

- 1 Match the verbs from box A to the words and phrases from box B to make as many free-time activities as you can. Which activities are in the photos?



- A do eat go listen to play watch
- B horror films karate mountain biking pop music sport sushi the guitar to a concert yoga

do karate, do sport, ...

- 2 **1.01 SPEAK** Listen to Leo and Iris doing a quiz and tick the sentences you hear.

- a What are you doing? ✓
b How often do you play sport?
c I don't like watching my favourite team.
d I live in Manchester.
e We hardly ever go to the away matches.
f I love it!
g Do you listen to music?
h I'm waiting to get my pocket money this week to buy some tickets.

- 3 Study the grammar tables and complete them with examples a–h from exercise 2.

- 4 Put the words in the correct order to make sentences.

- a sister / what / doing / is / your / ?
What is your sister doing?
b are / my / the radio / listening / to / parents
c me / go / wants / to / the cinema / who / with / to / ?
d chocolate / ever / eat / I / hardly
e watch / I / films / rarely / horror

- 5 Read the **WATCH OUT** box and complete the mini-dialogues. Use the correct forms of the verbs in brackets and some of the sentences from exercise 4.

- 1 X: *What is your sister doing?*
Y: I *don't know* (not know), but she *usually has* (usually/have) her English lesson at this time.
2 X: I *am looking for* (look for) an interesting horror film to watch on holiday. *Do you know* (you/know) any good horror stories?
Y: I'm afraid I don't. *I don't know* (I don't know).
3 X: Oh, hi, Trevor. What *are you buying* (you/buy)?
Y: Some sweets. *I don't want* (I don't want), but today I *really want* (really/want) some.
4 X: What's that noise? Who *is speaking* (speak) so loudly?
Y: No one. *That's all* (that's all), that's all.

WATCH OUT

Czasowniki statyczne

Czasowniki statyczne (*state verbs*), np. **believe, hate, know, like, love, mean, need, prefer, understand, want**, nie przyjmują końcówki **-ing**, nawet jeśli opisują coś, co ma miejsce w momencie mówienia:
I don't believe you. I think you're lying.

- 6 **SPEAK** Which of the free-time activities from exercise 1 do you often/sometimes/rarely/never do? How often do you do them?

Key Grammar

Present simple

Czasu *present simple* używamy, by opisać:

- powtarzające się regularnie czynności, np.: ¹ b, ² ³
- upodobania, np. ⁴ ⁵
- stałe sytuacje i stany, np. ⁶

Przysłówki częstotliwości: *always* (zawsze), *sometimes* (czasami), *usually* (zwykle), *often* (często), *hardly ever* (rzadko kiedy), *rarely* (rzadko), *never* (nigdy)

	I/You/We/They	He/She/It
	I <i>hardly ever watch</i> films.	Tim <i>often plays</i> football.
	We <i>don't play</i> tennis.	Mia <i>doesn't eat</i> sushi.
	<i>Do you listen</i> to pop music? Yes, I <i>do</i> ./No, I <i>don't</i> .	<i>Does it sleep</i> a lot? Yes, it <i>does</i> ./No, it <i>doesn't</i> .
Wh- ?	What <i>do they do</i> ?	Where <i>does he live</i> ?
Subject ?	Who <i>lives</i> here? How many people <i>come</i> to their matches?	

Key Grammar

Present continuous

Czasu *present continuous* używamy, by opisać:

- czynności wykonywane w momencie mówienia, np. ⁷
- czynności trwające tylko przez pewien czas, np. ⁸

Określenia czasu: *now* (teraz), *at the moment* (w tej chwili), *today* (dziś), *this week* (w tym tygodniu)

	I	You/We/They	He/She/It
	<i>I'm dreaming</i> .	<i>You're eating</i> .	<i>He's writing</i> .
	<i>I'm not sleeping</i> .	<i>We aren't dancing</i> .	<i>She isn't walking</i> .
	<i>Am I reading</i> a book? Yes, I <i>am</i> ./ No, I <i>am not</i> .	<i>Are they jumping</i> ? Yes, they <i>are</i> ./ No, they <i>aren't</i> .	<i>Is it playing</i> with a ball? Yes, it <i>is</i> ./ No, it <i>isn't</i> .
Wh- ?	What <i>am I doing</i> ?	Why <i>are you crying</i> ?	Where <i>is he going</i> ?
Subject ?	Who <i>is leaving</i> ? How many people <i>are singing</i> ?		

Clothes • Comparatives and superlatives

- 1 **SPEAK** Match the clothes from the box to the categories below. Some clothes match more than one category.

coat dress gloves hoodie jacket jeans joggers
jumper leggings shirt shoes skirt suit
sunglasses trainers trousers

- you wear these on the upper parts of your body:
coat, ...
- boys don't usually wear these:
- you don't usually wear these in the summer:
- you always wear two of these:
- these items cover your legs:
- this consists of two or more different items:

- 2 **1.02** Listen to a dialogue. Are the statements true (T) or false (F)?

