

Vocab Pack – Daily Routines

Learn
Practice
Speak
Grow



Every day
new opportunities
♡

Ilustrowany pakiet do nauki słownictwa,
worksheets i speakingu



Wake up
7:00



Brush teeth
7:15



Have breakfast
7:30



Go to school / work
8:00



Relax in the evening
20:00

Same routine.
A brighter you.
♡



Prawa autorskie i zasady korzystania

Dziękujemy, że sięgasz po ten materiał!

Ten pakiet powstał z myślą o nauczycielach, którzy chcą uczyć skutecznie, przyjemnie i z szacunkiem do swojej pracy oraz pracy twórcy.

Dobre materiały tworzą lepsze lekcje!



Dozwolone

Możesz swobodnie:

- ✓ drukować materiał na własne potrzeby (lekcje stacjonarne i zdalne),
- ✓ korzystać z niego w pracy z własnymi uczniami,
- ✓ dostosowywać materiały do potrzeb swoich uczniów (np. dodawać notatki, wyróżnienia, modyfikować układ),
- ✓ używać w ramach zajęć indywidualnych i grupowych,
- ✓ korzystać z materiału wielokrotnie – bez ograniczeń czasowych.



Niedozwolone

Prosimy, nie:

- ✗ nie udostępniaj plików osobom trzecim (np. innym nauczycielom, znajomym, w internecie),
- ✗ nie publikuj materiałów w całości ani we fragmentach (w tym w mediach społecznościowych),
- ✗ nie sprzedawaj, nie odsprzedawaj i nie przekazuj nawet nieodpłatnie,
- ✗ nie twórz na podstawie materiałów własnych produktów do sprzedaży,
- ✗ nie usuwaj informacji o autorstwie.



Szanuj pracę twórcy.

Dzięki temu możemy tworzyć dla Ciebie kolejne wartościowe materiały!



Dla kogo jest ten pakiet?

Ten materiał będzie szczególnie przydatny dla:

- nauczycieli języka angielskiego w szkołach podstawowych (klasy 1–8),
- lektorów pracujących w szkołach językowych,
- nauczycieli prowadzących zajęcia indywidualne,
- rodziców, którzy chcą dodatkowo wspierać naukę dziecka w domu,
- wszystkich, którzy szukają gotowych, przemyślanych i estetycznych materiałów do pracy z tematem *Daily Routines*.



Jak najlepiej pracować z materiałem?

Kilka sprawdzonych wskazówek:

- 1 Dopasuj materiały do poziomu i potrzeb swoich uczniów.
- 2 Wykorzystuj różne formy pracy – indywidualnie, w parach lub w grupach.
- 3 Łącz karty pracy z grami, rozmową i ruchem – to zwiększa zaangażowanie.
- 4 Wprowadzaj słownictwo w kontekście, odwołując się do codziennych sytuacji.
- 5 Wracaj do materiałów regularnie – powtórki budują trwałą znajomość słownictwa.
- 6 Dodawaj własne pomysły i modyfikacje – najlepiej znasz swoich uczniów!

Spis treści

Poznaj plan naszego workbooka!

Małe
słowa.
Wielkie
możliwości!



s. 00–03

Wstęp

O workbooku, jak z niego korzystać, symbole, praktyczne wskazówki.



s. 04–13

MODUŁ 01

Visual Vocabulary Bank

Słownictwo w obrazach i kontekstach.



s. 14–23

MODUŁ 02

Build Your Routine

Wyrażenia, struktury i ćwiczenia do tworzenia własnych rutyn.



s. 24–33

MODUŁ 03

Read, Understand & Write

Teksty, pytania do zrozumienia i ćwiczenia pisemne.



s. 34–43

MODUŁ 04

Speaking Lab

Rozmowy, dialogi, zadania komunikacyjne.



s. 44–49

MODUŁ 05

Review, Games & Answer Key

Powtórki, gry językowe i klucz odpowiedzi.



*Małe kroki,
wielkie efekty!*

Jak korzystać z pakietu

Ten pakiet pomoże Ci (lub Twoim uczniom) w prosty i przyjemny sposób poznać, przećwiczyć i utrwalić słownictwo związane z codziennymi czynnościami.



Propozycja użycia na lekcji

Oto prosty scenariusz, który możesz wykorzystać podczas lekcji (ok. 40–45 minut).



Visual Vocabulary Bank

Słownictwo wizualne związane z codzienną rutyną

Same routines
brighter days ♥



07:00
get up



07:15
have a shower



07:45
have breakfast



08:30
go to work

Different actions
A brighter you ♥



09:00
work / study



22:00
go to bed

Better routines
A brighter tomorrow ♥

Morning Start

Small steps. A brighter day.

Good mornings
create great
days!



wake up

budzić się



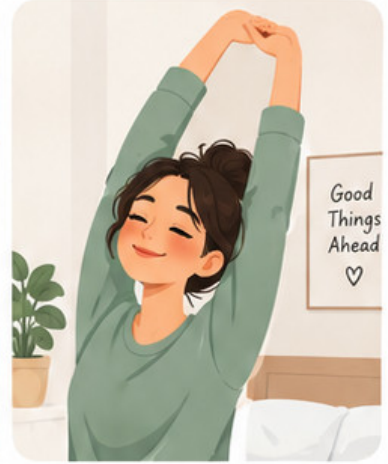
get up

wstawać



turn off the alarm

wyłączać budzik



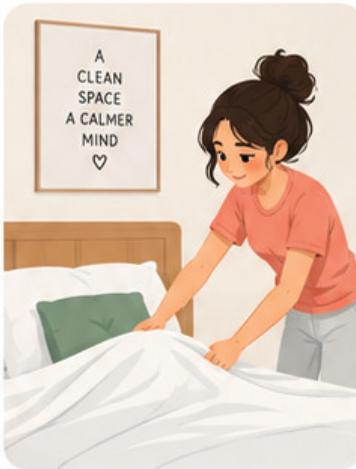
stretch

rozciągać się



open the window

otwierać okno



make the bed

ścielić łóżko



check the time

sprawdzać godzinę



start the day

zaczynać dzień

Useful sentences

I **wake up** at 7 a.m.

Budzę się o 7 rano.

I **turn off the alarm**
and **get up**.

Wyłączam budzik
i wstaję.

I **open the window**
and **start the day**.

Otwieram okno
i zaczynam dzień.

Same
routines.
Brighter
you! ♥

Personal Care & Getting Ready

Small routines
big days!
—♡

Poznaj i zapamiętaj słownictwo. Te czynności pomagają nam zadbać o siebie każdego dnia.



brush my teeth

myć zęby



wash my face

myć twarz



take a shower

brać prysznic



get dressed

ubierać się



comb my hair

czesać włosy



pack my bag

pakować torbę / plecak



put on my shoes

zakładać buty



look in the mirror

patrzeć w lustro



Say it!

1

I brush my teeth every morning.

2

I take a shower and get dressed.

3

I pack my bag before school.

Same routines
brighter
you!
—♡

Meals & Leaving Home

Small steps,
big days! 

Poznaj przydatne słownictwo związane z jedzeniem i wychodzeniem z domu.



have breakfast

jeść śniadanie



drink tea

pić herbatę



drink coffee

pić kawę



make a sandwich

robić kanapkę



eat lunch

jeść obiad



leave home

wychodzić z domu



say goodbye

żegnać się



catch the bus

łapać autobus



Useful phrases

Przydatne zwroty.

- I usually have breakfast at 7 a.m.
- Let's grab a coffee!
- I need to catch the bus.

School & Work Routine

Useful words and phrases for your day at school or work.

Same routines.
Brighter days. 



At school

Learn
grow
achieve!



go to school

iść do szkoły



attend classes

uczestniczyć
w zajęciach



take notes

robić notatki



do homework

odrabiać
pracę domową



At work

Good
work
brighter
tomorrow 



go to work

iść do pracy



answer emails

odpowiadać
na e-maile



have a meeting

mieć spotkanie



take a break

robić przerwę



Use it!

Say the sentences out loud or write your own.

- 1 I go to school every day.
- 2 I take a break at 10 o'clock.

Afternoon & Evening

Poznaj słownictwo związane z popołudniem i wieczorem.

Small steps,
big progress!



come home

wracać do domu



have dinner

jeść kolację



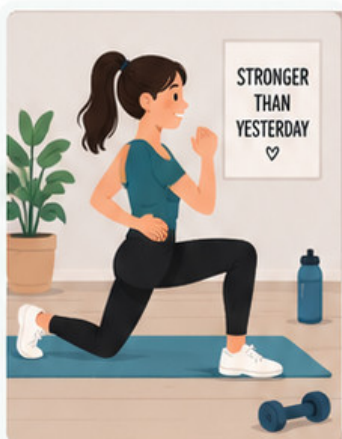
relax

odpoczywać



go for a walk

iść na spacer



exercise

ćwiczyć



watch TV

oglądać telewizję



read a book

czytać książkę



spend time with family

spędzać czas z rodziną



Useful sentences

- I come home at 4 p.m.
- I have dinner with my family.
- In the evening, I like to relax and read a book.

Same routines,
a happier you!

Home Chores & Free Time

Obowiązki i czas wolny

Small steps,
a happier
you! ♥



HOME CHORES

Obowiązki domowe – ważne w codziennym życiu.



tidy my room

sprzątać /
porządkować pokój

I tidy my room
on Saturday.



do the washing-up

zmywać naczynia

I do the washing-up
after dinner.



take out the rubbish

wynosić śmieci

I take out the rubbish
in the evening.



do the laundry

robić pranie

I do the laundry
once a week.



clean the house

sprzątać dom

We clean the house
at the weekend.



walk the dog

wyprowadzać psa

I walk the dog
after school.



