



## Lesson 1

## Basic & Challenge

### 1 Połącz zdania z obrazkami.

1 I get up.	<b>a</b>		<b>f</b>	6 I have breakfast.
2 I study.	<b>b</b>		<b>g</b>	7 I have a shower.
3 I get dressed.	<b>c</b>		<b>h</b>	8 I go home.
4 I have lunch.	<b>d</b>		<b>i</b>	9 I have dinner.
5 I go to school.	<b>e</b>		<b>j</b>	10 I go to bed.

### 2 Znajdź i zakreśl zwroty. Zapisz je.

G	O	T	O	S	C	H	O	O	L	X	S	J	W	R
O	Y	G	O	H	O	M	E	Y	G	E	T	U	P	Q
T	I	N	P	L	S	H	A	V	E	L	U	N	C	H
O	J	G	E	T	D	R	E	S	S	E	D	I	T	S
B	H	A	V	E	D	I	N	N	E	R	Y	B	A	C
E	K	C	G	H	A	V	E	A	S	H	O	W	E	R
D	H	A	V	E	B	R	E	A	K	F	A	S	T	X

go to school

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1 Uczeń czyta zdania i dopasowuje je do obrazków.

2 Uczeń znajduje i zakreśla zwroty w diagramie. Następnie je zapisuje.

## Lesson 2

## Basic &amp; Challenge

1 Połącz zdania z obrazkami. Ponumeruj obrazki.



It's a film.

Let's have lunch.

Do you want to be in the film?

Now we're film stars!

2 Przeczytaj zdania i zaznacz: prawda ✓ lub fałsz X.

1 Tom isn't late for school.



3 They don't have lunch.



2 They go to the museum.



4 The children want to be in the film.



3 Znajdź i zapisz ukrytą literę.

The Quest letter is \_\_\_\_\_.

4 Uzupełnij zdania wyrazami z ramki. Połącz zdania z obrazkami.

hungry

late

doing

1 I'm late for school!

2 Are you \_\_\_\_\_?

3 What is he \_\_\_\_\_?!



1 Uczeń dopasowuje zdania do obrazków z historyjki. Następnie numeruje obrazki w kolejności, w jakiej pojawiły się w historyjce.

2 Uczeń czyta zdania i zaznacza, czy są prawdziwe, czy fałszywe.

3 Uczeń znajduje ukrytą w historyjce literę i ją zapisuje.

4 Uczeń uzupełnia zdania wyrazami z ramki. Następnie dopasowuje zdania do obrazków.



## 1 Napisz zdania.

1 have / he / lunch? / Does

Does he have lunch?

2 she / Does / a shower? / have

3 doesn't. / No, / she

4 study / I / French. / don't



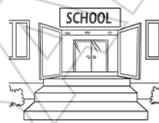
## 2 Posłuchaj piosenki i ponumeruj obrazki.



## 3 Popatrz na obrazki i uzupełnij zdania o Annie.

1 Does Anna  have a shower every day? ✓

Yes, she does.

2 Does she  on Saturdays? ✗3 Does she  every day? ✓4 Does she  at school? ✓

1 Uczeń układa zdania z podanych wyrazów.  
 2 Uczeń słucha piosenki i numeruje obrazki w kolejności, w jakiej czynności są wymienione w piosence. Następnie słucha nagrania ponownie i sprawdza swoje odpowiedzi.

3 Uczeń patrzy na obrazki i uzupełnia pytania.  
 Następnie pisze odpowiedzi na podstawie symboli.



## Lesson 3

## Challenge

## 1 Połącz pytania z odpowiedziami.

1 What does she do every day?

a I study music.

2 Do you have lunch at school?

b Yes, he does.

3 What do you do on Saturdays?

c She goes to school.

4 Does he study English?

d No, I don't.

2  **Uzupełnij tekst piosenki. Posłuchaj i sprawdź.**

In the morning,

I get <sup>1</sup> up.I <sup>2</sup> \_\_\_\_\_ a showerand <sup>3</sup> \_\_\_\_\_ dressed.I <sup>4</sup> \_\_\_\_\_ breakfast,I go to <sup>5</sup> \_\_\_\_\_

and study hard with friends like you.

I study English,

I study maths.

I have <sup>6</sup> \_\_\_\_\_

and play games, too.

Then I <sup>7</sup> \_\_\_\_\_ homeand I have <sup>8</sup> \_\_\_\_\_.I go to <sup>9</sup> \_\_\_\_\_, in my bedroom.3 **Popatrz na obrazki i uzupełnij pytania. Napisz odpowiedzi.**1 Does he get up early?Yes, he does.

