

2

Your time, your choice

Lesson 1 Vocabulary and listening

I can talk about my habits and interests. I can understand texts about free time activities.

Time for fun?

WEEKEND ACTIVITIES

Activity	Time Spent (Hours)
A	1
B	2
C	3
D	4
E	5
F	6

1 Let's start!

Recycle icon: Decide which activities in the box are habits and which are interests. Then tell your partner which activities you do and how much time you spend on them.

charge my phone do a sport
make comics make jewellery
play a musical instrument
put my clothes away study

Playing a musical instrument.

Well, it's an interest. I play the drums. I do it every weekend.

2 1.31 Look and listen to the phrases in the box.

Interests and free time activities

collect rocks • do volunteering • do Zumba •
edit photos • go mountain biking •
hang out with my friends • have a sleepover •
make candles • surf the Internet •
upcycle old clothes

3 1.32 Look at photos a–f. Listen to Oscar and decide which activities in the box in exercise 2 he does.

4 1.32 Listen to Oscar again. Make notes on how long he spends on activities a–f. Then tell your partner.

On Saturday, he surfs the Internet for two hours.

- 5  Look and listen to the phrases in the box. Which habits do you think most teenagers have?

Habits

do nothing •
have a video call with my grandma •
sleep in • stay up late • update my study app •
write my diary

- 6   Listen to Oscar. What are his good and bad weekend habits? Do you think that his bad habits are really harmful?
- 7  Tell your partner which habits in the box in exercise 5 you have. Say if you think they are good or bad and why.



I sometimes do nothing at the weekend!

I don't think that's a bad habit!

8 Pronunciation: /s/ and /z/

-  Read the sentences. Find two words that finish with /s/ and five that finish with /z/. Then listen, check and repeat.

Stef makes candles on Saturdays and does volunteering.

She sleeps in on Sundays, then goes mountain biking!

» Quick Tip

Pamiętaj, że nagrania z ćwiczenia 9 wysłuchasz dwa razy.

- 1 Słuchając nagrania po raz pierwszy, spróbuj dopasować zdania do osób wypowiadających się w nagraniu.
- 2 Kiedy będziesz słuchać nagrania po raz drugi, sprawdź odpowiedzi.

- 9    Usłyszysz dwukrotnie czworo nastolatków opowiadających o swoich zainteresowaniach. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–e do osób 1–4. Jedno zdanie nie pasuje do żadnej osoby.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

This speaker

- a is going to stop his/her interest.
- b has a new interest.
- c does his/her hobby at home.
- d has an interest that helps his/her social skills.
- e says his/her interest isn't easy sometimes.

- 10  Talk with your partner about your interests. Describe how much time you spend on them each week. Would you like to spend more time on these interests or try something new? Use the phrases in the box.

I enjoy ... I love ... I'm a fan of ...
I'm into ... I'm keen on ...

I'm a fan of mountain biking!

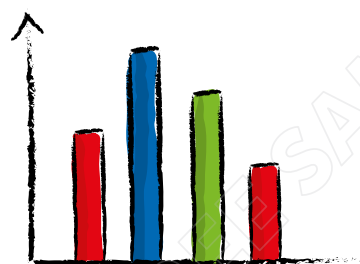
Why?

Because I love spending time outdoors.

How much time do you spend on it?

Fast finishers

-  Draw and label a bar chart to show your own weekend interests or habits and how long you do them for.



I can use the past simple and used to to speak about past habits.

BACK IN THE '90s

I found some old family photos from the 1990s in a drawer at home yesterday! I asked Mum and Dad all about them. This is what they said.

Alexandra: What did you use to do in your free time when you were young?

Dad: Well, I spent a lot of time outside when I was a child. I used to go skateboarding with your aunt Jane and my two cousins! That's me on the skateboard!

Alexandra: What else did you do?

Dad: I used to hang out with my friends.

Alexandra: Where did you go?

Dad: We went to town every Saturday, but there wasn't much to do.

Alexandra: That's a weird phone!

Mum: It's a public phone. People didn't have mobile phones then. We used to make calls from phones like this one!

Alexandra: How did you pay?

Mum: With coins or special phone cards. Sometimes I didn't have any, so I couldn't make a phone call! Oh, and I remember—I used to collect old phone cards. Some of them had really nice photos!

