

Answers Exercise 1 b

- 1 A lizard
- 2 Football fan
- 3 Gareth Gates

LESSON 1

2 Home entertainment

Language contents

Vocabulary: Television programmes, Everyday activities (2)
Grammar: Present simple with adverbs and expressions of frequency, Present continuous
Everyday English: Contrasting the present simple and the present continuous

Unit objectives

Talk about frequent or infrequent activities
 Talk about what you're doing at the moment
 Discuss things you do at home
 Use apostrophes correctly
 Learn good presentation of written work

Quiz time!

- 1 a Przyjrzyj się zdjęciom.
 b Które z tych zdjęć znajdują się w tym rozdziale?

1 a Praca w grupach czteroosobowych. Stwórzcie listę różnych miejsc rozrywki. Co można w nich robić?

Place	Activities
<i>park</i>	<i>play football, meet friends, ...</i>

- b Jakie sposoby na dobrą zabawę w domu potraficie wymienić?

2 Home entertainment

Unit objectives

Talk about frequent or infrequent activities
Talk about what you're doing at the moment
Discuss things you do at home
Use apostrophes correctly
Learn good presentation of written work

Lesson aims

To talk about different kinds and places of entertainment.
To learn a lexical set related to television.

Warm-up

Start the lesson with a warm-up activity. Write the words 'Home entertainment' on the board. Students have two minutes to write as many words as they can from the letters. Ask students to call out their answers and write them on the board. How many did they find? Tell students to open their books at page 20.
You can also ask students about the meaning of 'Home entertainment'. Ask them to provide examples.

Quiz time!

1 a Students look at the pictures. Can they guess what the close-ups are of? Elicit answers and if there is disagreement, ask students to vote. If students can't guess one of the words, write the initial letter on the board to help them.

b Ask students which photos are in the unit.

Ask students what they think the unit is going to be about (*different things we do at home*).

2 a Depending on the number of students in the class, ask them to think of a number between 1 and 3, 1 and 4 or 1 and 5. Then ask the students with the same number to work together in groups of four. Students make a list of places where they can find entertainment. Make it a timed activity and a competition. When the time is up, the representatives of each group name the places they have found. If any other group has the same places, these places are crossed off the list. The winner is the group with the most places not mentioned by anybody else. Finally, elicit the activities that take place in these places.

b Students work in pairs and list ideas for having a good time at home. Then ask the pairs to compare the ideas in groups of four. Finally elicit the ideas from the class.

Teacher's notes

Answers Exercise 3

- 1 the news
- 2 film
- 3 advert
- 4 documentary
- 5 cartoon
- 6 sports programme
- 7 soap opera
- 8 reality show
- 9 game show
- 10 comedy programme

UNIT 2

Vocabulary

Television programmes

3 Przyjrzyj się zdjęciom z różnych programów nadawanych przez telewizję i dopasuj je do podanych wyrazów.

- documentary cartoon reality show
 game show sports programme film
 comedy programme the news
 soap opera advert

4 Podaj tytuł programu telewizyjnego. Czy kolega/koleżanka potrafi powiedzieć, jaki to rodzaj programu telewizyjnego?

Jeden z dziesięciu.

It's a game show.

Pronunciation

Word stress

a **1** **10** Posłuchaj wymowy słów z ćwiczenia 3. Dlaczego niektóre sylaby są podkreślone?

- documentary film
- cartoon comedy programme
- reality show the news
- game show soap opera
- sports programme advert

b **1** **10** Posłuchaj nagrania jeszcze raz i powtórz słowa.



5a Przeczytaj fragmenty programów telewizyjnych. Czy potrafisz odgadnąć, jakie to rodzaje programów?

- a Buy Sunny juice now! Great taste, low price, good mood for the whole day!
- b The Prime Minister is visiting Italy today. In the evening he is going to meet the top Italian politicians.
- c Who is going to win the prize today? £ 50 000 is waiting for one of our contestants!

- d The two best European teams are playing against each other tonight. Who will win the cup? We will know the result in around 90 minutes.
- e You took the money! I'm calling the police, right now!

b Napisz podobny fragment wybranego programu telewizyjnego. Zaprezentuj go klasie. Czy koledzy/koleżanki potrafią odgadnąć, o jaki rodzaj programu chodzi?

Do you know that BBC TV channels don't have adverts?

Answers Exercise 5 a

- a advert
- b the news
- c game show
- d sports programme
- e film

Answers Exercise 1

Jessica – the news

Tim – films

Rob – reality shows

LESSON 2

Reading

- 1  11 Przeczytaj tekst. Dopasuj do zdjęć trzy najbardziej lubiane przez nastolatki rodzaje programów telewizyjnych.