FREE TIME

Czas wolny – rób to, co lubisz!



read a book

czytać książkę

I read a book
before bed.



play computer games

grać w gry
komputerowe

I sometimes play
computer games.



meet friends

spotykać się
z przyjaciółmi

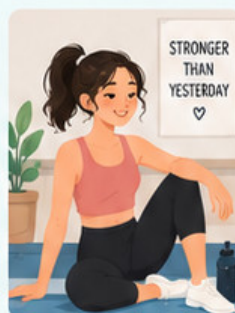
I meet my friends
after school.



go for a walk

iść na spacer

I go for a walk
in the evening.



exercise

ćwiczyć

I exercise
three times a week.



use social media

korzystać z mediów
społecznościowych

I use social media
in my free time.



Useful pattern

do + obowiązek / czynność

- do the washing-up
- do the laundry

go + aktywność

- go for a walk

Different verbs,
different situations! ♥



Chore or free time?

1. Dopasuj czynności do odpowiedniej kategorii.

- | | | |
|-----------------------|------------------|------------------------|
| • tidy my room | • go for a walk | • read a book |
| • play computer games | • do the laundry | • take out the rubbish |
| • clean the house | • meet friends | |

I HAVE TO...

I LIKE TO...

2. Napisz własne zdania.

- After school/work, I have to _____.
- In my free time, I like to _____.

Bedtime Routine

Jak kończymy dzień?

Good routings lead to better tomorrows! ♥



take a shower

brać prysznic

I take a shower before bed.



put on my pyjamas

zakładać piżamę

I put on my pyjamas.



brush my teeth

myć zęby

I brush my teeth before I go to bed.



set the alarm

ustawiać budzik

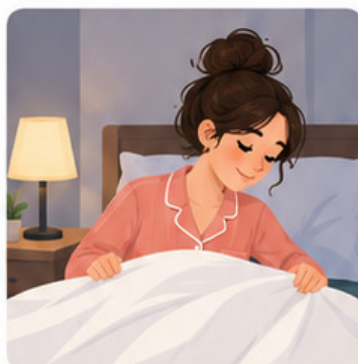
I set the alarm for 7:00.



read in bed

czytać w łóżku

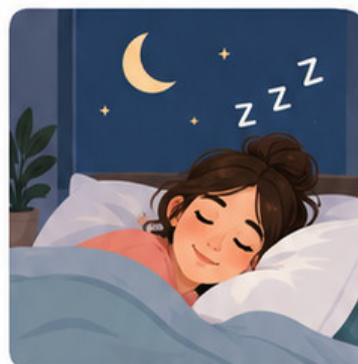
I sometimes read in bed.



go to bed

iść do łóżka

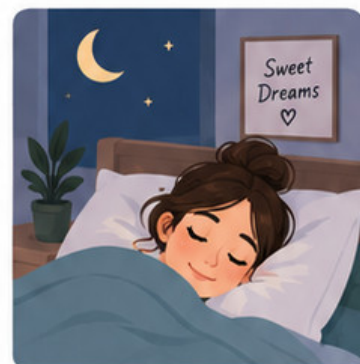
I go to bed at 10:30.



fall asleep

zaspiać

I usually fall asleep quickly.



sleep

spać

I sleep for eight hours.



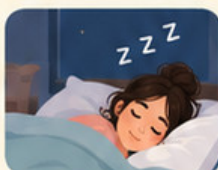
Uwaga!

go to bed ≠ fall asleep

- **go to bed** = pójść do łóżka
- **fall asleep** = zasnąć



I go to bed at 10:00.



but I fall asleep at 10:30.

My bedtime routine

- ☐ brush my teeth
- ☐ set the alarm
- ☐ put on my pyjamas
- ☐ go to bed
- ☐ fall asleep

Write about your routine

First, I _____.

Then, I _____.

Finally, I _____.



Let's speak!

What time do you usually go to bed?

I usually go to bed at _____.

Time Expressions & Frequency

Kiedy? Jak często?

Words
make your
routines
clearer!

A WHEN?

Używamy tych wyrażzeń, aby powiedzieć, kiedy coś robimy.



in the morning

rano

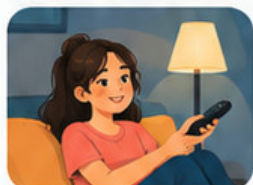
I drink coffee **in the morning**.



in the afternoon

po południu

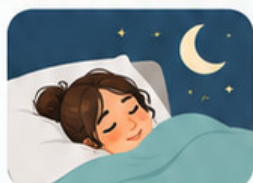
I do my homework **in the afternoon**.



in the evening

wieczorem

I watch TV **in the evening**.



at night

w nocy

I don't work **at night**.



before breakfast

przed śniadaniem

I take a shower **before breakfast**.



after school

po szkole

I meet my friends **after school**.



before bed

przed snem

I read **before bed**.



at 7 o'clock

o godzinie 7

I get up **at 7 o'clock**.

B HOW OFTEN?

Używamy tych przysłówków, aby powiedzieć, jak często coś robimy.

100%



0%

always

zawsze



usually

zazwyczaj



often

często



sometimes

czasami



rarely

rzadko



never

nigdy



Sentence pattern

I **usually** + activity + time.

- I **usually** get up at 7:00.
- I **often** exercise in the evening.
- I **never** drink coffee at night.

Same
structure.
Different
routines!



Remember!

Przysłówki częstotliwości zazwyczaj pojawiają się przed głównym czasownikiem:

- I **usually** eat breakfast at home.



Complete the sentence with information about you.

1. I always _____.
2. I usually _____.
3. I sometimes _____.
4. I never _____.

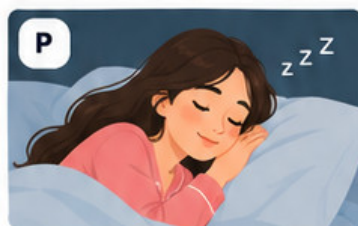
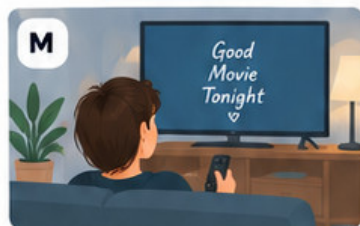
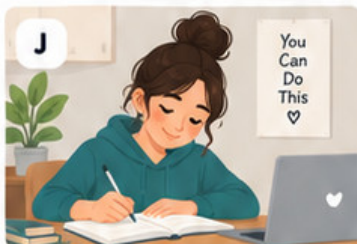
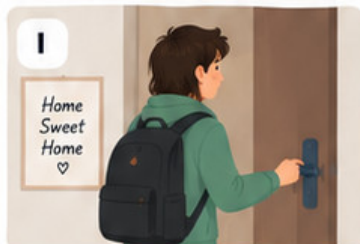
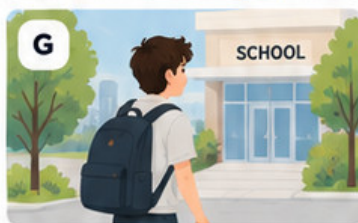
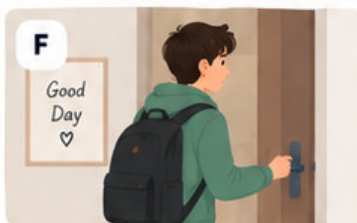
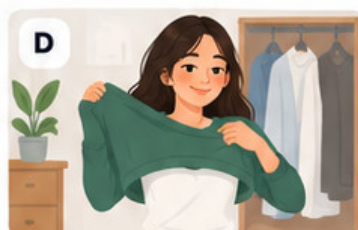
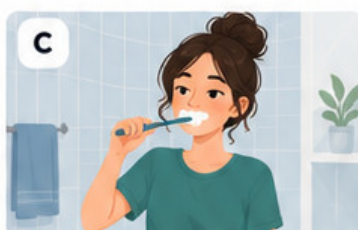
Visual Matching Challenge

Sprawdź, ile już pamiętasz!

You can do it! ♥

Dopasuj zwroty 1–16 do właściwych ilustracji A–P. Następnie wybierz 4 czynności i ułóż z nimi zdania o swoim dniu.

- | | | | |
|------------------|-----------------------|----------------------|------------------|
| 1 wake up | 5 have breakfast | 9 come home | 13 watch TV |
| 2 make the bed | 6 leave home | 10 do my homework | 14 set the alarm |
| 3 brush my teeth | 7 start work / school | 11 walk the dog | 15 go to bed |
| 4 get dressed | 8 have lunch | 12 do the washing-up | 16 fall asleep |



Your answers

- | | | | |
|----------|----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____ | 13. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ |

B Make it personal

Choose four activities. Write true sentences about your routine.

- _____
- _____
- _____
- _____

at...
in the morning...
usually...
sometimes...

Bonus oral task

Cover the list. Look at the pictures and say as many phrases as you can.

Good luck! ♥

MODUŁ 2

Build Your Routine

Od pojedynczych zwrotów do pełnych zdań

Znasz już najważniejsze czynności. Teraz nauczysz się łączyć je w naturalne zdania, mówić o godzinach, częstotliwości oraz zadawać pytania dotyczące codziennej rutyny.

Same words.
Bigger conversations!



