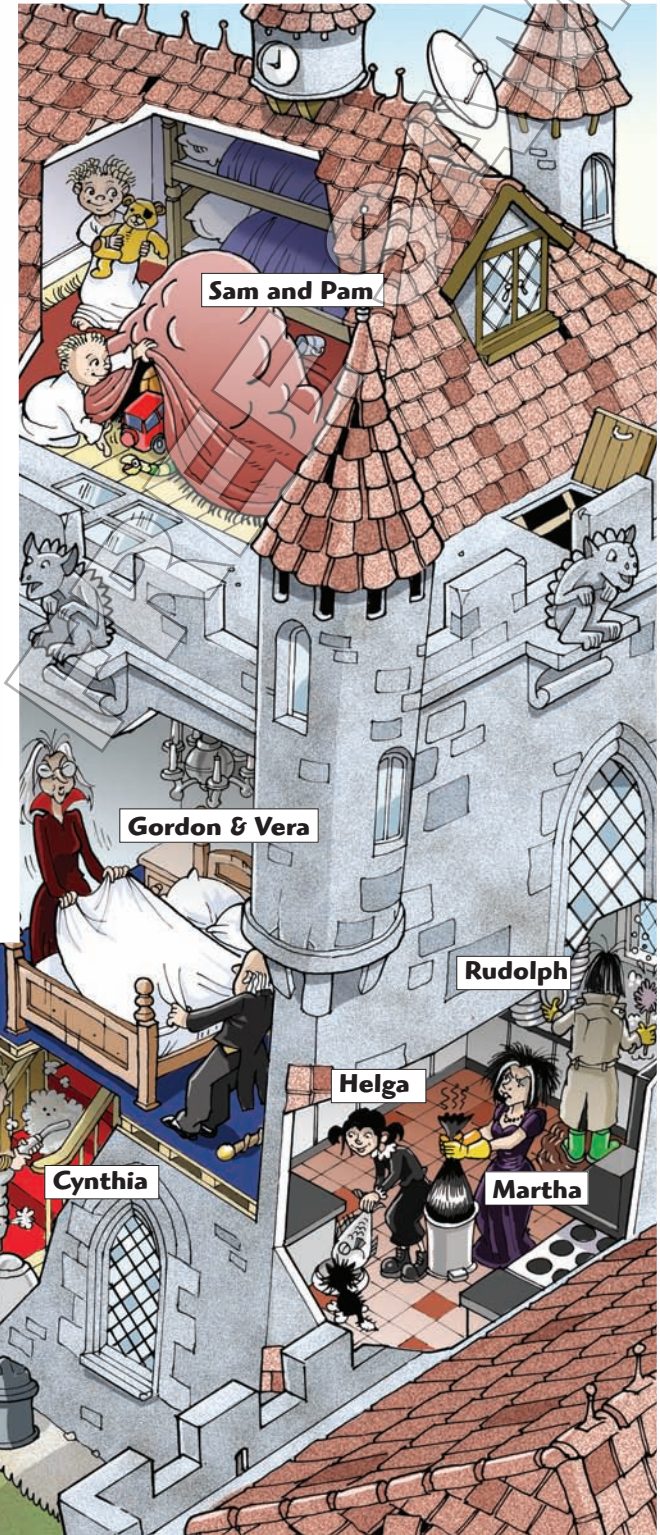
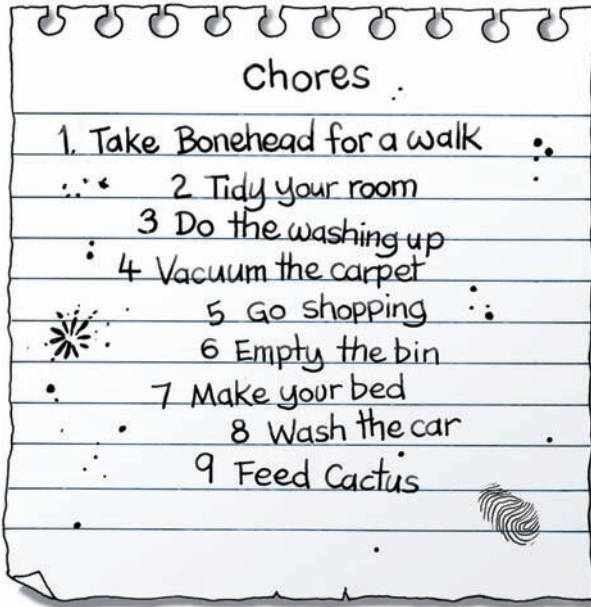