A recent report says that British teenagers watch between two and a half and three hours of TV every day! And the teenagers say that the TV is always on in their homes, even when nobody watches it! We speak to three teenagers and see what they say about TV.



Jessica

I always watch the news – I watch it once or twice a day. I usually watch TV when I get home from school and when I have dinner. But I hardly ever watch TV after dinner because I do my homework then and I can't concentrate when the TV is on.



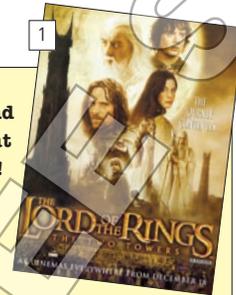
Tim

I love watching films. I watch them three or four times a week. My favourite films are action films and comedy films. I also like tennis and motorcycling so I sometimes watch sports programmes, but only at the weekend. I never watch reality shows – I hate them!



Rob

I watch cartoons at breakfast every morning. But my favourite programmes are reality shows. I always watch *Big Brother*, *Pop Idol* and programmes like that. I often watch them when I do my homework and when I have dinner. I don't often watch TV at lunch time but that's because I have lunch at school!



- 2 Przeczytaj tekst jeszcze raz i zdecyduj, czy podane zdania opisują Jessicę, Tima, czy Roba.

- a This person loves reality shows. *Rob*
- b This person watches cartoons.
- c This person doesn't normally watch TV when doing homework.
- d This person is interested in sport.
- e This person eats lunch at school.
- f This person says he doesn't like programmes like *Big Brother* or *Pop Idol*.
- g This person is a TV addict!

Living in Britain

In a recent report the number one programme for teenagers was *EastEnders*, a soap opera about life in an area of London. Another popular soap opera, *Coronation Street*, started in 1960 and is on TV four times a week! There are also popular soap operas from Australia.

22

Answers Exercise 2

a *Rob*

b *Rob*

c *Jessica*

d *Tim*

e *Rob*

f *Tim*

g *Rob*

Grammar

Adverbs of frequency

Optional activity

Play a game where one student says the first word of a sentence he or she is thinking of. The next person has to add one more word and so on round the class. The sentence must make grammatical sense, though the meaning may seem stupid. The aim is to not finish the sentence, and the person who does is 'out'. The next student then starts a new sentence. Ask one person in the class to count up the number of words in each sentence.

- 3 Draw students' attention to the examples in the grammar box. Students answer the questions in their notebooks.

See	Language Guide, page 28
	Grammar Summary, pages 132-134

Language focus

You could ask students to give a % for each adverb of frequency to check their comprehension (100% *always*, 80% *usually*, 60% *often*, 30% *sometimes*, 10% *hardly ever*, 0% *never*). Tell students that adverbs of frequency go after the auxiliary verb in negative sentences (e.g. *I don't usually watch TV when I get home*). You could point out that adverbs of frequency are usually used with the present simple tense.

- 4 Ask students to write the sentences in the correct order in their notebooks. Elicit the answers and praise correct pronunciation of the adverbs of frequency. Pay special attention to *usually* /ju:ʒəli/ and point out that *often* can be pronounced /'ɒfən/ or /'ɒftən/.

- 5 Students complete the sentences in their notebooks with adverbs from the box to make statements that are true about themselves. Elicit answers from around the class.

Grammar

Expressions of frequency

- 6 Draw students' attention to the three sentences in the grammar box. Students write the answers to the questions in their notebooks.

See	Language Guide, page 28
	Grammar Summary, page 133

- 7a Students write sentences about Jim in their notebooks, using adverbs of frequency.
- b Students put the activities from 7a in order of frequency.

Speaking

- 8 Students read the speech bubbles and take it in turns to ask and answer questions about the activities in exercise 7 modelled on this exchange. Weaker students could prepare their questions and answers first.

Extra Activity

To round off the class or as an activity for fast finishers, tell students to go to the extra activity on page 130, Unit 2, page 23.

H	Homework
	Workbook, Grammar, pages 15-16; Reading, page 19

Teacher's notes

Answers Exercise 3 a and b

- a Sentences are organized from very frequent to very infrequent.
- b Adverbs of frequency go before the main verb.

Answers Exercise 6

- a Once
- b Twice
- c They are at the end of the sentence.

UNIT 2

Grammar
Adverbs of frequency

Adverbs of frequency

- a I **always** watch *Big Brother*.
- b I **usually** watch TV when I get home.
- c I **often** watch them.
- d I **sometimes** watch sports programmes.
- e I **hardly ever** watch TV after dinner.
- f I am **never** late to watch the News.

3 Przyjrzyj się podanym zdaniom i odpowiedz na pytania.

- a How are sentences a – f organized?
 - 1 From **very frequent** to **very infrequent**
 - 2 From **very infrequent** to **very frequent**
- b What is the position of the adverbs of frequency?
- c What is the position of the adverbs of frequency in the sentence with the verb to be?