W tym module



collocations

typowe połączenia wyrazów



sequencing

kolejność czynności



Present Simple

teraźniejszy czas prosty



telling the time

mówienie o godzinach



frequency

częstotliwość czynności



questions & negatives

pytania i przeczenia



weekday routine

rutyna w dni powszednie



weekend routine

rutyna w weekend

Cel

I get up at 7:00.

Wstaję o 7:00.

I usually have breakfast at home.

Zazwyczaj jem śniadanie w domu.

I don't work at the weekend.

Nie pracuję w weekend.

What time do you go to bed?

O której godzinie chodzisz spać?

Daily Routine Collocations

Words
belong
together!

Słowa, które naturalnie występują razem

Collocation to naturalne połączenie słów, które często występują razem. Lepiej uczyć się całego zwrotu *have breakfast* niż osobno słów *have* i *breakfast*.

A Match the halves

Połącz części, aby utworzyć naturalne zwroty.

- | | | |
|---------|-------|---------------|
| 1 brush | _____ | A breakfast |
| 2 have | _____ | B my teeth |
| 3 make | _____ | C the dog |
| 4 go | _____ | D my homework |
| 5 do | _____ | E a shower |
| 6 take | _____ | F my bed |
| 7 check | _____ | G dressed |
| 8 get | _____ | H to bed |
| 9 set | _____ | I my emails |
| 10 walk | _____ | J the alarm |

B Natural phrase bank

Poznaj gotowe, naturalne połączenia.



brush my teeth



take a shower



have breakfast



check my emails



make my bed



get dressed



go to bed



set the alarm



do my homework



walk the dog

C Odd one out

Skreśl zwrot, który nie pasuje.

- | | | | |
|---|----------------|-------------------|---------------------|
| 1 | have breakfast | have lunch | make breakfast time |
| 2 | make the bed | make dinner | make to school |
| 3 | go to work | go to school | go breakfast |
| 4 | do homework | do the washing-up | do to bed |

D Make it personal

Wybierz pięć zwrotów z części B i napisz o sobie prawdziwe zdania.

- 1 | _____ .
- 2 | _____ .
- 3 | _____ .
- 4 | _____ .
- 5 | _____ .

Put the Routine in Order

Co dzieje się najpierw?

A day
in the right
order! ♥

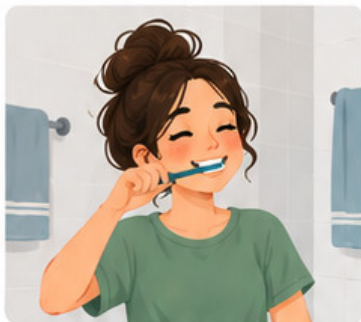
A Look and number

Look at the pictures. Number the activities from 1 to 8.



wake up

Order:



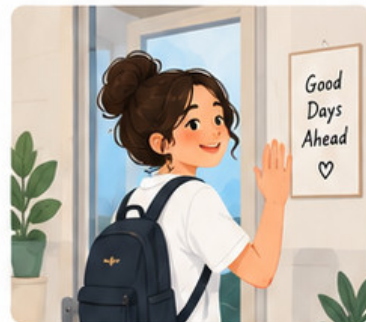
brush my teeth

Order:



have breakfast

Order:



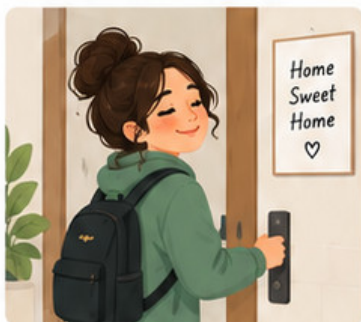
go to school/work

Order:



have lunch

Order:



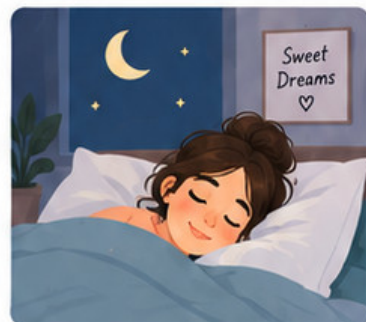
come home

Order:



have dinner

Order:



go to bed

Order:

B Useful sequencing words

Te zwroty pomogą Ci opisać kolejność czynności w ciągu dnia.

1 First, ... najpierw

2 Then, ... potem

3 After that, ... później / następnie

4 Finally, ... na końcu

Model sequence

1 First, I wake up.

2 Then, I brush my teeth.

3 After that, I have breakfast.

4 Finally, I leave home.

C Your turn

Write four sentences about your daily routine. You can use the activities from part A or your own ideas.

1 First, I _____.

2 Then, I _____.

3 After that, I _____.

4 Finally, I _____.

D Speaking

Tell your partner your four-step routine. Do not read every sentence word for word.



Challenge: Add a time.

First, I wake up at 7:00.

Present Simple for Daily Routines

Jak mówić o tym, co robimy regularnie?

Small routines make big differences! ♥



Używamy **Present Simple**, kiedy mówimy o:

- codziennych czynnościach,
- nawykach,
- regularnych wydarzeniach,
- rzeczach, które zwykle są prawdziwe.

Regular actions.
Real life. ♥

I / You / We / They + verb



I **get up** at 7:00.

We **have** lunch at home.

They **go** to work by bus.

He / She + verb + -s



She **gets** up at 6:30.

He **starts** work at 8:00.

Dodajemy -s

I wake up. → She **wakes** up.

I work. → He **works**.

I read. → She **reads**.

! Ważne przykłady

go → goes

He **goes** to school at 8:00.

do → does

She **does** her homework after school.

have → has

He **has** breakfast at home.

A Choose

Wybierz poprawną formę czasownika.

- 1 Marta **get / gets** up at 7:00.
- 2 I **have / has** breakfast at home.
- 3 Tom **go / goes** to work by bus.
- 4 We **finish / finishes** school at 3:00.
- 5 Anna **do / does** her homework in the evening.
- 6 They **watch / watches** TV after dinner.

B Change the person

Zmień zdania z „I” na „She”.

- 1 I get up at 7:00.
She _____.
- 2 I have lunch at school.
She _____.
- 3 I go to bed at 10:30.
She _____.

Let's speak!

Powiedz zdanie o sobie. Twój partner zmienia je na „he/she”.

A: I start work at 8:00.

B: She starts work at 8:00.



What Time Do You...?

Godziny w codziennej rutynie

Good questions lead to great conversations! ♥



What time **do you** get up?
I get up **at 7:00**.

Pattern

What time **do you + activity**?
I + **activity** + **at** + **time**.

Phrase bank

- What time do you wake up?
- What time do you have breakfast?
- What time do you leave home?
- What time do you start school/work?
- What time do you have lunch?
- What time do you come home?
- What time do you have dinner?
- What time do you go to bed?

Same question, many routines! ♥

A Read the clocks

Match each clock to the correct time.

1



2



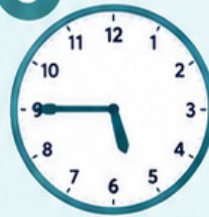
3



4



5



6



B Ask and answer

First complete the 'Me' column. Then ask your partner.

Activity	Me	My partner
wake up	_____	_____
have breakfast	_____	_____
leave home	_____	_____
start school/work	_____	_____
have dinner	_____	_____
go to bed	_____	_____

Model dialogue

A: What time do you wake up?

B: I wake up at 6:30.
What about you?

A: I wake up at 7:00.



Find one similarity.

We both _____ at _____.

Find one difference.

I _____ at _____,
but my partner _____ at _____.

Adverbs of Frequency

Jak często coś robisz?

Small words,
a big difference!

How often?

100%

always

zawsze



80–90%

usually

zazwyczaj



60–70%

often

często



30–50%

sometimes

czasami



10–20%

rarely

rzadko



0%

never

nigdy



These percentages are a guide,
not exact rules. ♥

With ordinary verbs

subject + **frequency adverb** + verb

- I **usually** have breakfast at home.
- She **often** walks the dog.
- We **sometimes** watch TV after dinner.
- He **never** drinks coffee.

With the verb TO BE

subject + am/is/are + **frequency adverb**

- I **am usually** tired in the morning.
- She **is always** busy on Monday.
- They **are sometimes** late.



Przy czasowniku **to be** przysłówek częstotliwości stoi **po am / is / are**.

A Put the word in the right place

Wstaw przysłówek częstotliwości we właściwe miejsce.

- 1 I have breakfast at home. (usually) _____
- 2 Tom is tired in the morning. (often) _____
- 3 We go for a walk after dinner. (sometimes) _____
- 4 Marta does the washing-up. (always) _____
- 5 They are late for school. (rarely) _____
- 6 I drink coffee at night. (never) _____

B True for you?

Napisz, co jest prawdą o Tobie.

- 1 I always _____.
- 2 I usually _____.
- 3 I often _____.
- 4 I sometimes _____.
- 5 I rarely _____.
- 6 I never _____.

C Speaking challenge

Powiedz jedno zdanie, nie używając przysłówka częstotliwości. Druga osoba zgaduje, a Ty potwierdzasz i dodajesz przysłówek.

- A I walk the dog after dinner.
- B Do you always walk the dog after dinner?
- A No, I usually walk the dog after dinner.

Can you guess? ♥



Questions & Negatives

Jak pytać i mówić, że czegoś nie robimy?

Good questions open new opportunities! ♥

A Questions with DO

Pytania z **do** – I / you / we / they

Pattern

Do + I / you / we / they + verb?

