

## Saturday morning chores

Lesson objective • Talking about what you are doing now

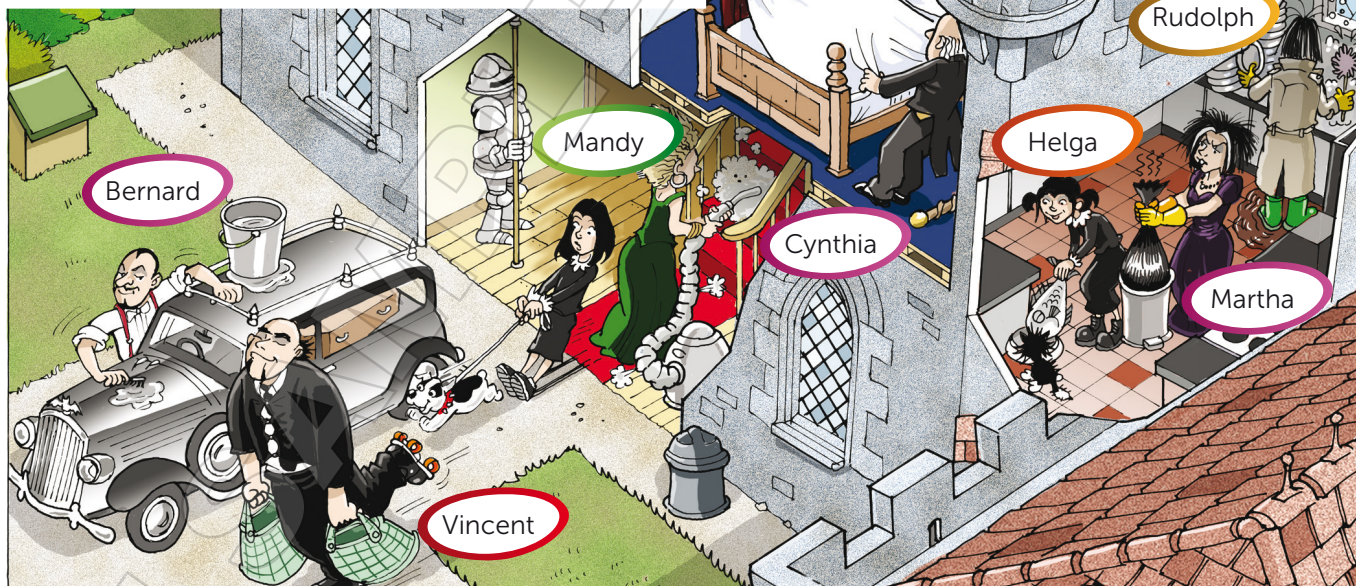
## Vocabulary

- 1 Przeczytaj poniższą listę obowiązków domowych. Znajdź na obrazku rysunki przedstawiające różne prace domowe i połącz je z odpowiednimi osobami. Napisz odpowiedzi w zeszycie.

1 Mandy

## Chores

- 1 Take Bonehead for a walk *Mandy*
- 2 Tidy the room *Sam and Pam*
- 3 Do the washing-up *Rudolph*
- 4 Vacuum the carpet *Cynthia*
- 5 Go shopping *Vincent*
- 6 Empty the bin *Martha*
- 7 Make the bed *Gordon and Vera*
- 8 Wash the car *Bernard*
- 9 Feed Cactus *Helga*



## Presentation



- 2 Posłuchaj nagrania i sprawdź swoje odpowiedzi.



- 3 Posłuchaj nagrania. Które z obowiązków z ćwiczenia 1. wykonujesz w domu?





## GrammarSpot

## Present continuous

What **are** you **doing**?

I **am tidying** my room.

What **is** Mandy **doing**?

She **is taking** Bonehead for a walk.

What **are** Gordon and Vera **doing**?

They **are making** the bed.

→ Grammarpage 31

## Grammar practice

- 4 Popatrz na obrazek i listę obowiązków z ćwiczenia 1. Napisz w zeszyty, jakie prace wykonują członkowie rodziny Gloomów.