Zobacz [Language Guide, strona 28](#)
[Grammar Summary, strony 132-133](#)

4 Ułóż wyrazy w odpowiedniej kolejności.

- a goes He school always to.
- b adverts never watches She the.
- c ever hardly friend My comics buys.
- d teacher dictionary, a usually The brings.
- e sometimes programmes late The start.

5 Uzupełnij zdania zgodnie z prawdą, wstawiając przysłówki z ramki.

sometimes	hardly ever	usually	always
	never	often	

- a I watch cartoons.
I often watch cartoons.
- b I watch the news.
- c I watch documentaries.
- d I watch reality shows.
- e I watch films.
- f I watch comedy programmes.

Grammar
Expressions of frequency

Expressions of frequency

- a I watch it **once or twice a day**.
- b I watch them **three or four times a week**.
- c I watch cartoons at breakfast **every morning**.

6 Odpowiedz na pytania.

- a What word in **bold** means 'one time'?
- b What word in **bold** means 'two times'?
- c What is the position of the expressions of frequency in the sentences?

Zobacz [Language Guide, strona 28](#)
[Grammar Summary, strona 133](#)

7 a Napisz całe zdania dotyczące Jima.



- a wash the dishes / every evening
- b eat pizza / every Saturday
- c play tennis / four times a week
- d drink milk / twice a day
- e wash his hair / three times a week

b Uszereguj czynności z ćwiczenia 7a. Zaczynj od tej, którą wykonujesz najczęściej.

Speaking

8 Praca w parach. Zadajcie pytania dotyczące czynności z ćwiczenia 7. i odpowiedzcie na nie.

How often do you wash the dishes?
Once a week.

Extra Activity
Zobacz: strona 130

Answers Exercise 4

- a He **always** goes to school.
- b She **never** watches the adverts.
- c My friend **hardly ever** buys comics.
- d The teacher **usually** brings a dictionary.
- e The programmes **sometimes** start late.

Answers Exercise 7 b

- d, a, c, e, b

Answers Exercise 7 a

- a Jim washes the dishes every evening.
- b Jim eats pizza every Saturday.
- c Jim plays tennis four times a week.
- d Jim drinks milk twice a day.
- e Jim washes his hair three times a week.

Answers Exercise 1

- | | |
|------------------------------|-------------------------------|
| cook – Dad | do homework – Helen |
| take the rubbish out – Frank | make the bed – Dan |
| watch TV – Jackie | read a magazine – Grandmother |
| play computer games – Ben | do the ironing – Mum |

Answers Exercise 5

- soap opera.
- hates
- never
- is
- because he wants pocket money.

LESSON 3

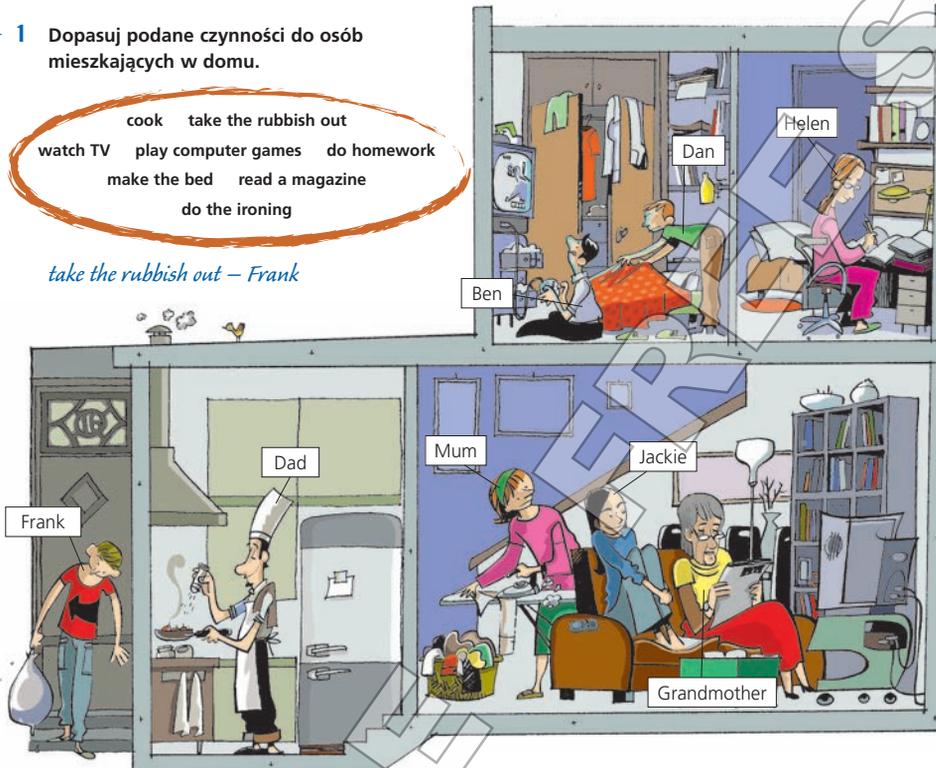
Vocabulary

Everyday activities (2)

- 1 Dopasuj podane czynności do osób mieszkających w domu.

cook take the rubbish out
 watch TV play computer games do homework
 make the bed read a magazine
 do the ironing

take the rubbish out – Frank



- 2 **1** **12** Posłuchaj, sprawdź i powtórz.