Do you **have** breakfast at home?

Do they **go** to school by bus?

Short answers

Yes, I **do**.

No, I **don't**.

B Questions with DOES

Pytania z **does** – he / she

Pattern

Does + he / she + verb?

Does she **get up** early?

Does he **work** at the weekend?

Short answers

Yes, she **does**.

No, he **doesn't**.

C Negatives

Przeczenia – don't / doesn't

I / You / We / They + don't + verb

I **don't** drink coffee in the morning.

We **don't** work on Sunday.

He / She + doesn't + verb

She **doesn't** watch TV before school.

He **doesn't** have breakfast at home.

He **goes** to work.



He **doesn't go** to work on Saturday.

! Important!

She **gets** up.



Does she get up?

Po **does** czasownik wraca do formy podstawowej (bez końcówki -s).



Does she get up early?



Does she **gets** up early?

A Choose the correct form.

Wybierz poprawną formę.

- Do / Does** you get up early?
- Do / Does** Marta walk the dog?
- I **don't / doesn't** work on Sunday.
- He **don't / doesn't** eat breakfast at home.
- Does she **go / goes** to bed early?
- Do they **watch / watches** TV in the evening?

B Make questions.

Przekształć zdania w pytania.

- You have lunch at school.
_____?
- She starts work at 9:00.
_____?
- They exercise after work.
_____?

C Make it true.

Uzupełnij zdania tak, aby były prawdziwe o Tobie.

- I don't _____.
- Someone in my family doesn't _____.



Ask your partner...

Ask your **partner** three **yes/no** questions about their routine.

Do you...?

Do you usually...?

Does someone in my family...?

My Weekday Timeline

Mój typowy dzień od rana do wieczora

Plan
your day,
create your
story! ♥

A My day

Uzupełnij swoją typową rutynę. Wpisz godzinę i czynność w każdej części dnia.



6:00 – 8:00
Morning



Time: 7:00

Activity: I get up.



8:00 – 12:00
School / Work



Time: _____

Activity: _____



12:00 – 15:00
Midday



Time: _____

Activity: _____



15:00 – 18:00
Afternoon



Time: _____

Activity: _____

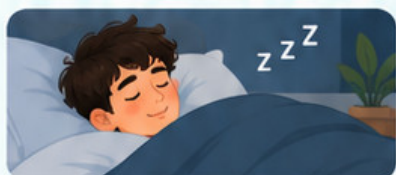


18:00 – 21:00
Evening



Time: _____

Activity: _____



21:00+
Night



Time: _____

Activity: _____

B Add frequency

Wybierz trzy czynności i dodaj określenie częstotliwości.

Example:

I **usually** have breakfast at 7:30.

1 _____

2 _____

3 _____

C Connect your day

Wybierz cztery wydarzenia z osi czasu i połącz je, używając podanych zwrotów.

1 First ... _____

2 Then ... _____

3 After that ... _____

4 Finally ... _____

D Speaking

Use your timeline. Talk for 30–45 seconds about your weekday.

Useful phrases:

- I usually ...
- At ...
- Then ...
- After school/work ...
- In the evening ...
- Finally ...

You
can do it!
♥

My Weekend Timeline

Czy weekend wygląda tak samo?

Good weekend vibes! ♥

A My weekend routine

Napisz, co robisz w weekend i o której.

Different rhythm.
Same you! ♥

Morning



What do I do?

What time?

Late morning



What do I do?

What time?

Afternoon



What do I do?

What time?

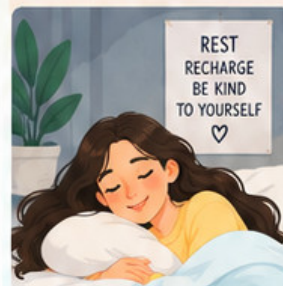
Evening



What do I do?

What time?

Night



What do I do?

What time?



Useful phrases

Możesz użyć tych wyrażień.

- sleep longer – spać dłużej
- get up late – wstawać później
- have a slow & breakfast – jeść spokojne śniadanie
- clean the house – sprzątać dom
- go shopping – iść na zakupy
- meet friends – spotykać się z przyjaciółmi
- visit family – odwiedzać rodzinę
- exercise – ćwiczyć
- go for a walk – iść na spacer
- watch a film – oglądać film
- play games – grać w gry
- go to bed late – chodzić spać później

B Weekday vs Weekend

Jak często robisz te rzeczy w tygodniu, a jak w weekend?

Activity	Weekday	Weekend
get up		
have breakfast		
work/study		
free time		
go to bed		



C Compare

Uzupełnij zdania. Użyj podanych struktur.

On weekdays, I...

At the weekend, I...

I usually..., but at the weekend I...

- 1 On weekdays, I _____, but at the weekend I _____.
- 2 I usually _____, but on Saturday I _____.
- 3 My weekend is different because _____.



Let's speak!

Which do you prefer: your weekday routine or your weekend routine? Why?

Useful language:

- I prefer... because...
- It is more relaxing.
- I have more free time.
- I can sleep longer.



Mixed Practice — Build Your Routine

Vocabulary + grammar + time + frequency

All the pieces together for real life! ♥



You've learned words, grammar, time and frequency. Now let's use it all together!

Small steps, big routines! ♥

Practice today for a brighter tomorrow! ♥

A Complete the collocations

Uzupełnij zdania właściwym słowem z ramki.

have • brush • get • walk • go • set • do • take

- 1 _____ breakfast
- 2 _____ my teeth
- 3 _____ dressed
- 4 _____ the dog
- 5 _____ to work
- 6 _____ the alarm
- 7 _____ my homework
- 8 _____ a shower

B Choose the correct form

Wybierz poprawną formę.

- 1 She **get / gets** up at 6:30.
- 2 They **have / has** lunch at work.
- 3 He **don't / doesn't** work on Sunday.
- 4 **Do / Does** you walk to school?
- 5 Does Marta **go / goes** to bed early?
- 6 I **usually drink / drink usually** tea in the morning.

C Put the words in order

Ułóż wyrazy w poprawnej kolejności.

- 1 usually / I / at 7:00 / get up
_____.
- 2 breakfast / she / has / at home
_____.
- 3 work / does / start / what time / he
_____.
- 4 never / TV / we / before school / watch
_____.

D Write about yourself

Answer in full sentences.

- 1 What time do you get up?

- 2 What do you usually do in the morning?

- 3 What do you do after school/work?

- 4 What do you never do before bed?

- 5 What time do you usually go to bed?



Bonus Challenge

Write one question for another student.

_____?

Read, Understand & Write

Od prostych zdań do pełnej historii dnia

Real routines.
Real stories.
You can do it! ♥

W tym module zobaczysz, jak słownictwo dotyczące codziennej rutyny łączy się w krótkie, naturalne teksty. Będiesz czytać, wyszukiwać informacje, porównywać różne rutyny i tworzyć własne wypowiedzi.



W tym module



reading comprehension



finding information



comparing routines



sequencing



correcting sentences



categorising vocabulary



guided writing



Po zakończeniu modułu uczeń powinien potrafić:

przeczytać prosty tekst o czymś dniu, znaleźć konkretne informacje i napisać własny opis codziennej rutyny.

Small steps.
Bigger progress! ♥

Marta's School Day

Read about Marta's typical weekday

Real routines,
real stories!



Marta's School Day

Marta is 14 years old. On school days, she usually **wakes up** at 6:45, but she **gets up** at 7:00. First, she **makes** her bed and **washes** her face. Then she **gets dressed** and **has breakfast** with her family.

At 7:40, Marta **leaves** home and **walks** to the bus stop. She usually **catches** the bus at 7:50. Her classes **start** at 8:30. She **has lessons** in the morning and **has lunch** at school at about 12:30.

School **finishes** at 3:00. Marta **comes home** at around 3:45 and **has** a snack. After that, she **does** her homework. She sometimes **meets** her friends or **listens** to music when she has free time.

In the evening, Marta **has dinner** with her family. She usually **takes** a shower at 9:00 and **prepares** her school bag for the next day. Before bed, she **reads** for about twenty minutes. She **goes to bed** at 10:30.



Useful vocabulary

- **school day** — dzień szkolny
- **catch the bus** — jechać / zdażyć na autobus
- **around** — około
- **prepare** — przygotować
- **for the next day** — na następny dzień



Reading strategy

Nie tłumacz każdego słowa. Najpierw przeczytaj cały tekst i spróbuj odpowiedzieć: o czym jest każdy akapit?

Don't worry about every word. Get the big picture!



Marta's day – a timeline

Spójrz na ilustracje. Te godziny pojawiają się w tekście.



6:45



7:50



12:30



3:45



10:30



Your task

- 1 Underline five daily routine phrases in the text.
- 2 Circle three time expressions.

Read,
think, improve!

Reading Comprehension – Marta

Sprawdź, ile informacji potrafisz znaleźć w tekście.

Read carefully and find the answers!

A True or False?

Zaznacz T lub F.

- | | | | |
|---|---|---|---|
| 1 | Marta gets up at 6:45. | T | F |
| 2 | She has breakfast with her family. | T | F |
| 3 | She goes to school by car. | T | F |
| 4 | Her classes start at 8:30. | T | F |
| 5 | She has lunch at home. | T | F |
| 6 | Marta does her homework after she comes home. | T | F |
| 7 | She always meets her friends after school. | T | F |
| 8 | She reads before bed. | T | F |

B Answer the questions:

Odpowiedz pełnym zdaniem.