Alexandra: Mum, is that really you? Did you use to wear glasses?

Mum: Yes, I did. They're big! They used to be fashionable when I was a teen ...

Alexandra: What's in your friend's hand?

Mum: It's a cassette! We listened to music on cassettes and CD's 30 years ago!

Alexandra: Dad, did you have a computer in the '90s?

Dad: No, I didn't. This was your grandad's computer. Computers used to be very big!

Alexandra: Did you have a laptop in those days?

Dad: No, I didn't. And we didn't have the Internet when I was at school! We found information in books in the library.

Alexandra: What's that?

Mum: It's a Tamagotchi! A Tamagotchi is a virtual pet. They were very popular then. Isn't it cute?

Alexandra: I'm not sure I agree ...



1 Look at photos a–e. Can you name the objects from the '90s?

2 Read the text, listen to it and check your answers to exercise 1. Who are the people in the photos?

This must be Alexandra's mum!

That can't be a real phone!

3 Read the text and listen to it again. Then complete the sentences with *was*, *wasn't*, *were* or *weren't*.

- Alexandra's dad's town exciting.
- There any mobile phones then.
- Big glasses popular.
- Alexandra's grandad's computer very big.
- Tamagotchis popular virtual pets.

— Real English —

4 Listen to the phrases and repeat. Practise them in pairs.

What else did you do?

Isn't it cute?

That's a weird phone!

I'm not sure I agree.

In those days ...

Grammar 1

Past simple

I **spent** a lot of time outside ¹ _____.
 We **listened** to music on cassettes and CD's ² _____.
 We **didn't have** the Internet ³ _____.
Did you **have** a laptop ⁴ _____?

Past time expressions

in 2010, in the past, when I was young

Used to

They **used to** be fashionable.
 I ⁵ _____ go skateboarding.

He **didn't use to** do much in town.
 She **didn't** ⁶ _____ play video games.

Did they **use to** play video games?
⁷ _____ you **use to** wear glasses?

Yes, I **did**. / No, I **didn't**.

Yes, they **did**. / No, they ⁸ _____.

What did you **use to** do at the weekends?

- 5 Read the Grammar 1 table. Find time expressions in the texts to complete gaps 1–4. Then complete gaps 5–8.

- 6 Complete rules 1–2. Then match them with sentences a–b.

- 1 We use _____ to talk about the finished past.
 - 2 We use _____ to talk about past habits or states which are not true any longer.
- a 'I used to live in a small village when I was a child. Now I live in Bristol.' _____
- b 'I moved to Bristol 30 years ago.' _____

- 7 Complete Alexandra's message with **used to** where possible or the past simple. Then listen and check.

Hi Aunt Jane,

Guess what! I ¹ _____ (**find**) some old family photos at home last week! Mum and Dad ² _____ (**tell**) me a lot about their early days. Dad ³ _____ (**go**) skateboarding with you! ⁴ _____ (**you / have**) a Tamagotchi? My mum had one! They ⁵ _____ (**not play**) video games. What ⁶ _____ (**you / do**) with your friends? Give me a call or visit us soon!

Love, Alexandra

GUESS WHAT?!



Hip-hop music was very popular in the 1990's, although it started in the late 1970's in the Bronx, New York. In fact, it's still very popular today! How many artists can you name?

- 8 Put the words in the correct order to make sentences. Then write questions with **used to** for each sentence.

1 used Saturday go to town to they every .

2 use teens online to to music listen didn't .

3 books information used find in to he .

4 video games didn't to dad play use .

- 9 Find out about your partner's habits and interests when he or she was a child. Use the past simple and **used to**. Use the vocabulary in lesson 1 or your own ideas.

Did you use to stay up late when you were eight?

No, I didn't! How about you?

Fast finishers

- Write two true and two false sentences about your habits and interests when you were a child. In pairs, guess which sentences are false.

I used to play in the snow!



I can talk about customs and traditions.

The Highland Games

We used to go to the Highland Games every year. They took place near Inverness. We arrived the day before and stayed overnight in a bed and breakfast.

We spent the morning watching traditional Scottish dancing and sports.

We sometimes took part in sports competitions!