- 3 Jak często wykonujesz czynności z ćwiczenia 1.?

I take the rubbish out every night.

Listening

- 4 **1** **15** Dan i Jackie rozmawiają przez telefon z chłopcem o imieniu Josh. Posłuchaj rozmowy i odpowiedz na dwa pytania.

- Who speaks to Josh first, Dan or Jackie?
- What problem has Josh got?

24

- 5 **1** **13** Posłuchaj nagrania jeszcze raz i wybierz właściwą odpowiedź.

- Victoria Hospital is a *documentary*/a *soap opera*.
- Josh *likes/hates* soap operas.
- Dan *never/always* tidies up his bedroom.
- Dan *is/isn't* good at Spanish.
- Dan is tidying up *because he likes tidying up/because he wants pocket money*.

- 6 **1** **13** Posłuchaj nagrania jeszcze raz. Czy podane zdania są prawdziwe, czy fałszywe?

- Jackie and her grandmother are watching *Victoria Hospital*.
- Josh is doing his Spanish homework.
- Dan is doing his homework at the moment.

Answers Exercise 4

- Jackie speaks to Josh first.
- Josh has got a problem with his Spanish homework.

Answers Exercise 6

- True
- True
- False. Dan is making the bed at the moment.

Lesson aims

To learn a lexical set related to everyday activities at home.

To revise the present continuous in affirmative and negative sentences, and in question form.

Warm-up

To start the class, you could write the words for the different rooms in a house (*bathroom, living room, bedroom, kitchen, hall, dining room*) on the board. Students write down an activity that they associate with each room. Ask students to open their books at page 24 and see if they can find more everyday activities associated with the rooms in the house.

Vocabulary

Everyday activities (2)

- 1 Students match the activities in the box with the people in the house. Students compare their answers.
- 2  12 Let students listen to the track and check their answers. Play the track again for students to repeat the words.

Tapescript Exercise 2

Dad usually cooks.
Frank usually takes out the rubbish.
Jackie often watches TV.
Ben sometimes plays computer games.
Helen always does her homework.
Dan hardly ever makes the bed.
Grandmother often reads a magazine.
Mum always does the ironing.

- 3 Students write how often they do the activities in exercise 1 in their notebooks. Walk round, helping students with new vocabulary. Students could compare their answers.

Optional activity

To follow up this activity, you could ask different students to read out their sentences and discuss who should make the beds and do the cooking, ironing, etc.

Listening

- 4  13 Give students time to read the two questions. Play the track to allow students to listen for the information they need to complete the exercise.

Tapescript Exercise 4

Josh: Hello? Jackie?
Jackie: Yeah, it's me. Hi, Josh.
Josh: Hi. What are you doing?
Jackie: I'm here with my grandmother. We're watching the TV, it's my favourite programme, 'Victoria Hospital'.
Josh: Oh no, 'Victoria Hospital'? A soap. I hate soaps. Listen Jackie. Is your brother there?
Jackie: Yeah. He's tidying up his bedroom.
Josh: Tidying up his bedroom? But he never tidies up! Listen. I need to speak to him.
Jackie: OK, wait a second. (Sounds)
Dan: Hi, Josh.
Josh: Hi, Dan. Listen. I'm doing my homework at the moment and I've got a problem with my Spanish. You're good at Spanish. Can you help me?
Dan: I dunno. What is it?
Josh: How do you say 'revista' in English?
Dan: 'Revista' is 'magazine'.
Josh: Oh, thanks. Are you doing your homework too?
Dan: No, I'm not. My mum and dad are cooking and doing the ironing, so I'm helping them by tidying up my bedroom. Ben isn't helping, he's just playing computer games. And Grandma and Jackie aren't doing much. I think it's important to help around the house.
Josh: Dan, are you tidying up because of that or because you want your pocket money?
Dan: Errm, well, yeah, I want my pocket money.
Josh: Hmm.

- 5  13 Let students listen to the track again and choose the correct alternatives.
- 6  13 Ask students to read the three sentences. Let students listen to the track again and say if the sentences are True or False.

Answers Exercise 7

- a To make the present continuous we always need the verb be and the -ing form (e.g. going).
- b The present continuous describes activities in progress at the moment.
- c We use time expressions like 'now' and 'at the moment' with the present continuous.