5 Saturday morning chores

I. 5a

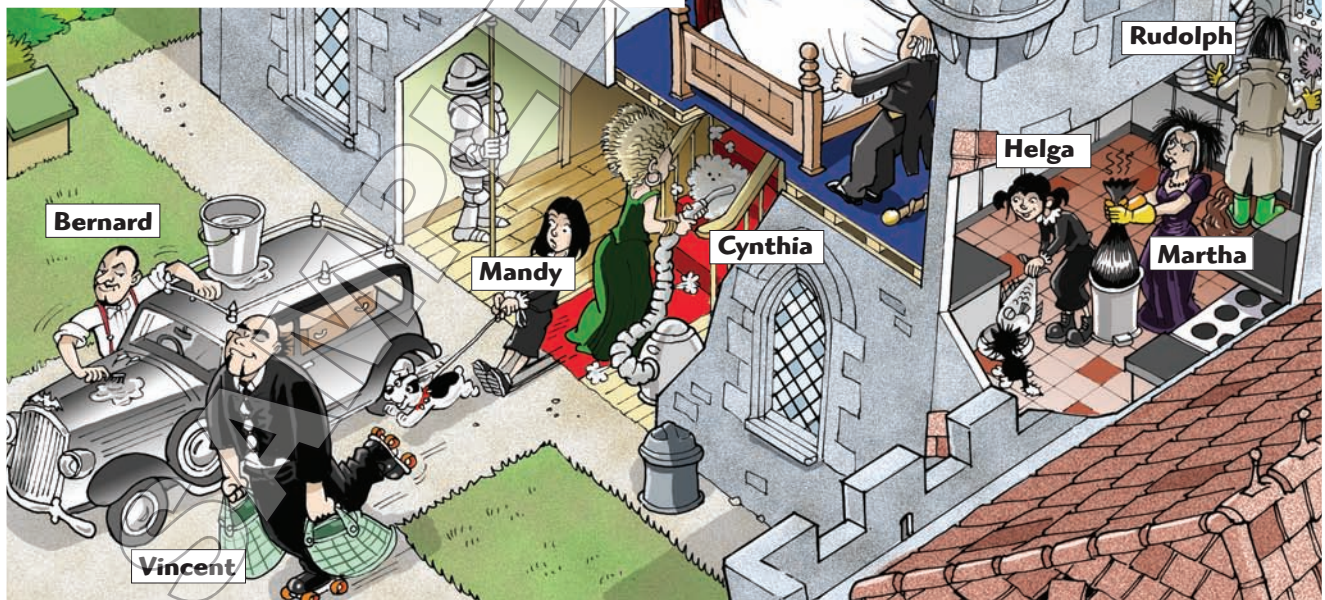
1 Vocabulary

Przeczytaj listę obowiązków. Znajdź na obrazku rysunki przedstawiające różne prace domowe.



2 Presentation

a) ^{1.17} Popatrz na obrazek i posłuchaj nagrania. Co robią członkowie rodziny Gloomów?



b) ^{1.17} Posłuchaj nagrania jeszcze raz. Czy masz podobne obowiązki domowe?



Grammar spot Present continuous

Mandy **is taking** the dog for a walk.
Gordon and Vera **are making** the bed.

Grammar page 96

3 Grammar practice

Popatrz na obrazek z ćwiczenia 2. Napisz, jakie prace wykonują członkowie rodziny Gloomów. Użyj słów z ramki.

wash empty take go make
do vacuum feed tidy

- 1 Sam and Pam are tidying their room.
- 2 Mandy's taking Bonehead for a walk.

- 1 Sam and Pam ____ their room.
- 2 Mandy ____ Bonehead for a walk.
- 3 Martha ____ the bin.
- 4 Bernard ____ the car.
- 5 Gordon and Vera ____ the bed.
- 6 Vincent ____ shopping.
- 7 Cynthia ____ the carpet.
- 8 Rudolph ____ the washing up.
- 9 Helga ____ Cactus.