The Highland Games



We bought something to eat for lunch. Then we used to listen to bagpipe music and watch a parade. Finally, we bought souvenirs for our cousins.

1 Let's start!

Look at Laura's slides about Scottish traditions. In pairs, describe what you can see. Use the present continuous and the words in the box to help you.

dancing exciting fun
games music tradition

Look, in this photo the girls are playing some traditional instruments.

2 Listen to Laura. Decide if the sentences are True (T), False (F) or Not mentioned (NM). Correct the false statements.

- The games first began a long time ago. ☐
- Laura loved the place where the games were held. ☐
- People there weren't very friendly. ☐
- She used to spend one day at the games. ☐
- The weather wasn't usually very good. ☐

3 1.41 Look and listen to the phrases in the box.

Customs and traditions: expressions with adjectives

amazing venue • ancient tradition •
colourful clothes • fantastic atmosphere •
folk music • local food • one-day event •
unusual custom

4 1.40 Listen to Laura again. Which two expressions from exercise 3 she doesn't say?

5 1.42 Look and listen to the phrases in the box. Read Laura's presentation and find the expressions in the box.

Customs and traditions: expressions with verbs

buy a souvenir • stay overnight •
take part in a competition • take place •
watch a parade

6 Choose the correct option.

- one-day **event** / venue
- ancient** / local food
- colourful **clothes** / atmosphere
- watch **a parade** / something to eat
- take part in **a competition** / a souvenir
- take **place** / overnight

7 Tell your partner about a traditional event you have been to. Speak about:

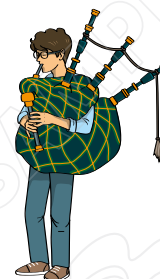
- its history,
- what you did and saw,
- the venue and the atmosphere,
- why you liked it.

Last summer, I went to ... The event took place at/in ... I watched traditional ... There were also ...

Fast finishers

Complete the sentence. Then make your own caption.

Hey, look, I've bought a !



I can use who/that, which/that, when, where and whose to give details.

Hi Olivia,
 Guess what! I'm learning **how** to make a drone.
 It's a great hobby for people **who** are interested
 in technology like you and I.
 I'm building a drone **whose** name is SkyBob!
 The classes are on Friday afternoons **when** there's
 no school. Each class starts with
 a video **which** has lots of helpful tips.
 The club **where** I go is very friendly.
 Why don't you join? Please say 'yes'!
 James



Grammar 2

who/that, which/that, when, where, whose

1 We use **who** or **that** to talk about _____.

It's a great hobby for students **who/that**
 are interested in technology.

2 We use **which** or **that** to talk about _____.

It's a video **which/that** has helpful tips.

3 We use **when** to talk about _____.

The classes are on Saturday mornings **when**
 there's no school.

4 We use **where** to talk about _____.

The club **where** I go is very friendly.

5 We use **whose** to show _____.

I'm building a drone **whose** name is SkyBob.

1 Look at the photo in the email. What is James doing?

2 Read the email above and check your answer to exercise 1. Then choose: a, b or c.

James wrote the message to

- a describe a new toy.
- b make a suggestion to a friend.
- c give a friend advice.

3 Read the Grammar 2 table. Then use the words in the box to complete rules 1–5.

people places possession things time

Remember

Who's and whose are both pronounced /hu:z/.

4 Read Olivia's response and choose the correct option. Then say where **that** is also possible.

Hi James,
 Friday is a day ¹**which** / **when** I'm quite busy.
 After school, I go to an activity centre
²**when** / **where** we upcycle old clothes!
 I love it because it's a hobby ³**which** / **whose**
 helps people. The teacher ⁴**whose** / **who**
 works with us is very kind. Guess what!
 She's Mrs Marsh ⁵**who** / **whose** son Charlie
 is in my class.

5 Complete the sentences with relative pronouns and information about you. Then compare your answers in pairs.

- 1 _____ is an app _____ I edit photos with.
- 2 _____ is a place _____ I hang out with my friends.
- 3 _____ is a day _____ I often do nothing!
- 4 _____ is an actor _____ films I love.
- 5 _____ is someone _____ has lots of interests.

6 Use the words and the correct relative pronouns to write sentences for a definitions game. Do you know the answers? Listen and check.