- The jeans which the boy likes are the cheapest. **F**
- He needs a bigger size.
- He gets the nicest jeans from the sale section.
- The smaller jeans are also more expensive.
- The teenager decides to buy the largest jeans.
- He wants to find a better offer in another shop.

- 3 Study the grammar table and complete the gaps with the adjectives from exercise 2.

Key Grammar

Stopniowanie przymiotników

Stopniowanie przymiotników (*comparison of adjectives*) pozwala na porównywanie dwóch lub więcej przedmiotów i osób.

Wyrażenia przydatne przy porównaniach to:

- than** (niż), np. *This hoodie looks better on you **than** that one.*
- (not) as ... as** (nie tak ... jak), np. *Jumpers are **not as** warm **as** winter jackets.*
- too** (zbyt), np. *These jeans are **too** big.*
- enough** (wystarczająco), np. *This offer is not good **enough**.*

Tworząc stopień niższy i najniższy, używamy przysłówków **less** (mniej) i **the least** (najmniej):

*The blue leggings are **less** comfortable, but the black ones are **the least** comfortable.*

Przymiotniki (Adjectives)	Stopień równy (Positive)	Stopień wyższy (Comparative)	Stopień najwyższy (Superlative)
krótkie	cheap	cheaper	¹ the cheapest
	big	² 	the biggest
	nice	nicer	³
zakończone na y	happy	happier	the happiest
długie	expensive	more expensive	the most expensive
nieregularne	good	⁴ 	the best
	bad	worse	the worst

- 4 Compare the items in the photos using the adjectives from the box. Write two sentences about each pair: one with a comparative adjective, and one with **(not) as ... as**.

colourful expensive short warm



- 1 Coat B is warmer than coat A. Coat A is not as warm as coat B.

- 5 Read the **WATCH OUT** box and complete the sentences with the adjectives and adverbs in brackets in the correct form.

- You can do the shopping in a supermarket **more quickly** (quickly) than in a mall.
- It's too hot for this shirt – I need something (thin).
- It's (safe) and (fast) to buy shoes in a shop than online.
- Helen is (lazy) student in our class, and Drew works (hard) of all.
- When my mum works from home, she can dress (comfortably) than for the office.

WATCH OUT

Stopniowanie przysłówków

- przysłówki zakończone na **-ly, -ily**:
slowly – **more slowly** – **the most slowly**
easily – **more easily** – **the most easily**
- przysłówki nieregularne:
fast – **faster** – **the fastest**, **early** – **earlier** – **the earliest**,
hard – **harder** – **the hardest**, **well** – **better** – **the best**,
badly – **worse** – **the worst**

- 6 **SPEAK** Rewrite the statements using the words in bold. Then say if you agree with them.

- Joggers are less elegant than jeans. **MORE**
Jeans are more elegant than joggers.
- Designer shoes are not cheap enough. **EXPENSIVE**
- Women are busier than men. **LESS**
- Teenagers work faster than adults. **SLOWLY**
- People look better in hoodies than in suits. **WORSE**

0.3 My memories

Jobs • Past simple

1 Find one job that does not match each category. Then match four of the jobs below to photos A–D.

- 1 They work in an office: receptionist, architect, chef, secretary, accountant
- 2 They work outdoors: builder, hairdresser, postman, lifeguard, gardener
- 3 They work in health care: dentist, nurse, doctor, surgeon, soldier
- 4 They work with computers: IT specialist, builder, programmer, web designer, games tester

2 1.03 Read Rory's memories. Answer the questions.

- 1 What job did Rory dream of when he was little?
- 2 What did his friends want to become?
- 3 Did his plans change over the years, or did they stay the same?



When I was little, most of the boys I knew wanted to be soldiers, police officers or firefighters. But not me. I wanted to be a builder. It was my big dream until I turned seven or eight. You know – these guys were strong, drove huge trucks and spent the whole day outdoors. I admired them so much! But then I found out how hard this job really was and I changed my mind. How about you? What did you want to become when you were a child?

3 Study the grammar table and find all the examples of the past simple in exercise 2.

Key Grammar

Past simple

Czasu **past simple** używamy, mówiąc o zdarzeniach, które wydarzyły się w określonym momencie w przeszłości.

Formy czasownika **to be** w czasie **past simple** to **was**, **wasn't** (**was not**), **were** i **weren't** (**were not**), np.:

At 8 pm last night, we **were** at home. Suddenly, there **was** a loud noise.

Pytania z **was** i **were** tworzymy przez inwersję, np.:

Was the film interesting? How many people **were** there at the cinema?

Formy czasu **past simple** czasowników regularnych tworzymy przez dodanie końcówki **-ed** lub **-d**. Form czasowników nieregularnych musisz nauczyć się na pamięć (→ str. 154).

Określenia czasu: **yesterday** (wczoraj), **a week ago** (tydzień temu), **last summer** (ubiegłego lata), **in 2018**, itp.