I. 5b

4 Speaking

a) Znajdź poniższe rzeczy na rysunku z ćwiczenia 2.



raincoat



rubber gloves



toothbrush



fish



roller skates



toys

b) 1.18 Postuchaj pytań. Zastanów się nad odpowiedziami.

- 1 What's Bernard washing with his toothbrush?
- 2 What are Sam and Pam putting under the rug?
- 3 What's Cactus eating?
- 4 What's Martha wearing on her hands?
- 5 What's Rudolph wearing?
- 6 What's Vincent wearing on his feet?

c) Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

What's Bernard washing with his toothbrush?

His car.

5 Class poll

a) Pracujcie w parach lub w małych grupach. Ułóżcie listę obowiązków domowych.

Look after my little brother/sister
Wash the clothes

b) Dowiedźcie się, ile osób z klasy wykonuje te obowiązki. Zapiszcie wyniki na tablicy.

6 Listening

a) 1.19 Postuchaj nagrania. Dopasuj zdania do obrazków.

He's having a shower. She's closing the window.
They're riding their bikes. They're cleaning their teeth.
She's brushing her hair. He's opening the door.

1 She's brushing her hair.

1



2



3



4



5



6



b) Pracujcie w parach. Na zmianę zadawajcie sobie pytania dotyczące obrazków i udzielajcie odpowiedzi.

What's he/she doing? / What are they doing?
He's/She's/They're ...

What's she doing?

She's brushing her hair.

7 Check your English

a) Uzupełnij zdania czasownikami podanymi w nawiasach. Użyj czasu present continuous.

A: What ____ you ____? (do)

B: I ____ my room. (tidy)

A: Where ____ she ____? (go)

B: She ____ to school. (go)

b) Popatrz na obrazek z ćwiczenia 2. Napisz trzy pytania zaczynające się od *What's ...?*, które zadasz koledze/koleżance. Następnie zamknij książkę i wraz z kolegą/koleżanką zadawajcie sobie na zmianę pytania i udzielajcie odpowiedzi.

What's Cynthia vacuuming?

The carpet.

6 Work and play

I. 6a

1 Presentation

a) 1.20 Posłuchaj nagrania i przeczytaj tekst.

SURVEY How often do you ...?

WORK

1 tidy your room



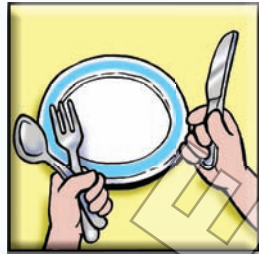
2 do the washing up



3 go food shopping



4 lay the table



PLAY

5 go swimming



6 play computer games



7 surf the Internet



8 hang out with friends



b) 1.21 Posłuchaj odpowiedzi Iana i uzupełnij zdania słowami z ramki.

1 He tidies his room **once or twice a week.**

once	twice	three	four	every	never
morning	day	Sunday	week	weekend	month

- He tidies his room _____ or _____ a _____.
- He does the washing up _____ or _____ times a _____.
- He _____ goes food shopping.
- He lays the table for dinner every _____.
- He goes swimming every Saturday _____.
- He plays computer games every _____.
- He surfs the Internet every _____.
- He hangs out with his friends _____ day after school.

c) 1.21 Posłuchaj nagrania jeszcze raz i sprawdź odpowiedzi.



Grammar spot Expressions of frequency

How often does he tidy his room?
He tidies his room **once or twice a week.**

How often does he go swimming?
He goes swimming **every Saturday morning.**

2 Speaking

a) Uzupełnij kwestionariusz z ćwiczenia 1. informacjami na swój temat. Nie pokazuj odpowiedzi innym osobom z klasy.

1 *twice a week*, 2 *every weekend*, 3 *every morning*,
4 *never ...*

b) Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

How often do you tidy your room?

I tidy my room twice a week.

c) Napisz trzy prawdziwe zdania na temat kolegi/koleżanki.

She plays computer games every evening. She goes swimming ...

My English file

Napisz trzy dodatkowe zdania o Tidy Tedzie.

Ted always does his homework. He does the washing up every day. He never makes a mess...