Answers Exercise 9

- a is doing
- b is going
- c are not relaxing
- d is sitting
- e is cooking
- f is reading

Grammar

Present continuous

Present continuous

Affirmative

- a I'm **doing** my homework at the moment.
- b He's **tidying** up his bedroom.

Negative

- c He **isn't helping**.
- d Grandma and Jackie **aren't doing** much.

Questions

- e What **are you doing**? We're watching TV.
- f **Are you doing** your homework?
Yes, I am./No, I'm not.

7 Wybierz poprawną odpowiedź.

- a To make the present continuous we always need the verb *be/do* and the *infinitive/-ing form*.
- b The present continuous describes *routine activities/activities in progress at the moment*.
- c We use time expressions like *now, at the moment/always, usually, every day* with the present continuous.

Zobacz

Language Guide, strona 28
Grammar Summary, strony 133-134

8 Wybierz poprawną odpowiedź.

- a Jackie's dad *is/are* cooking.
- b Jackie *isn't/is'nt* reading a magazine.
- c Jackie's mum and dad *is/are* doing work in the house.
- d Dan's mum and dad *arent/aren't* sitting down.

Answers Exercise 8

- a is
- b isn't
- c are
- d aren't

UNIT 2

9 Uzupełnij zdania czasownikami z nawiasów.

- a Jackie's mum _____ (do) the ironing.
- b Frank _____ (go) out of the house.
- c Jackie's mum and dad _____ (not relax).
- d Jackie _____ (sit) down.
- e Dad _____ (cook) dinner.
- f Grandmother _____ (read) a newspaper.

10 Uzupełnij pytania.



- a _____ you speaking English now?
- b What _____ your teacher doing at the moment?
- c _____ your friends studying now?
- d What _____ you wearing today?
- e _____ your mum working right now?
- f What _____ I doing?
- g Why _____ we doing this exercise?
- h _____ you having a good time?

Speaking

11 Praca w parach. Zadajcie pytania z ćwiczenia 10. i odpowiedzcie na nie.

Are you speaking English now?

Yes, I am.

Answers Exercise 10

- a Are
- b is
- c Are
- d are
- e Is
- f am
- g are
- h Are

Answers Exercise 2

- a are you doing
- b 're watching
- c do
- d 's starting

Everyday English

Contrasting the present simple and the present continuous

- 1  14 Marcos i Emma rozmawiają przez telefon. Posłuchaj ich rozmowy i dowiedz się, dlaczego Marcos jest niezadowolony.



- 2  14 Posłuchaj nagrania jeszcze raz. Wskaż formy, które słyszysz.

- Emma Hello?
 Marcos Hi, Emma. Where are you?
 Emma I'm at Colin's house.
 Marcos Why? What (a) *do you do/are you doing* there?
 Emma We (b) *watch/'re watching* a film. What's the problem?
 Marcos It's Tuesday. We always (c) *do/are doing* our homework together on Tuesday.
 Emma Well, not this Tuesday, Marcos. Oh, the film (d) *starts/'s starting* again now. See you tomorrow.
 Marcos Bye.

Look at this!

- a Którego czasu używamy, aby mówić o nawykach i czynnościach, wykonywanych regularnie – *present simple* czy *present continuous*?
- b Którego czasu używamy, aby mówić o czynnościach trwających w danej chwili – *present simple* czy *present continuous*?
- c Jakie określenia czasu, pojawiające się w rozmowie, pomogły ci zdecydować, którego czasu użyć?

- 3 Napisz podobną rozmowę i przećwicz ją z kolegą/koleżanką.

26

Dialogue builder

- A: Hello?
 B: Hi, (a) _____. Where are you?
 A: I'm (b) _____.
 B: Why? What are (c) _____ there?
 A: I'm (d) _____. Why? What's the problem?
 B: It's Saturday. We always (e) _____ on Saturdays.
 A: Sorry, but today I (f) _____.
 B: OK. See you tomorrow.

- 4 Uzupełnij rozmowę telefoniczną czasownikami we właściwej formie czasu *present simple* lub *present continuous*.



- Brian Hello?
 Vicky Hello, Brian. Where are you?
 Brian I'm at the football stadium. I (a) _____ (watch) a match with my dad. Why?
 Vicky Why? Because it's Thursday. We usually (b) _____ (go) to the cinema on Thursdays.
 Brian Yes, but I always (c) _____ (watch) United with my dad. They (d) _____ usually _____ (not play) on Thursdays, but today they (e) _____ (play) a Cup match. (f) _____, you _____ (watch) TV at the moment?
 Vicky Yes, I (g) _____ (be). My mum and I (h) _____ (watch) a film.
 Brian Well, turn to Channel 5. The match is on. I (i) _____ (say) 'hello' to the camera right now!