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

- 1 Sam and Pam *are tidying* their room.  
2 Mandy's *taking* Bonehead for a walk.  
3 Martha's *emptying* the bin.  
4 Bernard's *washing* the car.  
5 Gordon and Vera *are making* the bed.  
6 Vincent's *going* shopping.  
7 Cynthia's *vacuuming* the carpet.  
8 Rudolph's *doing* the washing-up.  
9 Helga's *feeding* Cactus.

## Speaking

- 5 Znajdź poniższe rzeczy na rysunku z ćwiczenia 1.



raincoat



rubber gloves



toothbrush



fish



roller skates



toys



- 6 Postuchaj pytań i zastanów się nad odpowiedziami.

- 1 What's Bernard washing with his toothbrush?  
*His car.*  
2 What are Sam and Pam putting under the rug?  
*Their toys.*  
3 What's Cactus eating?  
*A fish.*  
4 What's Martha wearing on her hands?  
*Rubber gloves.*  
5 What's Rudolph wearing?  
*A raincoat.*  
6 What's Vincent wearing on his feet?  
*Roller skates.*

- 7 Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi.

What's Bernard washing with his toothbrush?

His car.

## Listening



- 8 Postuchaj nagrania. Dopasuj zdania do obrazków. Napisz odpowiedzi w zeszyty.

1 e, 2 d, 3 f, 4 c, 5 a, 6 b

- a He's having a shower. d They're cleaning their teeth.  
b She's closing the window. e She's brushing her hair.  
c They're riding their bikes. f He's opening the door.

1



2



3



4



5



6



- 9 Pracujcie w parach. Na zmianę zadawajcie sobie pytania dotyczące powyższych 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.

- 10 Pracujcie w grupie. Niech każdy z was opowie o tym, co właśnie robi.

I'm sitting at my desk.

I'm speaking English.

## Check your English

- 11 Przepisz zdania i uzupełnij je czasownikami podanymi w nawiasach. Użyj czasu *Present continuous*.

A: What <sup>1</sup>are you <sup>2</sup>doing? (do)

B: I <sup>3</sup>'m *tidying* my room. (tidy)

A: Where <sup>4</sup>is she <sup>5</sup>going? (go)

B: She <sup>6</sup>'s *going* to school. (go)

- 12 Popatrz na obrazek z ćwiczenia 1. W zeszyty 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 na nie odpowiedzi.

What's Cynthia vacuuming?

The carpet.

## Presentation



- 1 Posłuchaj nagrania i przeczytaj tekst.

## SURVEY How often do you ...?

## CHORES

- 1 tidy your room



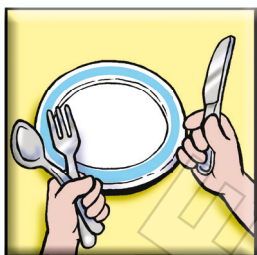
- 2 do the washing-up



- 3 go food shopping



- 4 lay the table



## FREE TIME

- 5 go swimming



- 6 play computer games



- 7 surf the Internet



- 8 hang out with friends



- 2 Posłuchaj odpowiedzi Iana. Przepisz poniższe zdania i uzupełnij je wyrazami z poniższych ramek.

once twice three four every never

morning day Sunday week  
weekend month

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

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

- 2 He does the washing-up **three** or **four** times a **month**.

- 3 He **never** goes food shopping.

- 4 He lays the table for dinner every **Sunday**.

- 5 He goes swimming every Saturday **morning**.

- 6 He plays computer games every **weekend**.

- 7 He surfs the Internet every **day**.

- 8 He hangs out with his friends **every** day after school.



- 3 Posłuchaj nagrania jeszcze raz i sprawdź swoje odpowiedzi.



## GrammarSpot

**Adverbs of frequency: always, usually, often, sometimes, never**

How often does he tidy his room?

He **never tidies** his room.

**Expressions of frequency: once, twice, four times, every**

How often does he tidy his room?

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

→ Grammar page 31

## Grammar practice

- 4 W zeszyte napisz dwa prawdziwe zdania o sobie z przysłówkami: *always/usually/often/sometimes/never* oraz dwa zdania z wyrażeniami: *every day/two or three times a week*. Następnie przeczytaj te zdania koledze/koleżance.

*I often play football.*

*I play video games every day.*

- 5 Ułóż zdania z podanych wyrazów i napisz je w zeszyte.