5 Song

1.22 Na stronie 90 znajdziesz tekst piosenki *Rock star*.

3 Grammar Practice

Adverbs of frequency

a) Napisz pięć zdań o tym, co robisz po lekcjach. Użyj wyrażień podanych w ramkach.

1

always
usually
often
sometimes
never

do my homework
tidy my room.
do the washing up
have a snack
go swimming
surf the Internet
watch TV
hang out with friends

after school.

1 *I always do the washing up after school.*

2 *I usually hang out with my friends after school.*

3 ...

b) Powiedz koledze/koleżance, jak często wykonujesz różne czynności.

I sometimes go swimming after school.

4 Writing

a) Napisz trzy pytania do kolegi/koleżanki, zaczynające się od *How often ...*

1 *How often do you walk to school?*

b) Wymieńcie się pytaniami. Napisz odpowiedzi na pytania kolegi/koleżanki.

1 *How often do you walk to school? Every day.*

6 Check your English



a) 1.23 Posłuchaj nagrania. Dowiedz się, co robi Nyree w podanym czasie.

once or twice a week
always sometimes often
every Saturday afternoon
three or four times a week

b) 1.23 Posłuchaj nagrania jeszcze raz. Wszystkie podane zdania są błędne. Popraw je.

- 1 Nyree sometimes tidies her room.
- 2 She never looks after her little sister.
- 3 She does the washing up every day.
- 4 She goes swimming three or four times a month.
- 5 She goes to the cinema every day.
- 6 She sometimes hangs out with her friends after school.

Lesson objectives

- Talking about things we usually or always do
- Talking about things we are doing now

7 Saving the world

I. 7a

1 Vocabulary

1.24 Znajdź na obrazkach rzeczy wymienione w ramce.

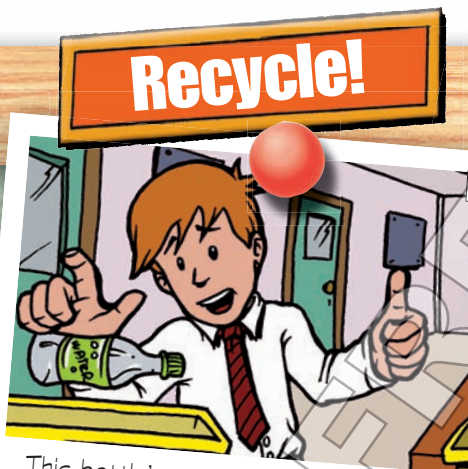
plastic bottles metal cans glass jars
paper cardboard boxes lorry rubbish

2 Presentation

a) 1.25 Posłuchaj nagrania i przeczytaj tekst. Co robią osoby przedstawione na obrazkach?



We don't throw away rubbish at our school. We recycle it and put the rubbish into the correct recycling box.



This bottle's made of plastic and I'm recycling it. I'm putting it into the yellow recycling box.



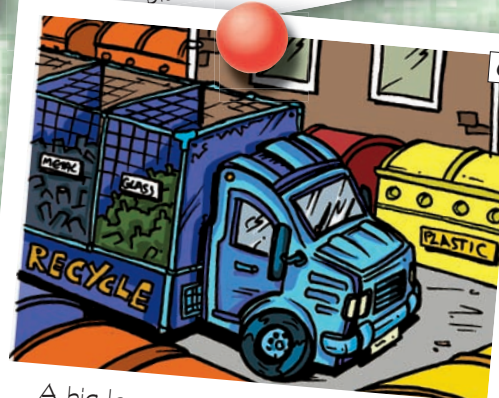
I'm not throwing these cans away. They're made of metal and I'm putting them into the blue recycling box.



We all recycle at our school. This is our school secretary and she's putting the old paper into the green recycling box.



And that's our school cook. Those jars and bottles are made of glass and he's recycling them. That box is made of cardboard. We collect all cardboard boxes at our school and recycle them.



A big lorry comes to the school every Friday and collects all our paper, cardboard, glass, metal and plastic for recycling.

b) 1.25 Posłuchaj nagrania jeszcze raz. Czy w waszej szkole segreguje się śmieci?

3 Comprehension

Popatrz na obrazki ćwiczenia 2. i przeczytaj ponownie tekst. Odpowiedz na pytania.