- What time does Marta get up?

- How does she get to school?

- Where does she have lunch?

- What does she do after she comes home?

- What does she do before bed?

C Put in order:

Ponumeruj wydarzenia od 1 do 5.

- ☐ Marta does her homework.
- ☐ Marta has breakfast.
- ☐ Marta goes to bed.
- ☐ Marta catches the bus.
- ☐ Marta has lunch.

D Find it in the text:

Znajdź w tekście angielskie odpowiedniki poniższych wyrażen.

- około godziny 3:45 _____
- przygotowuje torbę szkolną _____
- przed snem _____
- czas wolny _____



Challenge:

One thing Marta does **every** school day:

One thing she **only sometimes** does:

Kuba's Workday

Read about a different daily routine

Different people, different routines! ♥

Kuba's Workday



Kuba works in a small design studio. He usually gets up at 6:30 on weekdays. He doesn't eat breakfast immediately because he isn't very hungry in the morning. First, he drinks a glass of water, takes a shower and gets dressed.

At about 7:15, Kuba makes coffee and has a light breakfast. He leaves home at 7:45 and goes to work by train. The journey takes about thirty minutes. He starts work at 8:30.

In the morning, Kuba usually checks his emails and works on different projects. He sometimes has meetings before lunch. He has lunch with his colleagues at around 1:00.

Kuba finishes work at 5:00. He often goes to the gym on his way home. When he gets home, he makes dinner and relaxes. In the evening, he usually watches a series or reads.

Before bed, Kuba prepares his clothes for the next day and sets his alarm. He normally goes to bed at around 11:00.

Useful vocabulary

- **design studio**
studio projektowe
- **immediately**
od razu / natychmiast
- **journey**
podróż / dojazd
- **colleagues**
współpracownicy
- **on his way home**
w drodze do domu
- **prepare clothes**
przygotować ubrania

Notice!

He **doesn't** eat breakfast immediately.

He **sometimes has** meetings.

He **often goes** to the gym.

Which words tell us how **often** Kuba does something?

Kuba's route



Your task

Highlight two things Kuba does **before work** and two things he does **after work**.

Reading Comprehension – Kuba

Find the facts, understand the routine

A Choose the correct answer:

- 1 Kuba gets up at:
A 6:00 **B** 6:30 **C** 7:15
- 2 He goes to work:
A by train **B** by bus **C** by car
- 3 He starts work at:
A 7:45 **B** 8:00 **C** 8:30
- 4 Kuba usually has lunch:
A alone **B** with colleagues **C** at home
- 5 After work, he often:
A goes shopping **B** goes to the gym **C** meets friends

B Short answers:

- 1 Does Kuba eat breakfast immediately after he gets up?

- 2 What does he usually do first at work?

- 3 Does he always have meetings?

- 4 What does he do when he gets home?

- 5 What does he prepare before bed?

C Correct the information:

Each sentence contains one mistake.
Write the correct sentence.

- 1 Kuba goes to work by bus.
→ _____
- 2 He starts work at 9:30.
→ _____
- 3 He always has meetings before lunch.
→ _____
- 4 He goes to bed at around 9:00.
→ _____

D Frequency detective:

Uzupełnij przysłówkiem z tekstu.

- 1 Kuba _____ gets up at 6:30.
- 2 He _____ has meetings before lunch.
- 3 He _____ goes to the gym after work.
- 4 He _____ watches a series or reads in the evening.



Reflection:

Which part of Kuba's routine is similar to yours?

Which part is different?

Compare Their Routines

Marta vs Kuba



Marta

VS



Kuba

Different routines.
Same great goals! ♥

A Complete the comparison table.

Use the information from pages 25 and 27.

Routine	Marta	Kuba
gets up		
goes to school/work by		
starts school/work		
has lunch		
afternoon activity		
evening activity		
goes to bed		

B Same or different?

Read the sentences and choose the correct option.

- | | | | |
|---|---|----------------------------|---------------------------------|
| 1 | They both leave home in the morning. | ☐ SAME | ☐ DIFFERENT |
| 2 | They travel to school/work in the same way. | ☐ SAME | ☐ DIFFERENT |
| 3 | They both have lunch away from home. | ☐ SAME | ☐ DIFFERENT |
| 4 | They do the same thing after school/work. | ☐ SAME | ☐ DIFFERENT |
| 5 | They both prepare something for the next day. | ☐ SAME | ☐ DIFFERENT |
| 6 | They go to bed at the same time. | ☐ SAME | ☐ DIFFERENT |

C Useful comparison language.

Look at the structures and examples.

Both Marta and Kuba...

Both Marta and Kuba leave home in the morning.

both = oboje / zarówno jedna, jak i druga osoba

Marta..., but Kuba...

Marta goes to school by bus, but Kuba goes to work by train.

but = ale

Marta..., while Kuba...

Marta does her homework after school, while Kuba often goes to the gym after work.

while = podczas gdy / natomiast

D Write three comparisons.

Use the prompts or your own ideas.

- Both Marta and Kuba _____.
- Marta _____, but Kuba _____.
- Marta _____, while Kuba _____.

E Add yourself.

Write two comparisons about you.

Model: I get up at 7:00, but Kuba gets up at 6:30.

- _____.
- _____.

F Speaking extension.

Who is more similar to you — Marta or Kuba? Explain using facts about your routine.



More similar to me? ♥

Use these ideas to help you:

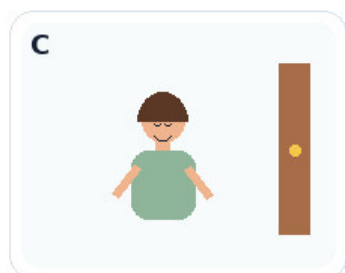
- My routine is similar to... because...
- We both...
- But I...

Picture Story Sequence

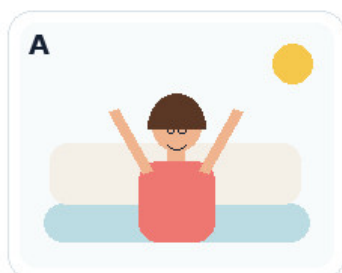


Ułóż dzień w logicznej kolejności

Look at the pictures. Put the day in the correct order.



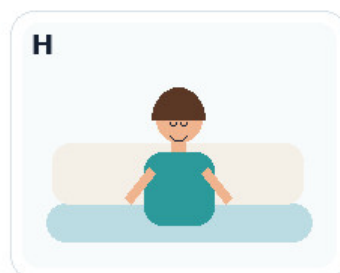
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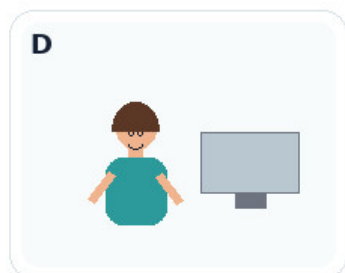
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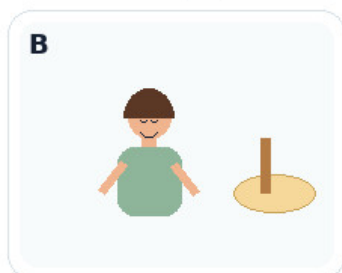
Order:



Order:



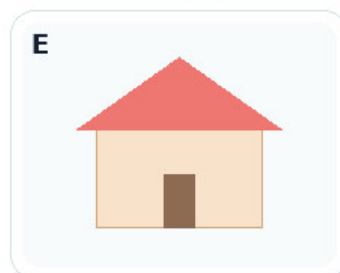
Order:



Order:



Order:



Order:

A Correct order

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

B Name activities

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C Tell the story

Choose 4 events and tell the story.

First...

Then...

After that...

Later...

Finally...

Challenge: Add times to the story. Speaking option:

Example: She wakes up at 6:45.

Work with a partner. One student describes the routine. The other student points to the correct pictures.

True or False? Correct It!

Nie tylko zaznaczaj — poprawiaj

A Read the mini routine

Leo's Routine

Leo gets up at 7:00 on weekdays. He usually has breakfast at home and leaves for work at 8:00. He starts work at 8:30. At lunchtime, he eats with his colleagues. He finishes work at 4:30 and often goes for a walk before he goes home. In the evening, he makes dinner, watches a series and sometimes calls his friends. He usually goes to bed at 11:00.



B True or False?

Write T or F. If the sentence is false, correct it.

1. Leo gets up at 8:00.

T ☐ F ☐

Correction: _____

2. He has breakfast at home.

T ☐ F ☐

Correction: _____

3. He starts work at 8:30.

T ☐ F ☐

Correction: _____

4. He has lunch alone.

T ☐ F ☐

Correction: _____

5. He often goes for a walk after work.

T ☐ F ☐

Correction: _____

6. He always calls his friends in the evening.

T ☐ F ☐

Correction: _____

7. He usually goes to bed at 11:00.

T ☐ F ☐

C Grammar detective

1 example with **usually**: _____

1 example with **often**: _____

1 example with **sometimes**: _____

D Make one false statement

Write one false sentence about Leo. Ask your partner to correct it.

My sentence: _____

Partner's correction: _____

Sort the Daily Activities

Porządkuj słownictwo według znaczenia

A Activity Bank

wake up

brush my teeth

have breakfast

leave home

go to school

start work

have lunch

come home

do my homework

walk the dog

clean the house

do the laundry

meet friends

go for a walk

exercise

watch TV

listen to music

have dinner

take a shower

put on my uniform

MORNING

sunrise / poranek

SCHOOL / WORK

book + briefcase

AFTERNOON / FREE TIME

lunch / free time

EVENING / NIGHT

moon / night

There may be more than one correct answer.