1 after school often hang out with my friends I

*I often hang out with my friends after school.*

2 a week three or four times I surf the Internet

*I surf the Internet three or four times a week.*

## Speaking and Writing

- 6 W zeszyte napisz swoje odpowiedzi do kwestionariusza z ćwiczenia 1. Nie pokazuj odpowiedzi innym osobom z klasy.

*1 twice a week, 2 every weekend,*

*3 every morning, 4 never ...*

- 7 Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie na nie odpowiedzi.

How often do you tidy your room?

I tidy my room twice a week.

- 8 W zeszyte napisz trzy prawdziwe zdania na temat kolegi/koleżanki.

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

- 9 W zeszyte napisz pięć zdań o tym, co robisz po lekcjach. Użyj wyrażen podanych w ramkach.

I

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.

- 10 Opowiedz kolegom/koleżankom z klasy o tym, co robisz po lekcjach.

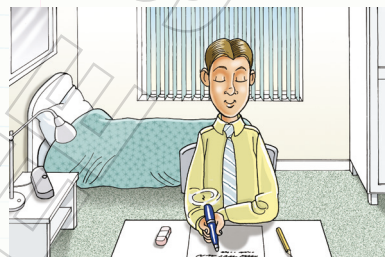
*I always have a snack. I usually hang out with my friends.*

## Writing

- 11 Napisz trzy dodatkowe zdania o Tidy Tedzie.

### My English file

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



## Song



- 12 Na stronie 104 znajdziesz tekst piosenki: *Rock star*.

## Check your English



- 13 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



- 14 Posłuchaj nagrania jeszcze raz. Wszystkie podane zdania są nieprawdziwe. Napisz poprawne zdania w zeszyte.

- Nyree ~~sometimes~~ *often* tidies her room.
- She ~~never~~ *sometimes* looks after her little sister.
- She does the washing-up ~~every day~~ *once or twice a week*.
- She goes swimming three or four times a ~~month~~ *week*.
- She goes to the cinema every ~~day~~ *Saturday afternoon*.
- She ~~sometimes~~ *always* hangs out with her friends after school.



## Lesson objective

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

## Vocabulary

1.26

- 1 Posłuchaj nagrania i znajdź na obrazkach rzeczy wymienione w ramce.

plastic bottles metal cans glass jars  
paper cardboard boxes lorry rubbish

## Presentation

1.27

- 2 Posłuchaj nagrania i przeczytaj tekst. Co robią osoby przedstawione na obrazkach?  
*They're all recycling rubbish.*



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



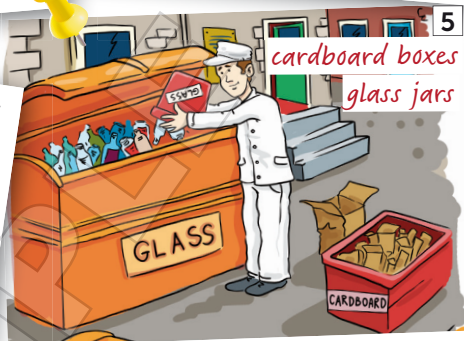
This bottle's made of plastic and I'm recycling it. I'm putting it into the yellow recycling box.



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.

1.27

- 3 Posłuchaj nagrania jeszcze raz. Czy w waszej szkole segreguje się śmieci?

## Comprehension

- 4 Popatrz na obrazki z ćwiczenia 2. i przeczytaj ponownie tekst. Następnie odpowiedz na pytania, a odpowiedzi zapisz w zeszytce.

- 1 What are the children holding in picture 1?  
*Rubbish.*
- 2 What's the bottle made of in picture 2?  
*Plastic.*

- 3 Is the girl throwing away the cans in picture 3?  
*No, she isn't. She's recycling them.*
- 4 Where is the secretary putting the old paper?  
*Into the green recycling box.*
- 5 Is the cook recycling the glass?  
*Yes, he is.*
- 6 How often does the lorry come to the school?  
*Every Friday.*

## Speaking

- 5 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 glass



bottle

2 plastic



wrappers

3 metal



can

4 cardboard



packet

5 plastic



pots

6 glass



jar



- 6 Postuchaj nagrania i sprawdź swoje odpowiedzi.

- 7 Dopasuj poszczególne przedmioty z ćwiczenia 5. do właściwego pojemnika.