- 1 What are the children holding in picture 1?
- 2 What's the bottle made of in picture 2?
- 3 Is the girl throwing away the cans in picture 3?
- 4 Where is the secretary putting the paper?
- 5 Is the cook recycling the glass?
- 6 How often does the lorry come to the school?



Grammar spot It/them

This **bottle's** made of plastic. I'm recycling **it**.

Those **jars** are made of glass and he's recycling **them**.

Grammar page 99

1. 7b 4 Speaking

a) Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi na temat poniższych przedmiotów.

What's the bottle made of?

It's made of glass.

What are the wrappers made of?

They're made of ...

1



bottle

2



wrappers

3



can

4



packet

5



pots

6



jar

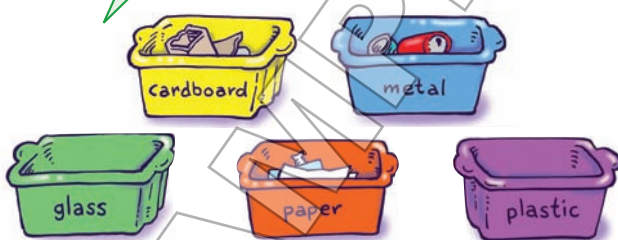
b) 1.26 Postępujcie nagrania i sprawdźcie odpowiedzi.

c) Dopasujcie poszczególne przedmioty z ćwiczenia 4a) do właściwego pojemnika.

Where does the bottle go?

It goes in the green box.

Where do the wrappers go?



Grammar spot Present simple/ present continuous

Present simple

We always **recycle** rubbish.
We **collect** all cardboard boxes.

Present continuous

I'm **recycling** this bottle.
She's **putting** the paper into the green recycling box.

Grammar page 98

5 Grammar practice

a) Popatrz na pokój dziewczynki. Co zauważyłeś/ zauważyłaś?

- 1 She plays *tennis/football*.
- 2 She likes *sweets/chocolate*.
- 3 She goes *swimming/ice-skating*.
- 4 She wears *jeans/skirts*.
- 5 She reads *books/magazines*.



b) Popatrz na obrazek jeszcze raz. Co robi dziewczynka? Które trzy zdania są poprawne?

- 1 She's playing football.
- 2 She's eating a chocolate bar.
- 3 She's ice-skating.
- 4 She's wearing jeans.
- 5 She's reading a book.

6 Check your English

a) Czy poniższe zdania są prawdziwe (T – True), czy fałszywe (F – False) w odniesieniu do ciebie?

- 1 I often eat chocolate.
- 2 I'm eating a bar of chocolate.
- 3 I usually wear jeans.
- 4 I'm wearing jeans.

b) Znajdź w klasie przedmioty wykonane z:

- 1 glass 2 plastic 3 cardboard 4 metal 5 paper

8 Helping at home

I. 8a → 1 Reading

a) 1.27 Posłuchaj nagrania i przeczytaj tekst. Dowiedz się, co oznacza symbol pokazany na zdjęciu 1.

My home's a B&B or a Bed and Breakfast. A B&B is a house with one or two bedrooms for paying guests. In my house there are five bedrooms: two are for guests and three are for my family. We've also got two bathrooms: one for the guests and the other for us.



Durham, England



Ruth, 13

Billy, 12

In the school holidays, my sister Ruth and I help our parents at our B&B. I help my mum make the beds and vacuum the guests' bedrooms. My sister's good at cooking so she helps our dad cook breakfast. Breakfast is very important in a B&B and our guests usually want a full English breakfast with eggs, bacon, sausage, tomatoes, mushrooms and beans. We also help our parents with another important job: talking to the guests and answering their questions.



b) Przeczytaj tekst jeszcze raz. Odpowiedz na pytania.

1 They live in a B&B.

- 1 Where do Billy and his family live?
- 2 What is a B&B?
- 3 How does Billy help at the B&B?
- 4 How does Ruth help at the B&B?
- 5 What are Billy and Ruth doing in Picture 2?
- 6 Can you name the different kinds of food in Picture 3?

2 Listening

a) 1.28 Posłuchaj wypowiedzi Adili. W jaki sposób dziewczynka pomaga swojej mamie?