- 1 It's / place / we / stay overnight.
- 2 This is / habit / can make us tired.
- 3 She is / singer / initials / T.S.

7 Play the game in exercise 6 with your partner. Choose a topic. Then say a definition with a relative pronoun for your partner to guess.

month/year person place thing

He's a famous footballer
 whose initials are R.L.

Robert Lewandowski!

I can understand a blog post about volunteering.

- 1 Look at the photo and answer questions 1–2.



- Where are they and what are they doing?
 - Why do you think the young man is there?
- 2 Match photos A–C on page 29 with activities 1–3. Why do you think the people are doing this? Discuss in pairs.
- playing with a child
 - planting trees
 - packing food
- 3 Read the blog. Check your ideas in exercise 2.

» Quick Tip

- Jeśli Twoim zadaniem jest uzupełnić luki w tekście, jak w ćwiczeniu 4, zacznij od pobieżnego, szybkiego przeczytania tekstu.
 - Czytając, nie zatrzymuj się na wyrazach, których nie znasz. Zorientuj się, o czym jest tekst i czego dotyczy jego fragmenty.
 - Przeczytaj zdania, które masz dopasować do luk w tekście. Pamiętaj, że zwykle jedno zdanie podane jest dodatkowo, ale i ono jest związane z tematem tekstu.
- 4 Z tekstu usunięto trzy zdania. Wstaw w każdą lukę 1–3 literę, którą oznaczono brakujące zdanie a–d, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie nie pasuje do żadnej luki.
- I used to sleep in on Saturdays.
 - The activities which we do aren't expensive.
 - I travelled with a group of teenagers who shared the same ambition.
 - Now I do so much more.
- 5 Now listen to the blog and check your answers.

- 6 Read the blog again. Answer the questions. Write: K (Kasia), D (David) or J (Jen).

- Who started to volunteer because of a family member?
- Who says volunteering is popular where they live?
- Who used the Internet to look for information about volunteering?
- Who says volunteering is a very good idea for students at school?
- Who did volunteering in a different country?

- 7 Do you think volunteering is a good idea? Tell your partner what you think. You can use the ideas in the box to help.

be organised difficult
help people / animals / the environment
meet new friends no money
no time for homework / my interests
work in a team

What do you think about volunteering?

I think it's a good idea for people who have some free time and want to make friends.

- 8 Tell your partner which volunteering project in the blog you think is the most important and why. Would you like to do volunteering there?

GUESS WHAT?!

5th December is International Volunteer Day. The USA is the country with the most volunteers around the world.



YOU CAN MAKE A DIFFERENCE!

by Patrick

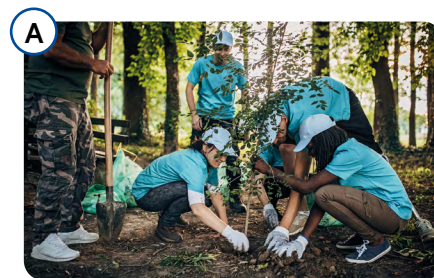


Volunteering is a great way for teens to spend their time. It helps us learn new skills, be more confident, and make new friends.

I've talked to a few teen volunteers who have shared their stories with me.

I'm in my school's Volunteering Club in Warsaw, Poland. Like lots of other people here, we are part of Warsaw Volunteers – a project run by the city of Warsaw. Last Sunday, we went to a forest where we planted 200 trees! I think all school students should do volunteering. I used to hang out with my friends at the weekends. ¹ I can help make our city greener and make new friends, too.

Kasia (13)



First, it was my dad who joined the Refood Volunteer Team. Now we work together! Every Saturday, we volunteer at a **food bank** in Lisbon, where we live. Other volunteers bring food there which we **pack** in boxes and bags for families **in need**. ² Now I like getting up early because I feel I can **make a difference** in someone's life.

David (13)



I did volunteering in Argentina last summer with other students from New York. I found out about this **opportunity** on a website for secondary school students who want to be doctors and nurses. ³ We spent two weeks in a children's hospital where we helped organise fun activities to cheer up the children.

Jen (15)



Glossary

food bank – bank żywności

in need – w potrzebie

make a difference – robić coś wartościowego

opportunity – możliwość

pack – pakować

Find out

9  Do some research to find out about an interesting place for teens to volunteer in a town or city you know. Use the questions below to help. Make notes.