Where does the bottle go?

It goes in the green box.

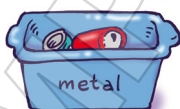
Where do the wrappers go?

packet



cardboard

can



metal

bottle



glass

cardboard



paper

wrappers and pots



plastic



## GrammarSpot

## Present simple/Present continuous

## Present simple

You always **recycle** rubbish.

She **collects** all the cardboard boxes.

## Present continuous

I **'m recycling** this bottle.

She **'s putting** the paper into the green recycling box.

## Grammar practice

- 8 Popatrz na pokój dziewczynki. Co zauważyłeś/ zauważyłaś? Napisz odpowiedzi w zeszycie.

- 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**.



- 9 Popatrz na obrazek jeszcze raz. Co robi dziewczynka? Które trzy zdania są prawdziwe?

- 1 She's playing football.
- 2 She's eating a chocolate bar. **T**
- 3 She's ice-skating.
- 4 She's wearing jeans. **T**
- 5 She's reading a book. **T**

## Check your English

- 10 Czy w odniesieniu do ciebie poniższe zdania są prawdziwe, czy fałszywe?

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

- 11 Znajdź w klasie przedmioty wykonane z:

- 1 glass 2 plastic 3 cardboard 4 metal 5 paper



**Reading**

1.29

- 1 Posłuchaj nagrania i przeczytaj wywiad z Benem. Czym jest *Bed and Breakfast*?

*A B&B is not a hotel, you stay there with a family in their home.*



Ben

**Bed and Breakfast**

Is a Bed and Breakfast the same as a hotel?

No, it's very different. In a B&B you stay with a family in their home.

Where is your B&B?

It's in Cornwall in the west of England.

And who are your guests?

They are usually tourists, but we also have some business people.

Do you have guests all through the year?

No, we are closed in the winter.

What is it like to live in a B&B?

I like it. It's really interesting to meet lots of different people all the time.

Do your guests like staying with you?

Yes, they do. Our B&B is also really clean and comfortable. And my dad is a very good cook and they love

the breakfasts he makes. Most of our guests have a full English breakfast with eggs, bacon, sausage, tomatoes, mushrooms and beans.

That is a very big breakfast! Is that what you eat every day?

No, I usually have cereal, toast and jam for breakfast.

Do you and your sister help your mum and dad with the B&B?

Yes, we do, but only in the school holidays. I help my mum with things like making the beds and cleaning, and my sister helps dad cook the breakfasts. We also help by talking to guests and answering their questions.

What don't you like about living in a B&B?



- 2 Jeszcze raz przeczytaj tekst, a następnie poniższe zdania. Wszystkie są fałszywe. Teraz w zeszyście napisz poprawne zdania.

1 *No, he lives in a B&B.*

1 Ben lives in a hotel.

2 The B&B is closed in the summer.

*No, it's closed in the winter.*

3 Most of the guests have cereal for breakfast.

*No, most of the guests have a full English breakfast with eggs, bacon, sausage, tomatoes, mushrooms and beans.*

4 Ben has a full English breakfast every day.

*No, he usually has cereal, toast and jam for breakfast.*

5 Ben and his sister help their mum and dad with the B&B every day.

*No, they help only in the school holidays.*

6 Ben loves the smell of bacon.

*No, Ben doesn't like the smell of bacon.*

## Listening



## TestingSpot

- 3 Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu w zadaniach (1–3) z podanych odpowiedzi wybierz właściwą A, B albo C. Napisz odpowiedzi w zeszyte.

1 Jak wygląda pokój dla gości?

A

B

C



2 Gdzie znajduje się Bed and Breakfast?

A

B

C



3 Co będzie jadł na śniadanie Pan Davis?

A

B

C



## Speaking



4 Postuchaj pytań i zastanów się nad odpowiedziami.

- Where do Ben and his sister live?  
*They live in a B&B in Cornwall.*
- What is the big difference between a hotel and a B&B?  
*You stay there with a family in their home.*
- Why do guests like staying in Ben's family's B&B?  
*Because it's really clean and comfortable and Ben's dad is a very good cook.*
- What is a full English breakfast?  
*It's eggs, bacon, sausage, tomatoes, mushrooms and beans.*
- What chores does Ben do and what chores does his sister do?  
*Ben helps with making the beds and cleaning, and his sister helps cook the breakfasts.*
- What do they both do to help their parents?  
*They talk to guests and answer their questions.*

5 Pracujcie w parach lub małych grupach.

Na zmianę zadawajcie sobie pytania z ćwiczenia 4. i udzielajcie na nie odpowiedzi.