**Adila, 11,
Dar es Salaam,
Tanzania**

b) 1.28 Posłuchaj nagrania jeszcze raz. Dopasuj wyrażenia z ramki do obrazków.

fetch water from the well cooking dinner
collect wood for the fire shaking out the rugs
sweeping the floor



3 Speaking

Pracujcie w parach lub małych grupach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

Where do Billy and Ruth live?

They live in a B&B.

- Where do Billy and Ruth live?
- How many bedrooms has their house got?
- How do Billy and Ruth help their parents?
- What's a full English breakfast?
- Where does Adila live?
- How does Adila help her mum?
- Why does Adila like going to the well?

4 Writing

W jaki sposób pomagasz w obowiązkach domowych? Napisz listę rzeczy, które robisz i przy których pomagasz. Wykorzystaj ćwiczenia 1. i 2. jako podpowiedzi.

I usually help with the washing up.
I sometimes look after my little sister.
I tidy my room.
I help my dad in the garden.



Fun spot

Word mountain

a) Uzupełnij graf wyrazowy podanymi słowami.

- Musical instrument
- Containers
- Types of hair
- Sports
- Materials
- Chores



skating
bottle metal box
skiing do the washing up
paper curly plastic
make the bed surfing
keyboards cardboard glass
tidy the room sailing
straight lay the table
vacuum the carpet
wavy empty the bin

b) 1.29 Posłuchaj nagrania i sprawdź odpowiedzi.

Review

Check you can do these things.

1 Potrafię używać czasu present continuous, aby powiedzieć o tym, co się teraz dzieje.

Uzupełnij dialog odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu present continuous.



- A: Hi, Kim. What ____ you ____? (do)
 B: I ____ TV. (watch)
 A: What ____ you ____? (watch)
 B: A quiz show. ____ you ____ your homework? (do)
 A: No, I'm not. I ____ a book. (read)
 B: What ____ your brother ____? (do)
 A: He ____ computer games. (play)
 B: ____ he ____ Magic Mountain? (play)
 A: I don't know.

2 Znam nazwy ośmiu obowiązków domowych.

Co robią dzieci pokazane na obrazkach? Ułóż zdania z He's / She's / They're ...

She's laying the table.



3 Umiem prawidłowo użyć wyrażen opisujących częstotliwość.

Ułóż cztery prawdziwe zdania na swój temat, używając:

- 1 every day 2 once or twice a week 3 every afternoon 4 two or three times a month

I watch TV every day.

4 Potrafię prawidłowo użyć przysłówków częstotliwości.

Napisz cztery prawdziwe zdania na swój temat, używając: *always, often, usually, sometimes, never.*

1 *I always walk to school.*

1 I walk to school.

2 I hang out with my friends after school.

3 I surf the Internet.

4 I get up early.

5 Umiem prawidłowo użyć czasu present simple i czasu present continuous.

Wybierz właściwe słowa i uzupełnij pocztówkę.