Niektóre czynności mogą pasować do kilku kategorii. Najważniejsze jest, abyś potrafił wyjaśnić swój wybór.

C Explain your choice

Model: I exercise in the evening, but my friend exercises in the morning.

1. _____
2. _____

D Find the categories

- 3 activities connected with food
- 3 activities connected with personal care
- 3 activities connected with free time

My Daily Routine

Napisz swój własny tekst

1 Plan

Part of the day	My activity	Time / frequency
Morning		
School / Work		
Afternoon		
Evening		
Night		

2 Useful language

Starting:

- On weekdays, I usually...
- My day starts at...

Sequencing:

- First...
- Then...
- After that...
- Later...
- Finally...

Frequency:

- always
- usually
- often
- sometimes
- rarely
- never

Time:

- at 7:00
- in the morning
- after school/work
- before bed

3 Writing

Write 8-10 sentences about your typical weekday.

Suggested structure

- On weekdays, I usually wake up at...
- First, I...
- Then, I...
- I start school/work at...
- After school/work, I...
- In the evening, I...
- Before bed, I...
- Finally, I go to bed at...

Self-check

- ☐ I used at least 5 daily routine phrases.
- ☐ I used at least 2 time expressions.
- ☐ I used an adverb of frequency.
- ☐ I used sequencing words.
- ☐ My sentences have a subject and a verb.
- ☐ I checked he/she forms if I used them.

Optional extension: Write one sentence about how your weekend is different.

Speaking Lab

Użyj słownictwa w prawdziwej rozmowie

Znajomość słowa to dopiero początek. W tym module będziesz zadawać pytania, porównywać rutyny, zdobywać informacje od innych osób i mówić o swoim dniu bez czytania gotowego tekstu.

Do you...?



SPEAK FIRST. CORRECT LATER.

Najpierw skup się na przekazaniu informacji. Nie zatrzymuj się po każdym błędzie.

Progression

1 sentence → short answer → question & answer → conversation → mini-presentation

W tym module

questions

interviews

information gap

class survey

opinions

role-play

picture prompts

mini-presentation

Podczas speakingu:

- odpowiadaj pełnym zdaniem, kiedy potrafisz,
- zadawaj pytania dodatkowe,
- używaj słów z wcześniejszych modułów,
- nie tłumacz każdego zdania z polskiego,
- jeśli brakuje ci słowa, spróbuj powiedzieć to prościej.

What time do you...?

I usually...

Speaking Starter Questions

10 pytań, które uruchamiają rozmowę

Main questions

- 1 What time do you usually wake up?
- 2 What do you do first in the morning?
- 3 Do you usually have breakfast at home?
- 4 How do you get to school or work?
- 5 What time do you start school or work?
- 6 What do you usually do after school or work?
- 7 How often do you exercise?
- 8 What do you do in the evening?
- 9 What do you usually do before bed?
- 10 What time do you normally go to bed?

Keep the conversation going:

Why?

What about the weekend?

Who with?

Where?

What time?

How often?

Answer support

- I usually...
- I normally...
- I sometimes...
- I don't usually...
- At the weekend, I...
- It depends, but...

A Pair work

Choose five questions. Ask your partner and write one key word from each answer.

Question	Key information

B Report back

Say about your partner.
Minimum 3 sentences.

My partner usually...

He/She...

After school/work, he/she...

Challenge: Ask one question that is not on the list.

?

Daily Routine Interview

Zapytaj, zanotuj, opowiedz

A Interview your partner

Question	Partner's answer
What time do you wake up?	_____
What do you do first?	_____
What do you have for breakfast?	_____
How do you get to school/work?	_____
What time do you start?	_____
What do you do after school/work?	_____
What do you do in the evening?	_____
What time do you go to bed?	_____

Do not write full sentences during the interview. Write short notes. Speak as much as possible.
Zapisuj tylko słowa kluczowe.

B Ask for more

Follow-up 1: _____?

Answer: _____

Follow-up 2: _____?

Answer: _____

Language reminder

I get up → He/She gets up

I go → He/She goes

I have → He/She has

C Report about your partner

My partner wakes up at _____.

In the morning, he/she _____.

He/She starts school/work at _____.

After school/work, he/she _____.

In the evening, he/she _____.

He/She goes to bed at _____.

Challenge: Find two things you have in common.

We both _____

We both _____

Information Gap — Student A

Ask questions to complete the routine

DON'T SHOW YOUR PAGE TO YOUR PARTNER. Nie pokazuj partnerowi tabeli. Informacje można zdobyć tylko poprzez zadawanie pytań.

Alex's Monday Routine

Activity	Time / information
wake up	6:45
have breakfast	_____
leave home	7:50
start work	_____
have lunch	12:30
finish work	_____
exercise	after work
have dinner	_____
go to bed	10:45

A

Your mission

Ask Student B questions and complete the missing information.

Question bank

- What time does Alex have breakfast?
- What time does Alex start work?
- What time does Alex finish work?
- What time does Alex have dinner?

Language support

What time does Alex...?

When does Alex...?

Alex... at...

He... after work.

B Check together

Compare your tables. Do you have the same information?

☐ Yes ☐ Not yet

C One full sentence

Alex _____

He _____

Information Gap — Student B

Ask questions to complete the routine

DON'T SHOW YOUR PAGE TO YOUR PARTNER. Nie podglądaj strony partnera. Pytaj i słuchaj.

Alex's Monday Routine

Activity	Time / information
wake up	_____
have breakfast	7:15
leave home	_____
start work	8:30
have lunch	_____
finish work	5:00
exercise	_____
have dinner	7:30
go to bed	_____

A Your mission

Ask Student A questions and complete the missing information.

Question bank

- What time does Alex wake up?
- What time does Alex leave home?
- What time does Alex have lunch?
- When does Alex exercise?
- What time does Alex go to bed?

Language support

What time does Alex...?

When does Alex...?

Alex... at...

He... after...

B Check together

Compare your complete routine with your partner.

What does Alex do after work?

What time does Alex go to bed?

C Retell the routine

Alex wakes up at...

He starts work at...

After work, he...

Find Someone Who...

Porozmawiaj z kilkoma osobami

Find someone who...

- 1 gets up before 7:00
- 2 always has breakfast
- 3 goes to school/work by bus
- 4 exercises in the morning
- 5 sometimes takes a nap
- 6 does housework every day
- 7 often watches TV in the evening
- 8 reads before bed
- 9 goes to bed after 11:00
- 10 has a very different weekend routine

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Rule

You must ask a full question.

Not allowed: "Before 7?"

Correct: "Do you get up before 7:00?"

Follow-up after Yes: "What time do you exercise?"

Question builder

Do you + activity + ... ?

- Do you always have breakfast?
- Do you exercise in the morning?
- Do you read before bed?
- Do you go to bed after 11:00?

B Report your findings

_____ gets up before 7:00.

_____ reads before bed.

_____ often watches TV in the evening.

Remember the -s form in third person.

C Class discovery

What was the most surprising answer?

What routine was most similar to yours?

Only two students? Guess your partner's answers first, then ask and compare.

This or That? — Daily Routine Edition

Wybierz, odpowiedz i uzasadnij

Nie ma jednej poprawnej odpowiedzi. Wybierz opcję, która bardziej Ci pasuje i powiedz, dlaczego.



A Choose A or B. Explain your choice.

1 Wake up early OR sleep longer?

A wake up early

B sleep longer

I prefer... because...

5 Exercise before work/school OR after?

A before

B after

I prefer... because...

2 Shower in the morning OR in the evening?

A in the morning

B in the evening

I usually...

6 Cook dinner OR order food?

A cook dinner

B order food

I prefer... because...

3 Breakfast at home OR breakfast on the go?

A at home

B on the go

I prefer... because... on the go — w biegu / poza domem

7 Watch a series OR read a book?

A watch a series

B read a book

I prefer... because...

4 Walk OR take the bus?

A walk

B take the bus

How do you usually get to school/work?

8 Go to bed early OR stay up late?

A go to bed early

B stay up late

I prefer... because... stay up late — długo nie iść spać / siedzieć do późna

Useful language



- I prefer... because...
- For me, ... is better because...
- I usually...
- I don't really like...
- It depends. On weekdays..., but at the weekend...

B Find a difference

Twój partner / Twoja partnerka odpowiada na wszystkie 8 pytań. Następnie napiszcie:



We chose the same answer for:

We chose different answers for:

C Create your own "This or That?" question about daily routines.



_____ OR _____

Daily Routine Role-Play Cards

Wejdź w rolę i przeprowadź rozmowę

Poniżej znajdziesz 6 kart z rolami. Możesz je wyciąć lub używać na ekranie.



1 THE EARLY BIRD

You are: osoba, która lubi bardzo wcześnie zaczynać dzień.



- wake up at 5:45
- exercise before breakfast
- start work at 7:30
- go to bed at 9:30



SECRET DETAIL:

You never drink coffee.

2 THE NIGHT OWL

night owl — osoba, która lubi być aktywna do późna.



- wake up at 9:00
- work/study later in the day
- relax at night
- go to bed at 1:00 a.m.



SECRET DETAIL:

You usually have breakfast at 10:00.

3 THE BUSY STUDENT



- get up at 6:45
- go to school from 8:00–15:00
- do homework after school
- have an English lesson twice a week
- go to bed at 10:30



SECRET DETAIL:

You sometimes forget to set your alarm.