Where do Ben and his sister live?

They live in a B&B in Cornwall.

## Writing

6 W jaki sposób pomagasz w obowiązkach domowych? W zeszyte napisz listę rzeczy, które wykonujesz samodzielnie lub przy których pomagasz.

I sometimes look after my little sister.

I usually help my dad in the garden.

I tidy my room.

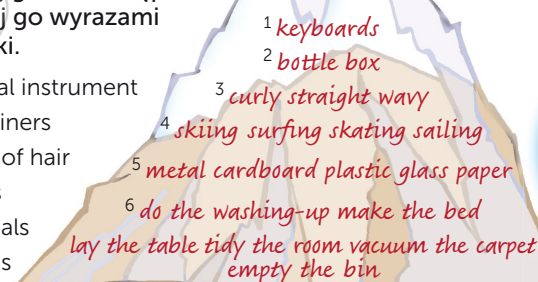


## FunSpot

## Word mountain

1 Przerysuj graf, a następnie uzupełnij go wyrazami z chmurki.

- 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  
sailing glass  
tidy the room lay the table  
straight vacuum the carpet  
wavy empty the bin



2 Postuchaj nagrania i sprawdź swoje odpowiedzi.



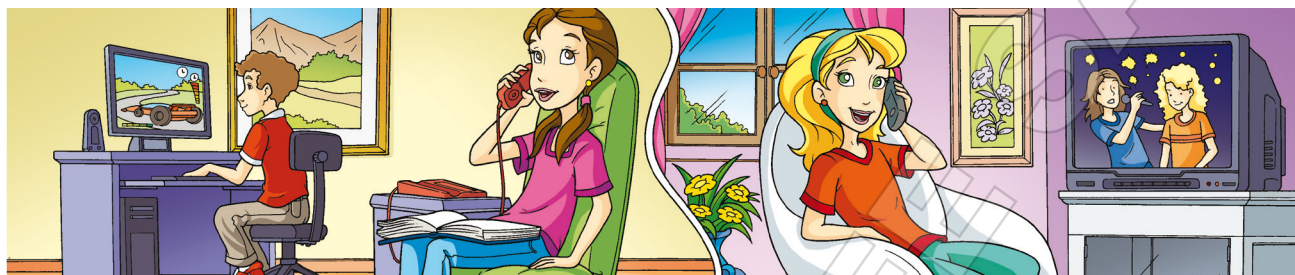


## Review

### Check you can do these things

Potrafię używać czasu *Present continuous*, aby opowiedzieć o tym, co się teraz dzieje.

- 1 Uzupełnij dialog odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu *Present continuous*. Napisz odpowiedzi w zeszyte.



- A: Hi, Kim. What *are* you *doing*? (do)  
B: I *'m watching* TV. (watch)  
A: What *are* you *watching*? (watch)  
B: A quiz show. *Are* you *doing* your homework? (do)

- A: No, I'm not. I *'m reading* a book. (read)  
B: What's your brother *doing*? (do)  
A: He *'s playing* computer games. (play)  
B: *Is* he *playing* Magic Mountain? (play)  
A: I don't know.

Znam nazwy ośmiu obowiązków domowych.

- 2 Co robią dzieci pokazane na obrazkach? Ułóż zdania z *He's/She's/They're* .... Napisz je w zeszyte.

1 *She's laying the table.*



1 *She's laying the table.*



2 *He's tidying his room.*



3 *They're doing the washing-up.*



4 *He's making his bed.*



5 *He's vacuuming the carpet.*



6 *They're going shopping.*



7 *He's emptying the bin.*



8 *They're washing the car.*

Umiem prawidłowo użyć wyrażen opisujących częstotliwość.

- 3 Ułóż cztery prawdziwe zdania na swój temat z wyrażeniami z ramki.

I watch TV every day.

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

Potrafię prawidłowo użyć przysłówków częstotliwości.