Answers Look at this!

- a The present simple is used for routines.
- b The present continuous is used for actions in progress at this moment.
- c Always (present simple) and now (present continuous).

Answers Exercise 4

- a am watching
- b go
- c watch
- d don't usually play
- e are playing
- f Are you watching
- g am
- h are watching
- i am saying

Contrasting the present simple and the present continuous

Lesson aim

To learn how and when to use the present simple and the present continuous.

- 1  14 Play the dialogue once and ask students to find out why Marcos isn't happy. (*Emma is watching a film at Colin's house.*)

Tapescript Exercise 1

Emma: Hello?

Marcos: Hi, Emma. Where are you?

Emma: I'm at Colin's house.

Marcos: Why? What are you doing there?

Emma: We're watching a film. What's the problem?

Marcos: It's Tuesday. We always do our homework together on Tuesday.

Emma: Well, not this Tuesday, Marcos. Oh, the film's starting again now. See you tomorrow.

Marcos: Bye.

- 2  14 Let students listen to the track again, read the dialogue and choose from the alternatives they hear. Students could compare in pairs before you check their answers.

Look at this!

Students read and answer the questions about the present simple and continuous tense. Go through the answers, then let students copy the correct versions into their notebooks.

- 3 Students write and practise a similar dialogue with a partner. Ask different pairs to perform their dialogue for the class.
- 4 Students put the verbs in the phone conversation in the correct forms of the present simple and present continuous. Students could practise the dialogue in pairs. Fast finishers could swap roles and practise the dialogue again.



Homework

Workbook, *Everyday English*, page 18

Teacher's notes

Answers Exercise 2

- a We've got two televisions. (contraction)
- b I often watch TV in Helen's room. (possessive 's)
- c I don't cook. (contraction)
- d I'm interested in animals. (contraction)
- e Helen and I are looking after my uncle's cat. (possessive 's)

Answers Exercise 3

- a My brother's room is big.
- b Her father's a painter.
- c They've got their French exam today.
- d We're tidying up the living room.
- e My friends don't watch TV.
- f He's watching his mum's favourite programme.

Writing

Apostrophes

- 1 Przeczytaj, jak Claire spędza czas w domu. Czy masz wiele wspólnego z Claire? Zrób listę.



'I only watch TV on Saturdays and Sundays. We've got two televisions in our house. One's in the living room and the other's in my big sister's room. At the weekend I often watch TV in Helen's room. We watch comedy programmes because they're her favourite type of programme. I always tidy my bedroom and make my bed but I don't cook. I'm interested in animals. We've got two canaries and they're beautiful. At the moment Helen and I are looking after my uncle's cat too!'

Look at this!

Czerwone symbole pojawiające się w tekście to apostrofy. Używamy ich w formach skróconych (np.: *He's Polish = He is Polish*) i w dopełniaczu (np.: *Bill's bike = the bike of Bill*).

- 2 Przyjrzyj się podanym fragmentom opisu Claire. Które zdania zawierają formy skrócone (contractions), a w których występują rzeczowniki w dopełniaczu (possessive 's)? Napisz pełną formę w zdaniach zawierających formę skróconą.

- a We've got two televisions.
We've got = We have got
- b I often watch TV in Helen's room.
- c I don't cook.
- d I'm interested in animals.
- e Helen and I are looking after my uncle's cat.

- 3 W podanych zdaniach umieść apostrofy we właściwym miejscu. Jak brzmią te zdania w języku polskim?

- a My brothers room is big.
- b Her fathers a painter.
- c They've got their French exam today.
- d Were tidying up the living room.
- e My friends dont watch TV.
- f Hes watching his mums favourite programme.

- 4 Uzupełnij zdania mówiące o tym, jak ty spędzasz czas w domu. Pomoże ci tekst z ćwiczenia 1.

- a I watch TV _____.
- b I watch _____ programmes because they _____.
- c We've got _____ in our house.
- d At the weekend I _____.
- e I always _____ but I don't _____.
- f I'm interested in _____.

Jak się uczyć?

Dbalność o estetykę

- 1 Przyjrzyj się zdaniom napisanym przez ucznia. Nie zawierają żadnych błędów językowych. Czy jednak coś cię w nich razi?

A I watch TV on Fridays and Saturdays because I've got much free time.
 b I watch sports programmes because they're very good and sport's my favourite hobby.

- 2 Pamiętaj! Przy wykonywaniu zadań z języka angielskiego równie ważne są estetyka pracy i staranne pismo.