- What is the name of this place?
- Where is it?
- What or who do the volunteers help?
- What do the volunteers do?
- Why do you think it's interesting?

Then tell your class what you found out.

-

- Bart:** Thanks, that was great!

- a** Personally, I don't think so.
- b** I haven't got one, but they're probably a good idea.
- c** I guess it's really important to help people.
- d** To be honest, I'm not a great fan. They're just not my thing.
- e** Not really, but it's good for fitness.

Speaker 4

- No, I didn't!

I can write an email to describe an interesting day and express my opinion.

- Describe photos A–C in exercise 2.
What activities do you think they show?
- Read Sarah's email and check your answers to exercise 1.

Subject: A great activity day!

Hi Barbara,

1 How are you? I hope school is going well. I'd like to tell you about a great activity day which our local community centre organised last Saturday.

2 There were lots of different activities to do. First, I went to a photography workshop which was really interesting. Then, I learnt how to do Zumba, too, with a teacher who used to teach PE at our school!

3 Personally, my favourite activity was the third workshop where they taught us how to upcycle old clothes.

4 The activity day wasn't free, but I guess that was OK. The money went to a children's charity. What do you think about activity days? Are they your thing? Shall we go together next time?

Love,
Sarah



- Read the email again and match topics a–d with paragraphs 1–4.
 - what there was to do
 - introduction
 - what I liked the most
 - extra information

- Przeczytaj odpowiedź Barbary. Uzupełnij w tekście luki 1–3, wybierając właściwą odpowiedź: a, b lub c.

Hi Sarah,

It's great to hear from you! I love activity days and festivals! I ¹ _____ to a fantastic one-day event last week when we had a day off from school.

There was lots to do. I tried some new sports and I ² _____ some new friends. There were some people from my class, too.

Personally, karate was my favourite activity. Guess what! The instructor was a university student ³ _____ parents are our neighbours!

I've got some great photos which I'm going to share online.

Bye!

Barbara

- | | | |
|-----------------|----------------|---------------------|
| 1 a go | b went | c used to go |
| 2 a made | b spoke | c did |
| 3 a who | b that | c whose |

5 Writing project

Write an email to a friend in the UK describing an activity day you went to.

Think

- Where and when was the activity day? Who was there?
- What activities were there? What did you do?
- What was your favourite activity? Why?
- What extra information can you think of?

Write

Write your email.

Hi!

How are you?

Look again and give feedback!

Check your email. Then swap your work with your partner and give him/her feedback.

- Is your email divided into paragraphs?
- Did you use the past simple to describe the activity day?
- Did you use *who/that, which/that, when, where* and *whose* to give details?
- Did you name different activities?

Vocabulary

1 Choose the correct option.

- He usually **stays up late** / **sleeps in** / **has a video call** on Saturdays because he's tired.
- I **write my diary** / **surf the Internet** / **update my study app** every Monday to help me plan my week.
- We **do volunteering** / **do nothing** / **hang out with our friends** at a home for lost animals once a week.
- They **upcycle old clothes** / **collect rocks** / **edit photos** because they like being outdoors.
- She loves fun music so she likes **making candles** / **going mountain biking** / **doing Zumba**.

/5 points

2 Match the endings of sentences a–e with their beginnings 1–5.

- The Sydney Opera House is an amazing
 - The music festival is a one-day
 - I'd love to try some local
 - The Highland Games are an ancient
 - Let's go to the stall and buy a
- tradition in Scotland.
 - souvenir for grandma.
 - event, but it finishes late.
 - food. It looks delicious!
 - venue with a fantastic atmosphere.

/5 points

Grammar

3 Complete the dialogue with the words in the box. There is one extra word.

ago before did didn't use used

- A: What TV programmes did you ¹ to watch when you were a child?
- B: I ² watch much TV. I preferred playing outside.
- A: How often ³ you go to the cinema?
- B: I ⁴ to go with my grandma every Saturday afternoon. There was a cinema near our house 20 years ⁵.