- 4 W zeszyte napisz cztery prawdziwe zdania na swój temat z wyrazami: *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.

Umiem prawidłowo użyć czasu *Present simple* i czasu *Present continuous*.

- 5 Wybierz właściwe wyrazy, aby uzupełnić wiadomość sms podaną obok. Zapisz je w zeszycie.

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1 write/ <u>'m writing</u>    | 5 <u>go</u> /'m going               |
| 2 listen/ <u>'m listening</u> | 6 <u>doesn't like</u> /isn't liking |
| 3 <u>come</u> /'m coming      | 7 sits/ <u>'s sitting</u>           |
| 4 <u>play</u> /'m playing     |                                     |

Umiem powiedzieć, z czego wykonane są różne przedmioty.

- 6 Ułóż zdania o przedmiotach znajdujących się w klasie. Zdania powinny rozpoczynać się od *It's/They're made of ...*. Użyj do tego podanych słów.

glass plastic wood cardboard metal paper

This bottle is made of plastic.

Hi Eric, how are you?

I <sup>1</sup> 'm writing this text message on the beach. It's a beautiful day and I <sup>2</sup> 'm listening to music. I <sup>3</sup> come to the beach every day. I usually <sup>4</sup> play beach football and <sup>5</sup> go swimming in the sea with my dad. My mum <sup>6</sup> doesn't like sitting in the sun. She <sup>7</sup> 's sitting under a beach umbrella now.  
Bye for now ☺



## TestingPractice

- 1 Pracujcie w parach. Popatrzcie na obrazek z ćwiczenia 2. i wskażcie na nim elementy wymienione w poniższej ramce.

a bird a snack a dog a cat a cardboard box a brown bin a metal can a bike



## TestingSpot

- 2 W zadaniach (1–3) z podanych odpowiedzi wybierz właściwą, zgodną z treścią ilustracji i zanotuj ją w zeszycie.



- |  |   |   |
|--|---|---|
| 1 The man is ...<br>A riding his bike.<br>B eating a snack.<br><input checked="" type="radio"/> C taking his dog for a walk. | 2 Where is the cat?<br>A Under the cardboard box.<br>B In the cardboard box.<br><input checked="" type="radio"/> C Next to the cardboard box. | 3 What is in the green box?<br><input checked="" type="radio"/> A Metal cans.<br>B Plastic bottles.<br>C Cardboard. |
|--|---|---|





## VocabularySpot

food sale   charity concert   fancy dress day  
jumble sale   raffle   fun run

1 Dopasuj wyrazy z ramki do plakatów. Napisz odpowiedzi w zeszycie.

**1 ticket = 50p**  
Amazing prizes  
include a tablet,  
a bike and a box  
of delicious  
chocolates

**Wear a funny hat and  
join the runners!**  
Start: Blakely  
Park,  
10 am  
Finish: Munsters  
Green  
£5.00 entry fee

**Cakes, biscuits,  
home-made  
jam, and  
lots more!**  
Everything is  
£1.50 or less.  
Where? School Hall  
When? 3.15 pm

**We are selling old  
toys, clothes, books,  
games,  
CDs and DVDs**  
**TODAY at the  
Redwing Centre,  
from 10.00 to 12.00**  
**Entry: 20p  
children get in for free**

**Pay £1 and come  
to school as  
your favourite  
character from  
a film or a book.**

Who do you want  
to be?

### The Queen's Hall

Saturday 25<sup>th</sup> August  
@ 7 pm  
'Blue River' play songs  
from their #1 hit album  
'Summer Run'

**Tickets:**  
£12.00 for adults  
£7.50 for children

- 1 *raffle*   2 *fun run*   3 *food sale*   4 *jumble sale*   5 *fancy dress day*   6 *charity concert*



2 Porównajcie w parach swoje odpowiedzi do ćwiczenia 1. Następnie posłuchajcie nagrania i sprawdźcie je.

3 Przeczytaj jeszcze raz informacje z ćwiczenia 1. i odpowiedz na pytania. Napisz odpowiedzi w zeszycie.

- a How much are ten raffle tickets? *£5*  
b When does the jumble sale finish? *at 12.00*  
c When does the fun run start? *at 10 am*  
d Where is the fancy dress day? *at school*  
e What is the name of the band at the charity concert?  
*Blue River*  
f How much is the fancy dress day? *£1*

→ DVD Module 2A



## LanguageSpot

4 Połącz pytania i odpowiedzi. Napisz odpowiedzi w zeszycie.

- 1 How often do you listen to music? → a No, I'm not. I'm listening to some music.  
2 What are you doing? → b Yes, I do.  
3 Are you doing your homework? → c Every day.  
4 What is she wearing? → d A raincoat.  
5 Do you often go swimming? → e I'm reading a magazine.