Extra Activity

Zobacz: strona 130

Answer Study Techniques

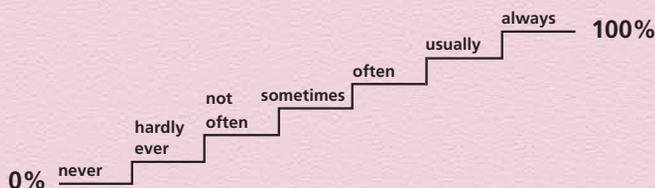
Although there are no mistakes in the English, the handwriting is messy and there are things crossed out.

Unit 2

Language

Grammar

Adverbs of frequency



- Przysłówek częstotliwości (*adverbs of frequency*) używamy, aby powiedzieć, jak często jakaś czynność jest wykonywana.
- Przysłówki częstotliwości zazwyczaj stawiamy przed czasownikiem głównym, np.:
I usually walk to school.
- W zdaniach przeczących przysłówki częstotliwości również stawiamy przed czasownikiem głównym, np.:
I don't often walk to school.
- Przysłówki częstotliwości stawiamy po czasowniku *to be*, np.:
I'm always happy. He's often at home.

Zobacz [Grammar Summary, strony 132-133](#)

Expressions of frequency

Once a day/week/year

Twice a day/week/year

Three/Four/Five times a day/week/year

Every day/week/year

- Once* = raz
- Twice* = dwa razy
- Tego typu określenia częstotliwości zwykle stawiamy na końcu zdania, np.:

He comes to my house three times a week.

Zobacz [Grammar Summary, strona 133](#)

Present continuous

Affirmative (+)

I	'm (am)	
You	're (are)	
He/She/It	's (is)	working.
We	're (are)	running.
You	're (are)	playing.
They	're (are)	

Negative (-)

I	'm not (am not)	
You	aren't (are not)	
He/She/It	isn't (is not)	working.
We	aren't (are not)	running.
You	aren't (are not)	playing.
They	aren't (are not)	

- Czasu teraźniejszego ciągłego (*present continuous*) używamy, aby mówić o czynności trwającej w obecnej chwili.
- Zdanie w czasie *present continuous* musi składać się z następujących elementów:
Podmiot + *be* + czasownik + *ing*, np.:
I am reading.
- W pytaniach szyk wyrazów jest następujący:
Be + podmiot + czasownik + *ing*, np.:
Am I reading?
- W krótkich odpowiedziach nie powtarzamy czasownika + *ing*, np.:
Are you reading? Yes, I am. ✓ Yes, I am reading. ✗

Zobacz [Grammar Summary, strony 133-134](#)

Guide

Question form (?)

Am I

Are you

Is he/she/it

Are we

Are you

Are they

working?

running?

playing?

Short answers

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 **are**./No, we **aren't**.

Yes, you **are**./No, you **aren't**.

Yes, they **are**./No, they **aren't**.

Spelling

Verb + -ing

- Zwykle końcówkę *-ing* dodajemy do czasownika, aby utworzyć formę czasu ciągłego, np.:
jump – jumping study – studying sleep – sleeping
- Jeżeli czasowniki kończą się na literę *-e*, pomijamy *-e* przy dodawaniu końcówki *-ing*, np.:
have – having make – making dance – dancing
- Jeżeli czasownik ma tylko jedną sylabę i kończy się na jedną samogłoskę i jedną spółgłoskę (z wyjątkiem *w, x* lub *y*), podwajamy ostatnią spółgłoskę przy dodawaniu końcówki *-ing*, np.:
put – putting swim – swimming sit – sitting

Vocabulary

Television programmes



advert



cartoon



comedy programme



documentary



film



game show



reality show



soap opera



sports programme



the news

Zobacz

zeszyt ćwiczeń, strona 91

Everyday activities (2)



cook



do homework



do the ironing



make the bed



play computer games



read a magazine



take the rubbish out



watch TV

Zobacz

zeszyt ćwiczeń, strona 91



Unit 2 Progress Check

Wykonaj ćwiczenia i oceń swoją wiedzę. Zakreśl 1 (jeszcze nie całkiem umiem), 2 (dobrze umiem) lub 3 (doskonale umiem).

Television programmes

1 2 3

1 Przetwórz litery, tak aby powstały nazwy rodzajów programów telewizyjnych.

- | | |
|---------------|--------------------|
| a notraco | e trosps meapormgr |
| b posa proea | f limf |
| c mega wosh | g het sewn |
| d treacomundy | h alteryi owsh |

Everyday activities (2)

1 2 3

2 Dopasuj wyrazy do zwrotów, aby powstało pięć nazw codziennych czynności.

- a take out
- b play
- c do
- d make
- e do

- the ironing
- the bed
- homework
- computer games
- the rubbish

Adverbs and expressions of frequency

1 2 3

3a W każdym zdaniu wstaw we właściwym miejscu wyraz lub zwrot.