1 write/'m writing

2 listen/'m listening

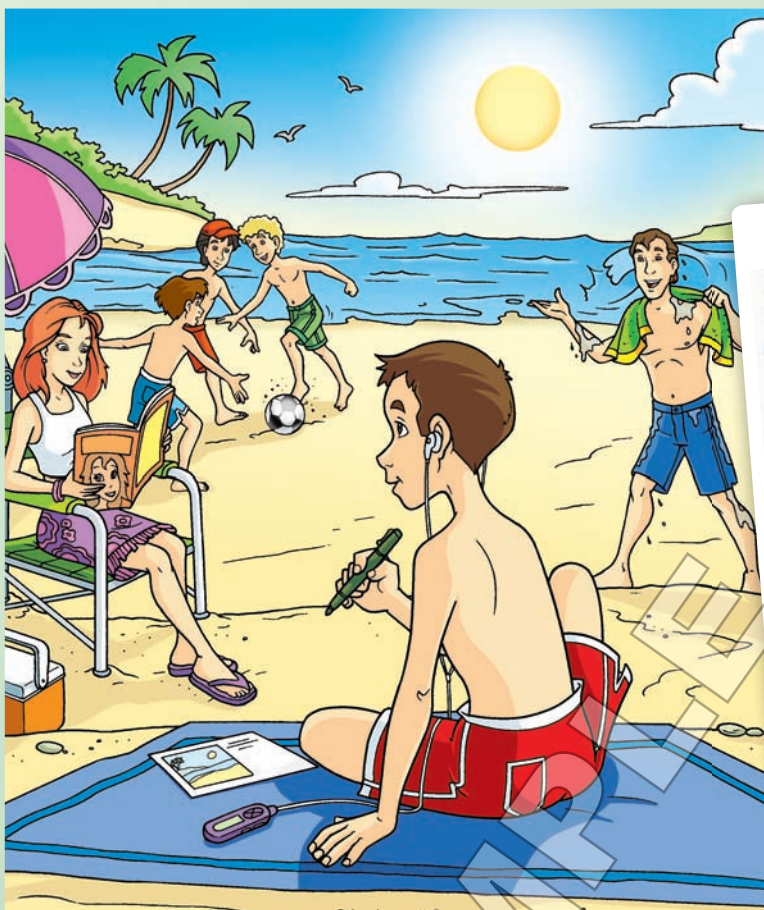
3 come/'m coming

4 play/'m playing

5 go/'m going

6 doesn't like/isn't liking

7 sits/'s sitting



Hi Eric,
 I ¹ _____ this postcard
 on the beach. It's a
 beautiful day and I ² _____
 to music. I ³ _____ to the
 beach every day. I usually
⁴ _____ beach football and
⁵ _____ swimming in the
 sea with my dad. My mum
⁶ _____ sitting in the sun.
 She ⁷ _____ under a beach
 umbrella now.
 See you soon,
 Rich

Eric Jones

6 Umiem powiedzieć, z czego wykonane są różne przedmioty.

Ułóż zdania rozpoczynające się od *It's / They're made of ...* Pierwsze litery szukanych słów zostały podane.

It's made of glass.



g _____



c _____



m _____



p _____



p _____



g _____

Extra special



Guess the object

1 1.30 Postuchaj nagrania. Dopasuj opisy do obrazków.



- 1 It's made of paper. It's new. It's got a picture on the front. You read it.
- 2 They're pink and white. You wear them on your feet. They're expensive.
- 3 It's round. It's made of leather. It's black and white. You can play with it.
- 4 It's long and thin. It's made of plastic. You can measure and draw lines with it.
- 5 They're made of wood. They've got four legs. You can sit on them. You can see them in your classroom.
- 6 They're made of sugar. They're very sweet. They're different colours. Children like them. You can eat them.
- 7 It's made of metal. It's white, yellow and green. You drink from it.
- 8 It's made of plastic. It's long and thin. It's blue. You can write with it.
- 9 It's quite big and heavy. It's made of leather. It's brown. You can carry things in it.



- 2 Pomyśl o jakiejś rzeczy. Nie mów o niej innym osobom z klasy.



- 3 Pracujcie w parach. Na zmianę zadawajcie sobie pytania, aby odgadnąć, o czym każde z was myśli.

Is it/Are they made of wood/plastic/metal/glass/cardboard/silver/leather/sugar ...?

Is it/Are they big/small/long/short/thick/thin/new/expensive ...?

Is it/Are they black/white/yellow/brown/red/blue/green ...?

Can I see it/them in the classroom/at home/in a shop ...?

Can I eat/wear/hold/read ... it/them?

Can I play/write ... with it/them?

Are they big?

Yes, they are.

Can I see them in the classroom?

No, you can't.

Can I wear them?

Yes, you can.

Mini project



- 1 Przeczytaj tekst o robocie Jasmine. Czy masz jakieś pomysły, co jeszcze potrafi robić jej robot?

My Useful Robot



My robot makes breakfast every morning.

She does my Maths homework.

She sings to me every night.

She brings me breakfast in bed on Sunday mornings.



She tidies and cleans my room.

She looks after my little brother.

She eats the food I don't like.



Jasmine

- 2 Wymyśl swojego robota i opisz go. Może być to np. robot sportowy, inteligentny robot, śmieszny robot itp. Dodaj rysunki do opisu.
- 3 Wymień się swoim opisem z osobami z klasy. Wybierzcie najbardziej użytecznego robota.