4 THE REMOTE WORKER



- get up at 7:30
- work from home
- start work at 8:30
- cook lunch at home
- go for a walk after work



SECRET DETAIL:

You usually work in pyjama bottoms in the morning.

5 THE FITNESS FAN



- wake up at 6:00
- exercise every morning
- prepare meals in advance
- work/study during the day
- go to bed early



SECRET DETAIL:

You never watch TV on weekdays.

6 THE WEEKEND SLEEPER



- weekday wake-up at 7:00
- weekend wake-up at 10:30
- meet friends on Saturday
- clean the house on Sunday
- go to bed late at the weekend



SECRET DETAIL:

Sunday breakfast is your favourite meal of the week.

A Use these questions

- What time do you wake up?
- Do you exercise?
- What do you do after work/school?
- How often do you...?
- What time do you go to bed?

B Your mission



Ask at least five questions and guess your partner's character.

C Speaking extension

Say three sentences about your partner's character.

Model sentences:

- She wakes up at 5:45.
- She exercises before breakfast.
- She never drinks coffee.

Picture Prompts — Speak Without Reading

Spójrz na obraz i opowiedz, co się dzieje

Obraz jest główną wskazówką do mówienia. Podane pytania tylko Cię wspierają – nie musisz ich czytać na głos.

Small steps
big days

A Morning rush



- What is happening?
- What does the person probably do next?

B Breakfast



- What do they have for breakfast?
- Do you usually eat breakfast like this?

C Going to work/school



- Where is the person going?
- How do you usually travel?

D Afternoon



- What is the person doing?
- What do you usually do at this time?

E Evening relaxation



- How is this person relaxing?
- How do you relax in the evening?

F Bedtime



- What is the person doing?
- What do you do before bed?

Speaking levels

1

LEVEL 1 — Name it

Powiedz, jaką czynność widzisz.

get up

2

LEVEL 2 — Make a sentence

Ułóż pełne zdanie.

She gets up.

3

LEVEL 3 — Expand it

Dodaj godzinę, frequency word lub kolejną czynność.

She usually gets up at 7:00 and then she has breakfast.



Pair challenge

Student A wybiera jeden obraz, ale nie mówi jego litery. Opisuje go.

Student B zgaduje: "Is it picture C?"

It's a person.
They are ...

Is it
picture C?



Bonus

Choose one picture and continue the story with two more activities.

Your turn!

My Routine — Mini-Presentation

Small
Steps
Big
Progress ♥

Opowiedz o swoim dniu przez 60–90 sekund



Speak for 60–90 seconds without reading a full text.

Możesz przygotować słowa kluczowe, ale nie: zapisuj całej wypowiedzi do odczytania.



Krok 1 — Plan your talk

Write a few keywords for each part of your day.



MORNING



SCHOOL / WORK



AFTERNOON



EVENING



BEDTIME



Krok 2 — Add useful details

Make sure you include:

- ☐ 3 times (e.g. 7 a.m., 3 p.m., 10 p.m..)
- ☐ 2 frequency words (e.g. always, usually, sometimes)
- ☐ 2 sequencing words (e.g. first, then, after that, finally)
- ☐ 1 thing you don't do (e.g. I don't watch TV in the morning.)
- ☐ 1 weekend difference (e.g. At the weekend, I sleep longer.)



Presentation structure

Use this structure to organise your talk.

Start	On weekdays, my day usually starts at...
Morning	First... Then...
School / Work	I start... at... I usually...
After school/work	After that...
Evening	In the evening...
Finish	Finally... At the weekend, my routine is different because...



LOOK UP. SPEAK. DON'T READ.

You
got this!
♥



Krok 4 — Listener task

Listen to your partner and take notes.

One thing we have in common:

One difference:

One question I want to ask:



Krok 5 — Reflection

Tick the sentences that are true for you.

- ☐ I spoke in full sentences.
- ☐ I used daily routine vocabulary.
- ☐ I used time expressions.
- ☐ I used frequency words.
- ☐ I connected my ideas.
- ☐ I kept speaking when I forgot a word.



Teacher / partner feedback

One thing you did well: _____

One thing to practise next: _____

Review, Games & Answer Key

Small Steps
Big Progress

Powtórz, sprawdź i zobacz swój postęp

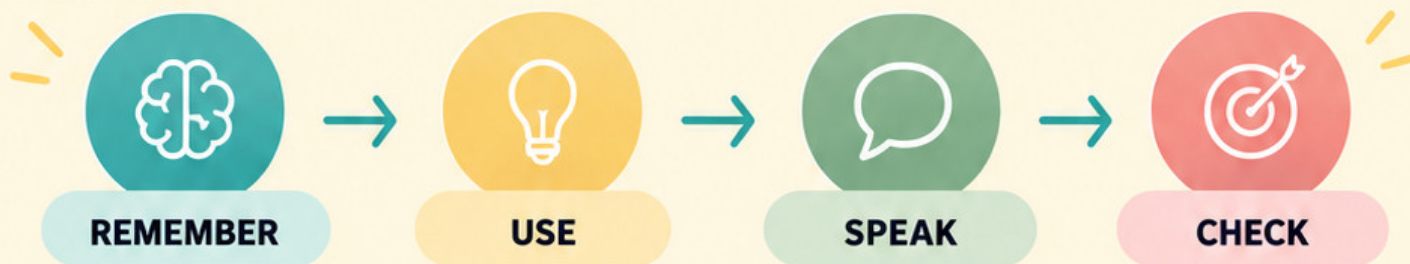
Dotarłeś do końcowego etapu. Teraz połączysz słownictwo, gramatykę, pisanie i speaking w kilku zadaniach podsumowujących.



W tym module

-  vocabulary review
-  mixed practice
-  speaking challenge
-  self-check
-  answer key

Twój postęp krok po kroku



Same
Learner
Brighter
You

Nie chodzi o to, aby pamiętać wszystko perfekcyjnie. Celem jest coraz szybsze rozpoznawanie i używanie języka w prawdziwych sytuacjach.

Keep going

Daily Routines Vocabulary Challenge

Ile potrafisz odtworzyć bez podpowiedzi?

To finałowe, gamifikowane powtórzenie słownictwa z działu o codziennych czynnościach. Sprawdź, ile pamiętasz i baw się dobrze!

SMALL
STEPS
BIG
PROGRESS



A

Round 1 — Complete the phrase

Uzupełnij zwroty. Wpisz brakujące słowo.

1 _____ up (e.g. in the morning)

2 make the _____ (a hot drink)

3 brush my _____ (in the morning)

4 get _____ (ready for the day)

5 have _____ (before school/work)

6 leave _____ (to go to school/work)

7 start _____ (work / my day)

8 have _____ (at lunchtime)

9 come _____ (back home)

10 do my _____ (school / work tasks)

11 walk the _____ (in the park)

12 go to _____ (in the evening)

13 set the _____ (for the morning)

14 fall _____ (at night)

B

Round 2 — What's the phrase?

Popatrz na ilustracje i napisz odpowiednie zwroty.



C

Round 3 — One does not belong

Circle the phrase that does not belong. Explain why.

A wake up | get dressed | have breakfast | fall asleep

B have lunch | have dinner | brush my teeth | have breakfast

C walk the dog | do the laundry | take out the rubbish | catch the bus

D read a book | watch TV | listen to music | start work

DIFFERENT
ROUTINES
MAKE A
BRIGHTER YOU



D

Round 4 — 60-second recall

How many daily routine phrases can you write in 60 seconds?



YOU
GOT
THIS!

E

Your score

I remembered: _____ different phrases.

Next time I want to remember: _____.

F

Speaking bonus

Partner chooses 5 phrases you wrote.
Make 5 full sentences with them.



Final Mixed Practice

Vocabulary + Present Simple + Time + Frequency

To ostatnia karta pracy, która łączy najważniejsze umiejętności z całego pakietu. Wykonaj wszystkie zadania, aby utrwalić słownictwo i struktury.

A Complete the collocations

take • have • get • set • do • go • walk • brush

- 1 _____ a shower
- 2 _____ breakfast
- 3 _____ dressed
- 4 _____ the alarm
- 5 _____ my homework
- 6 _____ to work
- 7 _____ the dog
- 8 _____ my teeth

B Choose the correct answer

- 1 Anna **get** / **gets** up at 7:00.
- 2 I **don't** / **doesn't** work on Saturday.
- 3 **Do** / **Does** Tom have breakfast at home?
- 4 She **go** / **goes** to school by bus.
- 5 They usually **watch** / **watch usually** TV after dinner.
- 6 **Does** Mark **do** / **does** the washing-up?
- 7 He **don't** / **doesn't** go to bed late.
- 8 We **have** / **has** lunch at 1:00.

C Put the words in order

- 1 at 6:30 / usually / gets up / she

- 2 do / what time / work / you / start

- 3 never / breakfast / skips / he

- 4 after work / often / exercise / they

D Make it negative

- 1 I watch TV in the morning.

- 2 She works on Sunday.

- 3 He drinks coffee at night.

E Make questions

- 1 You get up at 7:00.

- 2 Marta goes to school by bus.

- 3 They have lunch at home.

F Complete about you

- 1 I usually wake up at _____.
- 2 In the morning, I _____.
- 3 After school/work, I _____.
- 4 I never _____ before bed.
- 5 At the weekend, I _____.



Final writing task

Write four connected sentences about your typical day. Use at least one sequencing word and one frequency word.