- a John watches the news. (hardly ever)
- b I am late for school. (never)
- c My friends travel by plane. (never)
- d We study maths. (three times a week)
- e I drink milk. (every day)
- f My parents are at home on Sundays. They read books or watch TV. (usually)
- g My brother doesn't go to concerts. (often)

b Które zdania mówią o często wykonywanych czynnościach, a które o czynnościach wykonywanych rzadziej?

Present continuous

1 2 3

4 Napisz po jednym zdaniu twierdzącym i przeczącym do każdego obrazka.



He's swimming. *He isn't swimming. He's running.*

a



She's watching TV. _____

b



They're making the beds. _____

c



She's writing. _____

d



He's sleeping. _____

Contrasting the present simple and the present continuous

1 2 3

5 W każdym zdaniu wybierz poprawną formę.

- a He *washes/is washing* his hair every day.
- b At the moment she *tidies up/is tidying up* her bedroom.
- c Once a week I *visit/am visiting* my grandmother.
- d We always *go/are going* by car.
- e My sister *talks/is talking* on the phone now.

Jeśli zakreśliłeś/zakreśliłaś 1 lub 2 przy niektórych zagadnieniach, powinieneś/powinnaś je powtórzyć.

Zobacz

Language Guide, strony 28-29

zeszyt ćwiczeń, Revision, strona 21

Lesson aims

To revise the material from Unit 2.
Students evaluate their progress.

Ask students to do the activities and self-evaluate their knowledge. Students whose knowledge is not satisfactory are referred to *Consolidation* and students who know the material well are referred to *Extension* in the *Workbook*. These could be assigned as homework.

Television programmes

1 Answers Exercise 1

- | | |
|---------------|--------------------|
| a cartoon | e sports programme |
| b soap opera | f film |
| c game show | g the news |
| d documentary | h reality show |

Everyday activities (2)

2 Answers Exercise 2

- a take out / the rubbish
- b play / computer games
- c do / the ironing
- d make / the bed
- e do / homework

Present simple with adverbs and expressions of frequency

3a Answers Exercise 3 a

- a John hardly ever watches the news.
- b I am never late for school.
- c My friends never travel by plane.
- d We study maths three times a week.
- e I drink milk every day.
- f My parents are usually at home on Sundays.
They usually read books or watch TV.
- g My brother doesn't often go to concerts.

b Answers Exercise 3 b

- | | |
|--------------|------------|
| a infrequent | e frequent |
| b infrequent | f frequent |
| c infrequent | g frequent |
| d frequent | |

Present continuous

4 Answers Exercise 4

- a She isn't watching TV. She's doing her homework.
- b They aren't making the beds. They're cooking.
- c She isn't writing. She's listening to music.
- d He isn't sleeping. He's playing tennis.

Contrasting the present simple and the present continuous

5 Answers Exercise 5

- a He washes his hair every day.
- b At the moment she is tidying up her bedroom.
- c Once a week I visit my grandmother.
- d We always go by car.
- e My sister is talking on the phone now.

Optional activity

For further revision you might use photocopiable materials from the *Teacher's Resource File* (*Revision, Consolidation* and *Extension* worksheets for Unit 2).



Homework

Workbook, Revision/Consolidation/Extension, pages 21-23

Teacher's notes

Answer Exercise 3

Friday

Time Out!

Listening

A pop song – Friday I'm in Love

- 1 Czy pamiętasz dni tygodnia w języku angielskim?
- 2 Powiedz koledze/koleżance, co zwykle robisz w poszczególne dni tygodnia.
- 3  15 Posłuchaj piosenki zespołu The Cure. Jaki jest ulubiony dzień tygodnia wykonawcy?



- 4 Powiedz koledze/koleżance, jaki jest twój ulubiony dzień tygodnia. Dlaczego?

UNIT 2

I don't care if Monday's blue
 Tuesday's grey and Wednesday too
 Thursday I don't care about you
 It's Friday I'm in love

Monday you can fall apart
 Tuesday Wednesday break my heart
 Thursday doesn't even start
 It's Friday I'm in love

Saturday wait
 And Sunday always comes too late
 But Friday never hesitate ...

I don't care if Monday's black
 Tuesday Wednesday heart attack
 Thursday never looking back
 It's Friday I'm in love

Monday you can hold your head
 Tuesday Wednesday stay in bed
 Or Thursday watch the walls instead
 It's Friday I'm in love

Saturday wait
 And Sunday always comes too late
 But Friday never hesitate ...

Dressed up to the eyes
 It's a wonderful surprise
 To see your shoes and your spirits rise
 Throwing out your frown
 And just smiling at the sound
 And as sleek as a shriek
 Spinning round and round
 Always take a big bite
 It's such a gorgeous sight
 To see you eat in the middle of the night
 You can never get enough
 Enough of this stuff
 It's Friday
 I'm in love