I/You/He/She/It/We/They

	I wanted to be a firefighter.
	I didn't get the job.
	Did your sister work as a nurse?
Wh- ?	Where did you learn Spanish?
Subject ?	What happened ? How many students took part in the competition?



4 Change the sentences into the past simple. Use the time expressions in brackets.

- 1 My teacher is very nice to us today. (yesterday)
My teacher was very nice to us yesterday.
- 2 The mechanic doesn't know how to repair my dad's car. (last month)
- 3 Do firefighters have special training? (in the 1960s)
- 4 I go to see a doctor. (three weeks ago)
- 5 How many nurses work at your school? (in 2019)
- 6 I keep a pet snake. (when I was ten)

5 Complete the sentences with the past simple form of the verbs in brackets. Then add words or numbers to make the sentences true for you.

- 1 I **came** (come) to this school when I was _____.
- 2 I _____ (not study) English until the age of _____.
- 3 When I was younger, I _____ (hate) _____.
- 4 I _____ (not have) a smartphone until I was _____.
- 5 I first _____ (meet) my classmates in _____.

6 **SPEAK** Answer Rory's question from exercise 2. What is your dream job now? Why?

- 1 Henderson Island is ^aa small island between ^bNew Zealand and South America. It hasn't got any inhabitants and it's 114 km from the nearest town on the next island. Jennifer Lavers, an environmental activist at the University of Tasmania, travelled to Henderson to investigate ^cpollution. When she first saw photos of ^dthe island online, it looked perfect. All the beaches were nice and clean. But Lavers was shocked when she arrived: there were plastic bags everywhere! Now she thinks that there are about thirty-seven million pieces of plastic from the ocean on the island.

HENDERSON ISLAND THEN



AND NOW



- 2 'Megacities' are cities with more than ten million inhabitants. There are currently forty-seven around ^ethe world. The biggest of all is Tokyo, Japan, with more than thirty-eight million residents. When you compare photos of Tokyo from the last century and today, the differences are amazing. The buildings are now higher. ^fThe tallest skyscraper is the 'Tokyo Skytree' at 634 m. Also, Tokyo is now famous for ^gneon signs. The city uses a lot of energy, but it is trying to be more eco-friendly and produce more electricity from wind and solar power.

TOKYO, JAPAN THEN



AND NOW



- 1 Which of the landscape features from the box can you see in the photos on this page?

beach city countryside island lake
mountain ocean river seaside town village

- 2 1.04 Read the texts. Complete the sentences.

- There are no *inhabitants* on Henderson Island.
- Jennifer Lavers works as an
- A megacity is a city with over residents.
- There are megacities around the world.
- The Tokyo Skytree is the skyscraper in Tokyo.

- 3 Study the grammar table and complete the gaps with examples a–g from the texts.

Key Grammar

Przedimki

Przedimek nieokreślony (*indefinite article*) *a/an* stosujemy przed rzeczownikiem policzalnym w liczbie pojedynczej:

- gdy mówimy o danej osobie/rzeczy po raz pierwszy, np. *A bird landed on my balcony this morning.*
- gdy dana osoba/rzecz jest „jedną z wielu”, np. ¹*a* UWAGA: *a small island*, ale *an island*; *a house*, ale *an hour*

Przedimek określony (*definite article*) *the* stosujemy:

- gdy mówimy o danej osobie/rzeczy po raz kolejny, np.: *The bird is still on my balcony.*; ²
- gdy osoba/rzecz, o której mówimy, jest znana rozmówcy lub jedyna w swoim rodzaju, np.: *the king*, *the sun*, ³
- z elementami krajobrazu, np.: *at the seaside*, *in the mountains*, *by the lake*, *on the beach*
- przed przymiotnikami w stopniu najwyższym, np. ⁴
- przed niektórymi nazwami państw, np.: *the USA*, *the UK*, *the Netherlands*

Nie stawiamy przedimków:

- przed rzeczownikami niepoliczalnymi, kiedy mówimy o czymś ogólnie, np.: *money*, *love*, *time*, ⁵
- przed ogólną nazwą grupy osób lub rzeczy, np.: *athletes*, *men and women*, ⁶
- przed nazwami większości państw i miast, np.: *Poland*, ⁷
- w wyrażeniach takich jak: *at home*, *to school*, *in bed*, *by bike*

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- 4 1.05 Complete the text with *a/an*, *the* or no article (–). Listen and check.

I live in ¹*a* small village. It's ² smallest village in the country – there are only 300 inhabitants! We have three shops, all of them on ³ main road. But I'm not complaining – there is ⁴ forest nearby, there are ⁵ wild animals, and we are close to ⁶ seaside.

- 5 **SPEAK** Complete the sentences with *the* or no article (–). Are the sentences true or false for you? Why?

- I love spending holidays on *the* beach.
- We often plant trees in my city.
- I'm truly worried about pollution where I live.
- My town is best place to live.