Final Speaking Challenge

Can you talk about daily routines without a script?

Ta strona sprawdza, co potrafisz zrobić ustnie na koniec tego pakietu. To nie jest tradycyjny test – to okazja, aby pokazać, ile już umiesz!



1 Challenge 1 – Quick answers

Partner/professor chooses 5 questions.

- 1 What time do you wake up?
- 2 What do you do first in the morning?
- 3 How do you get to school/work?
- 4 What do you usually do after school/work?
- 5 How often do you exercise?
- 6 What do you do in the evening?
- 7 What time do you go to bed?
- 8 How is your weekend different?



Answer without writing first.

2 Challenge 2 – Ask me

Create 3 questions about the other person's routine.

- 1 _____
- 2 _____
- 3 _____

Check your language:

- ☐ I used Do...? correctly.
- ☐ I used What time...? correctly.
- ☐ I listened to the answers.

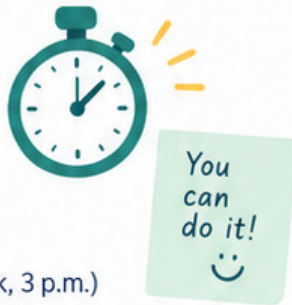


3 Challenge 3 – One-minute routine

Talk about your day for one minute.

Include these points:

- ☐ morning
- ☐ school/work
- ☐ afternoon
- ☐ evening
- ☐ bedtime
- ☐ at least 2 times (e.g. 7 o'clock, 3 p.m.)
- ☐ at least 2 frequency words (e.g. usually, often)

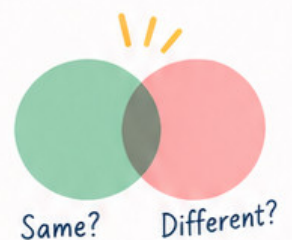


4 Challenge 4 – Compare

Say one similarity and one difference between your routine and another person's routine.

Language support:

- We both...
- I..., but he/she...



What can I do now?

- ☐ I can name common daily activities.
- ☐ I can say what time I do things.
- ☐ I can use words like *usually*, *often*, *sometimes* and *never*.
- ☐ I can ask another person about their routine.
- ☐ I can understand a short text about someone's day.
- ☐ I can write about my weekday routine.
- ☐ I can compare two routines.
- ☐ I can speak about my day without reading a full script.

Three phrases I want to remember:

- 1 _____
- 2 _____
- 3 _____

One thing I want to practise more:



Small routines. Real English. Daily progress.

Answer Key — Part 1

Odpowiedzi do ćwiczeń zamkniętych

Zadania otwarte, w których piszesz własne odpowiedzi lub mówisz, nie mają jednej poprawnej odpowiedzi modelowej.



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Visual Matching Challenge

- | | |
|-------------------------|--------------------------|
| 1 wake up — — | 9 come home — — |
| 2 make the bed — — | 10 do my homework — — |
| 3 brush my teeth — — | 11 walk the dog — — |
| 4 get dressed — — | 12 do the washing-up — — |
| 5 have breakfast — — | 13 watch TV — — |
| 6 leave home — — | 14 set the alarm — — |
| 7 start work/school — — | 15 go to bed — — |
| 8 have lunch — — | 16 fall asleep — — |

i Litery zależą od finalnego układu ilustracji na stronie 13.

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Present Simple

- A**
- | | | |
|-----------|---------|----------|
| 1. gets | 2. have | 3. goes |
| 4. finish | 5. does | 6. watch |
- B**
1. She gets up at 7:00.
 2. She has lunch at school.
 3. She goes to bed at 10:30.

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Questions & Negatives

- A**
- | | | |
|------------|---------|----------|
| 1. Do | 2. Does | 3. don't |
| 4. doesn't | 5. go | 6. watch |
- B**
1. Do you have lunch at school?
 2. Does she start work at 9:00?
 3. Do they exercise after work?

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Daily Routine Collocations

- A**
- | | | | |
|-------|----------------|--------|-----------------|
| 1 – B | brush my teeth | 6 – E | take a shower |
| 2 – A | have breakfast | 7 – I | check my emails |
| 3 – F | make my bed | 8 – G | get dressed |
| 4 – H | go to bed | 9 – J | set the alarm |
| 5 – D | do my homework | 10 – C | walk the dog |

- C Odd one out:**
- | | |
|------------------------|-----------------|
| 1. make breakfast time | 3. go breakfast |
| 2. make to school | 4. do to bed |

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Adverbs of Frequency

- Possible correct versions:**
1. I usually have breakfast at home.
 2. Tom is often tired in the morning.
 3. We sometimes go for a walk after dinner.
 4. Marta always does the washing-up.
 5. They are rarely late for school.
 6. I never drink coffee at night.

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Mixed Practice

- A**
- | | | | |
|---------|----------|--------|---------|
| 1. have | 2. brush | 3. get | 4. walk |
| 5. go | 6. set | 7. do | 8. take |
- B**
- | | | |
|---------|---------|------------------|
| 1. gets | 2. have | 3. doesn't |
| 4. Do | 5. go | 6. usually drink |
- C**
1. I usually get up at 7:00.
 2. She has breakfast at home.
 3. What time does he start work?
 4. We never watch TV before school.

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Marta

- A**
1. F — Marta wakes up at 6:45 but gets up at 7:00.
 2. T
 3. F — She goes by bus.
 4. T
 5. F — She has lunch at school.
 6. T
 7. F — She only sometimes meets her friends.
 8. T
- B**
1. She gets up at 7:00.
 2. She goes to school by bus.
 3. She has lunch at school.
 4. She has a snack and does her homework.
 5. She reads before bed.
- C**
- Breakfast → catch bus → lunch → homework → bed.

Answer Key — Part 2

Odpowiedzi + wskazówki do zadań otwartych



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Kuba

- A**
- 1 B — 6:30
 - 2 A — by train
 - 3 C — 8:30
 - 4 B — with colleagues
 - 5 B — goes to the gym

- B Suggested answers:**
- 1 No, he doesn't.
 - 2 He usually checks his emails.
 - 3 No, he doesn't. He sometimes has meetings.
 - 4 He makes dinner and relaxes.
 - 5 He prepares his clothes for the next day.

- C**
- 1 Kuba goes to work by train.
 - 2 He starts work at 8:30.
 - 3 He sometimes has meetings before lunch.
 - 4 He goes to bed at around 11:00.

- D**
- 1 usually
 - 2 sometimes
 - 3 often
 - 4 usually

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Compare Their Routines

Semantically correct answers based on the texts are accepted.

Marta

- gets up at 7:00
- transport: bus
- starts at 8:30
- lunch at school
- afternoon: homework / sometimes friends
- bedtime: 10:30

Kuba

- gets up at 6:30
- transport: train
- starts at 8:30
- lunch with colleagues
- after work: often gym
- bedtime: around 11:00

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Leo

- B**
- 1 F — Leo gets up at 7:00.
 - 2 T
 - 3 T
 - 4 F — He has lunch with his colleagues.
 - 5 T
 - 6 F — He sometimes calls his friends.
 - 7 T



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Information Gap

Complete routine:

- 1 wake up — 6:45
- 2 have breakfast — 7:15
- 3 leave home — 7:50
- 4 start work — 8:30
- 5 have lunch — 12:30
- 6 finish work — 5:00
- 7 exercise after work
- 8 have dinner — 7:30
- 9 go to bed — 10:45



Good routines brighter days! 😊

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Vocabulary Challenge

Round 1 — intended answers:

- | | |
|-----------------|-------------|
| 1 wake | 8 lunch |
| 2 bed | 9 home |
| 3 teeth | 10 homework |
| 4 dressed | 11 dog |
| 5 breakfast | 12 bed |
| 6 home | 13 alarm |
| 7 work / school | 14 asleep |

Round 3:

- A** fall asleep
B brush my teeth
C catch the bus
D start work

Inne logiczne odpowiedzi są akceptowane, jeśli uczeń jasno wyjaśni kategorię.

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Final Mixed Practice

- A** 1 take 2 have 3 get 4 set
5 do 6 go 7 walk 8 brush
- B** 1 gets 2 don't 3 Does 4 goes
5 usually watch 6 do
7 doesn't 8 have
- C** 1 She usually gets up at 6:30.
2 What time do you start work?
3 He never skips breakfast.
4 They often exercise after work.
- D** 1 I don't watch TV in the morning.
2 She doesn't work on Sunday.
3 He doesn't drink coffee at night.
- E** 1 Do you get up at 7:00?
2 Does Marta go to school by bus?
3 Do they have lunch at home?



Open-ended tasks — correction guide

Pages 21, 22, 33, 35–36, 39–43, 46–47

Nie ma jednego poprawnego modelu odpowiedzi. Nauczyciel powinien przede wszystkim sprawdzać, czy:

- odpowiedź odnosi się do polecenia,
- poprawnie użyto kluczowego słownictwa,
- wypowiedź jest zrozumiała i w większości poprawna pod względem Present Simple,
- poprawnie użyto form czasownika dla he/she,
- poprawnie użyto do/does w pytaniach,
- uczeń potrafi przekazać zamierzony komunikat.



Final note for the teacher

W zadaniach speakingowych priorytetem jest skuteczna komunikacja. Nie trzeba poprawiać każdego błędu w trakcie wypowiedzi. Warto zanotować najważniejsze błędy i omówić je po zakończeniu rozmowy.

Vocab Pack – Daily Routines

Learn it. Use it. Talk about your day.