## TestingSpot

5 Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję A, B albo C. Napisz odpowiedzi w zeszycie.

- 1 Powiedz koledze, jak często chodzisz do kina.  
☒ A Every Saturday afternoon.  
B I love watching films!  
C It's next to the café.  
2 Koleżanka pyta cię, co na ogół robi twoja siostra. Odpowiedz jej.  
☒ A She usually hangs out with friends at the weekend.  
B She's good at swimming.  
C She's tidying her room.  
3 Kolega pyta cię, czy zwykle nosisz dzinsy. Odpowiedz mu.  
A Yes, I am. B Yes, it is. ☒ C Yes, I do.  
4 Koleżanka pyta cię, czy właśnie wyrzucasz plastikową butelkę. Odpowiedz jej.  
A No, I don't. I recycle it.  
☒ B No, I'm not. I'm recycling it.  
C No, I haven't. I've got a recycling box.

→ DVD Module 2B



# Grammar Summary

## Present continuous

Czasu *Present continuous* używamy, gdy mówimy o czynnościach dziejących się w danej chwili.

### Affirmative sentences

I'm (am) **eating**.  
You're (are) **eating**.  
He's (is) **eating**.  
She's (is) **eating**.  
It's (is) **eating**.  
We're (are) **eating**.  
You're (are) **eating**.  
They're (are) **eating**.

### Negative sentences

I'm not (am not) **eating**.  
You aren't (are not) **eating**.  
He isn't (is not) **eating**.  
She isn't (is not) **eating**.  
It isn't (is not) **eating**.  
We aren't (are not) **eating**.  
You aren't (are not) **eating**.  
They aren't (are not) **eating**.

### Questions

**Am** I **eating**?  
**Are** you **eating**?  
**Is** he **eating**?  
**Is** she **eating**?  
**Is** it **eating**?  
**Are** we **eating**?  
**Are** you **eating**?  
**Are** they **eating**?

### Short answers

Yes, I **am**./No, I'm **not**.  
Yes, you **are**./No, you **aren't**.  
Yes, he **is**./No, he **isn't**.  
Yes, she **is**./No, she **isn't**.  
Yes, it **is**./No, it **isn't**.  
Yes, we **are**./No, we **aren't**.  
Yes, you **are**./No, you **aren't**.  
Yes, they **are**./No, they **aren't**.

## Present simple: expressions of frequency

W zdaniach w czasie *Present simple* używamy wyrażen do opisywania, jak często wykonujemy daną czynność.

every day/week/month/year  
once a day/week/month/year  
twice a day/week/month/year  
three times a day/week/month/year

*I walk the dog twice a day.*

*A: How often do you visit your aunt?*

*B: I visit her every Sunday.*

## Present simple: adverbs of frequency

W zdaniach w czasie *Present simple* używamy także przysłówków częstotliwości.

0%					100%
never	sometimes	often	usually	always	

*A: How often do you walk to school?*

*B: I never walk to school. I always take the bus.*

Zwróć uwagę na miejsce przysłówka w zdaniu:

**Adverb of frequency**

**Verb**

I **never** drink milk.

**Verb be**

**Adverb of frequency**

My friend **is** **often** late for school.

## Present simple and Present continuous

Czasu *Present simple* używamy, gdy mówimy o czynnościach, które wykonujemy regularnie, co jakiś czas. Czasu *Present continuous* używamy, gdy mówimy o czynnościach, które wykonujemy w danej chwili.

Do you often **play** computer games?

Yes, I **do**.

What game **are** you **playing**?

I'm **playing** *The Maze*.

## Check your grammar

Odpowiedzi do poniższych ćwiczeń napisz w zeszycie.

