Einstein, but what do you know about Archimedes? Archimedes was a Greek mathematician, physicist, engineer, astronomer and inventor.

These people from the past helped shape our modern world. They developed theories and inventions that helped us understand complicated concepts and create important machines based on their theories.

Look at page 20 in your Student's book. Which inventions below are extremely important for your lives?

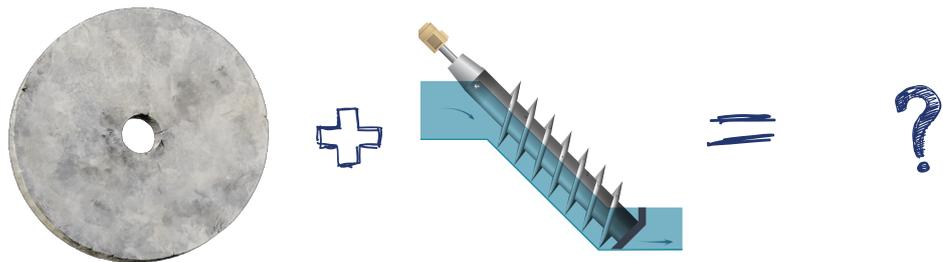
Jet, cab, helicopter, lorry, van, coach, tram, ferry, (motor)bike, the Tube

What do they have in common?

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### PREDICT

Archimedes invented the Archimedes screw, also known as the water screw, which is one of the earliest hydraulic machines.



Work with your partner and answer the following questions.

1 What can we create if we combine a wheel with the idea of the water screw?

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2 Look at your supplies. How can we create it?

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3 How can moving water affect a wheel?

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#### Learning Outcomes:

travel/transport, education, present perfect, present perfect vs past simple, past perfect

#### Supplies List:

paper plates, paper cups, tape, a skewer, water

### DID YOU KNOW?

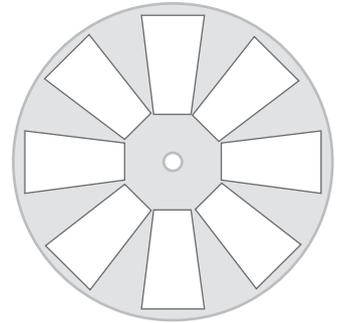
People have been contributing to science for thousands of years!

- **Socrates:** gave us the Socratic Method
- **Aristotle:** the Aristotelian tradition, the use of logic in reasoning and advances in Meteorology
- **Archimedes:** the Archimedes screw
- **Einstein:** the theory of Relativity.

## METHOD & CREATION

**Work with a group and follow the steps carefully to create a water wheel.**

- 1 Take two paper plates and find the centre of each plate. You can use a ruler to help you find the centre. Make a hole in the centre of each plate.
- 2 Take paper cups and start putting them around the centre of one plate as shown in the picture.
- 3 Secure the cups to the plate with tape.
- 4 Put the other plate on top of the cups and secure it with tape.
- 5 Pass a skewer through the centre of both plates.



**Your wheel is now ready.**

## OBSERVE

**Put the wheel under a tap. Hold your wheel by the skewer and turn on the water.**

- 1 What is happening?

---

- 2 Is the wheel spinning in a circular motion?

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- 3 Why do you think it is spinning?

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## RESULTS & CONCLUSIONS

**Discuss with your group and draw a conclusion about how moving water such as rivers can spin a wheel. How can this be useful?**

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As you read in Unit 1 in your Student's book, people take selfies to upload to social media as a way to communicate. Technology makes this so simple. But do you know how people got a picture of themselves hundreds of years ago? Write your answer on the lines below.

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A portrait is a painting that can show someone's characteristics and also their character. For people in the past, portraits represented wealth and power and they were too expensive for most people to afford. By the 1700s, more and more people were wealthy enough to afford to have their portraits painted. A portrait could take weeks or even months. Today, all you have to do is press a circle on a screen and you have a kind of 'portrait,' on your device!

### PREDICT

Art has many forms. In fact, some people say that art is whatever has been made by a person's hand. However, now with AI technology, computers can create art for us.

Discuss the following questions with your partner. Then, share your answers with the other pairs.

- 1 Do you think that if a picture is created with AI it can be called 'art'?

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- 2 Since art is much easier to make now than in the past, do people still value it as much as they used to?

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- 3 Do you think that robots and AI technology will replace artists?

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- 4 What is a sculpture?

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- 5 Does art have to be beautiful?

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- 6 Describe how art makes you feel.

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#### Learning Outcomes:

art, technology, will/be going to, present simple/present continuous (future meaning), future continuous

#### Supplies List:

recyclable materials such as toilet roll tubes, cardboard, etc, a ruler

### DID YOU KNOW?

People have been creating art since prehistoric times, but art doesn't mean the same thing to everyone. A lot of strange things can be considered 'art'. In the 1960s an artist called Andy Warhol surprised the art world by producing pictures of soup tins as works of art!

## INSPIRATION

Look at the timeline of art through pictures.



**Prehistoric Art**  
(40,000-4,000 BC)

**Characteristics:** rock carvings, sculptures, stone creations



**Medieval**  
(AD 500-AD 1400)

**Characteristics:** classical mythology, Gothic architecture



**Renaissance**  
(1400-1600)

**Characteristics:** realistic



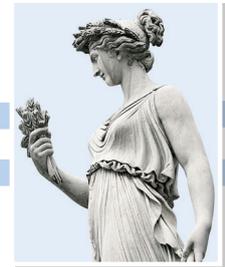
**Cubism**  
(1907-1914)

**Characteristics:** flat 2-D surface, geometric shapes



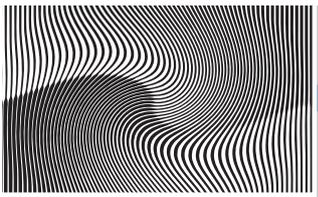
**Art Nouveau**  
(1890-1910)

**Characteristics:** lines and curves



**Neoclassicism**  
(1750-1850)

**Characteristics:** simplicity



**Op Art**  
(1950s-1960s)

**Characteristics:** high contrast, black and white lines



**Conceptual Art**  
(mid 1960s-mid 1970s)

**Characteristics:** the process is more important than the result



**Contemporary Art**  
(1970s – present)

**Characteristics:** reflects our changing world

Work with your partner and search online for images of art by the following artists and then answer the questions.

\* Vik Muniz \* Derek Gores \* Guerra de la Paz

1 Do you think that technology will be able to create this type of art someday?

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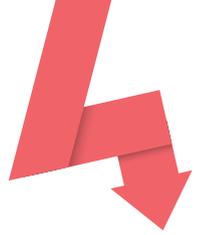
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2 How has art changed over time?

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## CREATE

Search online again for pictures of Guerra de la Paz's art. What recycled materials do they use?

Look at your supplies and figure out how you can make a sculpture with them.

Draw a plan of your design in the following box.

Be careful! You also need to take measurements of your sculpture to make it symmetrical.

Write down the measurements to help you.

Measurements:

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Start creating your art.

## PRESENT

Present your art to the other groups. Answer the following questions to help you with your presentation.

1 How did you come up with the idea for your sculpture?

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2 What does your sculpture show?

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Optional: Take a selfie with your sculpture and print it.