/5 points

4 Complete the sentences. Use: *who, which, that, whose, when* or *where*. Then do the quiz.

- He's a cartoon character _____ best friend is Patrick Star.
- It's a special day _____ we receive presents.
- It's a place _____ we go to see art.
- It's a type of film _____ is scary.
- He's the actor _____ plays Captain Jack Sparrow.



/5 points

Speaking

5 Complete the dialogues with the correct words.

- A: How do you f_____ about collecting stones?
B: To be h_____, I'm not very keen on collecting anything.
- A: I think teens should sleep in sometimes. What's your o_____?
B: P_____, I disagree.
- A: She spends four hours a day surfing the Internet.
B: That's too much! What's your v_____ on this?

/5 points

Check your score!

1.47 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

Challenge!

Follow the instructions.

- Name one good habit and one bad habit.
- Tell your partner two interests you used to have when you were a child.
- Think of a favourite actor and complete the sentence. Then ask your partner to guess who it is. *This is an actor who plays _____.*

For vocabulary revision, go to **My words**, p. 34.For extra grammar explanations, go to **My grammar**, p. 35.



Listening

- 1 Usłyszysz dwukrotnie wypowiedź nauczyciela wygłoszoną na początku roku szkolnego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–3 w poniższej notatce.

SCHOOL CLUBS AND EVENTS!

1 New clubs

There's a Zumba Club.

You can also start ¹ at a new club, Rocky Mountain.

2 Volunteer group

You can meet new people and help people in real situations. Mr Smith says the ² is fantastic.

3 This term's school trip

It's to Stonehenge. Stonehenge is an ³ near Salisbury.

All the information is on the website.

Language functions

- 2 Dla każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję: a, b lub c.

- Kolega mówi, że uczniowie nie powinni odrabiać prac domowych w weekendy. Co mu powiesz?
 - That sounds perfect! Let's do it!
 - To be honest, I disagree. Studying is very important.
 - I'll give that a miss.
- Jak zapytasz, co Twoja koleżanka sądzi o czytaniu książek po angielsku?
 - How about reading in English?
 - Do you often read in English?
 - How do you feel about reading in English?
- Nauczyciel od angielskiego pyta Cię, co sądzisz o nocowaniu u przyjaciół. Co mu powiesz?
 - In my opinion, having a sleepover is great fun.
 - I'd rather stay at home.
 - I used to have sleepovers when I was younger.

Reading

- 3 Przeczytaj trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów.

1 Hi Gina,

Dad isn't happy at the moment. He doesn't think I should sleep in on Sundays, so I can study more. What's your view on this?

Let me know.

Zora

1 Zora wrote this email to

- express thanks.
- give her opinion.
- ask for her friend's opinion.

2 Rob,

There's a mountain biking race in town next week. I'm going to give water and fruit to the cyclists at the end. Why don't you join me? We won't get any money, but there's a free T-shirt for volunteers!

3 **When?** Saturday 5th April

Where? The school gym

How much? €5 a ticket

Come and do Zumba and dance hip-hop all day long! The money we collect will help pay for dance lessons for children who are in need.

2 Both texts are about

- a competition.
- helping people.
- money.

Writing

- 4 Uczestniczyłeś/Uczestniczyłaś w ciekawym wydarzeniu dla młodzieży. W e-mailu do kolegi poznanego za granicą:

- wyjaśnij, co to było za wydarzenie,
- opisz miejsce i atmosferę,
- napisz, co robiłeś/robiłaś i zapytaj kolegę, co sądzi o takich wydarzeniach.

Hi Jack,

I had a great time yesterday.

Move it Day!

Interests and free time activities



collect rocks	zbierać kamienie
do volunteering	być wolontariuszem/ wolontariuszką
do Zumba	tańczyć zumbę
edit photos	edytować zdjęcia
go mountain biking	jeździć na rowerze górkim
hang out with my friends	spędzać czas z przyjaciółmi
have a sleepover	nocować u kogoś, organizować nocowanekę
make candles	robić świece
surf the Internet	surfować po internecie
upcycle old clothes	przerabiać stare ubrania

Habits



do nothing	nic nie robić
have a video call with my grandma	mieć wideorozmowę z babcią
sleep in	pospać dłużej / wylegiwać się w łóżku
stay up late	siedzieć do późna / późno chodzić spać
update my study app	aktualizować aplikację do nauki
write my diary	pisać pamiętnik