1 Uzupelnij pytania w czasie *Present continuous*. Napisz prawdziwe odpowiedzi.

1 *Are you sitting in the classroom? Yes, I am.*

1 you/sit/in the classroom?

2 your friend/wear/jeans?

*Is your friend wearing jeans?*

3 you/sit/near the window?

*Are you sitting near the window?*

4 it/rain?

*Is it raining?*

2 Z podanych wyrazów utwórz pytania. Następnie odpowiedz na nie zgodnie z prawdą.

1 *Do you always get up early? No, I don't. I usually get up late on Saturday.*

1 Do you/early/get up/always/?

2 Are you/usually/in the morning/tired/?

*Are you usually tired in the morning?*

3 Do you/every weekend/shopping/go/?

*Do you go shopping every weekend?*

4 Are you/at home/usually/?

*Are you usually at home?*

5 Do you/your friends/every day/meet/?

*Do you meet your friends every day?*



## TestingSpot

3 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Zapisz odpowiedź A, B lub C w zeszycie.

It's very cold today and it <sup>1</sup> \_\_\_\_\_. I usually <sup>2</sup> \_\_\_\_\_ basketball in the park with my friends after school, but today we're in the living room in my house and we <sup>3</sup> \_\_\_\_\_ TV. My sister is in the kitchen. She <sup>4</sup> \_\_\_\_\_ watches TV – she hates it! What about you? What <sup>5</sup> \_\_\_\_\_ today?

1 **A**s raining

B rains

C rain

2 A am playing

B plays

**C** play

3 A watch

**B**'re watching

C watches

4 A always

B sometimes

**C** never

5 A do you do

B are you

**C** are you doing





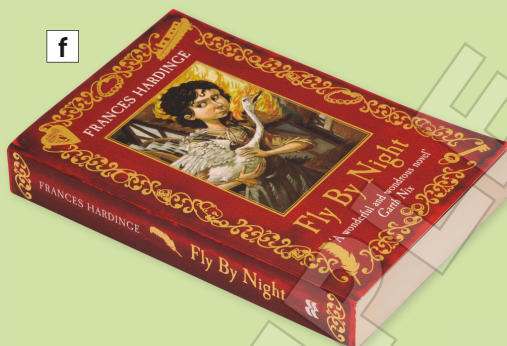
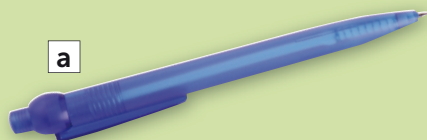
## Extra Special



### Guess the object



1 Postuchaj nagrania. Następnie dopasuj opisy do obrazków.



- f* 1 It's made of paper. It's new. It's got a picture on the front. You read it.  
*i* 2 They're pink and white. You wear them on your feet. They're expensive.  
*d* 3 It's round. It's made of leather. It's black-and-white. You can play with it.  
*h* 4 It's long and thin. It's made of plastic. You can measure and draw lines with it.  
*e* 5 They're made of wood. They've got four legs. You can sit on them. You can see them in your classroom.  
*g* 6 They're made of sugar. They're very sweet. They're different colours. Children like them. You can eat them.  
*b* 7 It's made of metal. It's white, yellow and green. You drink from it.  
*a* 8 It's made of plastic. It's long and thin. It's blue. You can write with it.  
*c* 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 i udzielajcie odpowiedzi, aby odgadnąć, o jakiej rzeczy 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?

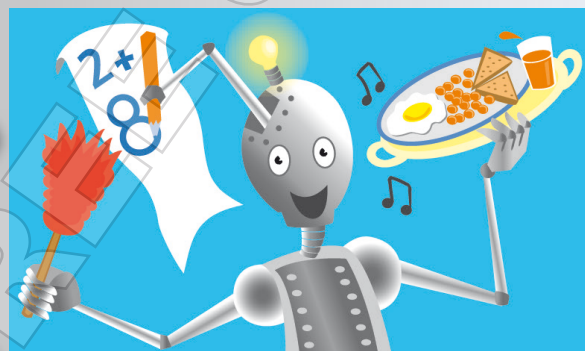
Yes, you can.



## Mini project

- 1 Przeczytaj tekst o robocie Jasminy. 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 w zeszycie. 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.