Customs and traditions: expressions with adjectives



amazing venue	niesamowite miejsce
ancient tradition	starożytna/dawna tradycja
colourful clothes	kolorowe ubrania
fantastic atmosphere	fantastyczna atmosfera
folk music	muzyka ludowa
local food	lokalne potrawy
one-day event	wydarzenie jednodniowe
unusual custom	nietypowy zwyczaj

Customs and traditions: expressions with verbs



buy a souvenir	kupować pamiątkę
stay overnight	zostać na noc
take part in a competition	brać udział w konkursie
take place	mieć miejsce, odbywać się
watch a parade	oglądać paradę

Real English



What else did you do?	Co jeszcze robiłeś/robiłaś?
That's a weird phone!	Co za dziwny telefon!
In those days ...	W tamtych czasach...
Isn't it cute?	Czy to nie jest urocze?
I'm not sure I agree.	Nie jestem pewien/pewna, czy się zgadzam.

Asking for, giving and justifying opinions



What's your opinion?	Jakie jest Twoje zdanie?
Personally, I think video games are fun!	Osobiście uważam, że gry video to dobra zabawa!
What's your view on this?	Jakie jest Twoje zdanie na ten temat?
In my opinion, reading is more interesting.	Moim zdaniem czytanie jest ciekawsze.
I guess it's relaxing.	Chyba jest odprężające.
How do you feel about video games?	Co sądzisz o grach video?
They're just not my thing.	To po prostu nie moja bajka.
To be honest, I think they're a bit boring!	Szczerze mówiąc, uważam, że są trochę nudne.

Reading and culture



food bank	bank żywności
in need	w potrzebie
make a difference	robić coś wartościowego
opportunity	możliwość
pack	pakować

PAST SIMPLE

Czasu *past simple* użyj, jeśli chcesz powiedzieć o tym, co wydarzyło się w przeszłości, np.: *yesterday, last week/month/year, two days ago, in 2005, in the past, when I was young.*

+ I/He/She **was** at a festival yesterday.
We/You/They **were** here two weeks ago.
I/He/She/We/You/They **took** part in a competition last Saturday.

— I/He/She **wasn't** at school last Friday.
We/You/They **weren't** kind to Jude.
I/He/She/We/You/They **didn't wear** any colourful clothes last week.

? **Were** they in town yesterday?
Did you **skateboard** a lot when you were younger?
Why did they **come** late?

Yes, they **were**. / No, they **weren't**.
Yes, I **did**. / No, I **didn't**.

USED TO

Kiedy chcesz opowiedzieć o zwyczajach lub nawykach z przeszłości, o czymś, co robiłeś/robiłaś regularnie, ale już tego nie robisz, użyj **used to** i czasownika w formie podstawowej.

+ I/He/She **used to** listen to a lot of pop music when I/she/he was younger.
They **used to** stay up late at weekends when they were children.

W zdaniach przeczących użyj **didn't use to** i czasownika w formie podstawowej.

— I/He/She **didn't use to** hang out with my/his/her friends often.
We **didn't use to** stay overnight when we were in nursery.

Aby zapytać o nawyki z przeszłości, użyj **did** oraz **use to** w formie podstawowej.

? **Did** you **use to** live in a small town?
Did she **use to** wear colourful clothes?
What music **did** you **use to** listen to when you were younger?

Yes, I **did**. / No, I **didn't**.

Yes, she **did**. / No, she **didn't**.

WHO/THAT, WHICH/THAT, WHEN, WHERE, WHOSE

Aby przekazać informacje dotyczące osoby, przedmiotu, czasu, miejsca lub relacji, użyj:

→ **who** lub **that**, aby opisać osobę:

This food festival is a perfect place for people **who/that** love trying new things.

→ **which** lub **that**, aby opisać przedmiot:

It's the computer **which/that** I used to play computer games on.

→ **when**, aby określić czas:

I hang out with my friends in the afternoons **when** we don't have any school clubs.

→ **where**, aby opisać miejsce:

There's a music festival in the main square **where** you can listen to folk songs.

→ **whose**, aby opisać relacje między ludźmi lub że coś do kogoś należy:

It is my friend **whose** sister sings in a band.