2 \_\_\_\_\_ every day? \_\_\_\_\_, \_\_\_\_\_.



3 \_\_\_\_\_ at school? \_\_\_\_\_, \_\_\_\_\_.



4 \_\_\_\_\_ at home? \_\_\_\_\_, \_\_\_\_\_.

1 Uczeń czyta pytania i dopasowuje do nich odpowiedzi.  
 2 Uczeń uzupełnia tekst piosenki, wpisując w każdą lukę jeden wyraz.  
 Następnie słucha nagrania i sprawdza swoje odpowiedzi.

3 Uczeń patrzy na obrazki oraz symbole i uzupełnia zdania.



## 1 Połącz ze sobą części zdań.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1 Does she                  | a at school.                |
| 2 No,                       | b to bed late.              |
| 3 He goes                   | c have breakfast every day? |
| 4 She doesn't study English | d he doesn't.               |

## 2 Popatrz na obrazki i uzupełnij zdania.

What does Peter do every day?



1 Peter has a shower every day.

2 He \_\_\_\_\_  
\_\_\_\_\_ at school.

3 He doesn't \_\_\_\_\_  
\_\_\_\_\_ at the weekend.

4 \_\_\_\_\_ English.

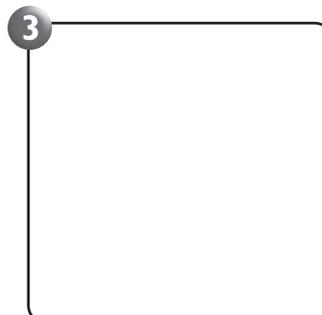
## 3 Popatrz na obrazki i uzupełnij zdania. Narysuj i napisz o tym, co robisz każdego dnia.



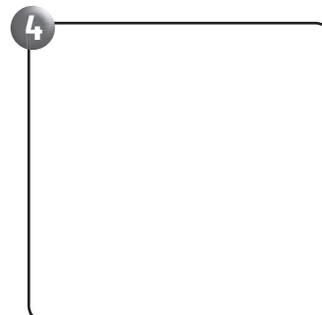
She has  
breakfast  
every day.



He \_\_\_\_\_  
\_\_\_\_\_  
every day.



I \_\_\_\_\_  
\_\_\_\_\_  
every day.



I \_\_\_\_\_  
\_\_\_\_\_  
every day.



## Lesson 4

## Challenge

## 1 Ponumeruj zdania dialogu.

\_\_\_ At 9:00 she goes to school.

\_\_\_ Does she study music at 10:00?

\_\_\_ Does she have lunch at school?

1 \_\_\_ What does Olga do every day?

\_\_\_ Yes, she does.

\_\_\_ No, she doesn't. She eats at home.

## 2 Uzupełnij dialog zdaniami z ramki.

I have dinner and I go to bed ~~Yes, I do~~  
I study English on Tuesday ~~No, I don't~~

Sue: Tom, do you have breakfast every day?

Tom: ~~No, I don't.~~ 3 \_\_\_\_\_

Tom: 1 Yes, I do.

Sue: What else do you do every day?

Sue: Do you have lunch at school?

Tom: 4 \_\_\_\_\_

Tom: 2 \_\_\_\_\_

Sue: Do you study English on Monday?

## 3 Popatrz na plan zajęć Petera i uzupełnij zdania.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	X	X
	X	✓	X	X	✓	X	X
	X	X	X	X	X	✓	✓

1 Peter has a shower every day.

3 He \_\_\_\_\_ at school on Tuesdays and Fridays.

2 He doesn't \_\_\_\_\_ on Saturdays and Sundays.

4 He doesn't \_\_\_\_\_ from Monday to Friday.

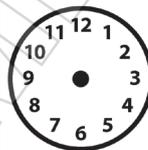
1 Uczeń układa zdania we właściwej kolejności, tak aby utworzyć dialog.

2 Uczeń uzupełnia dialog zdaniami z ramki.

3 Uczeń patrzy na plan zajęć Petera i uzupełnia zdania.



## 1 Przeczytaj zdania i dorysuj wskazówki na zegarach.

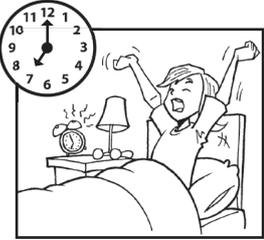


I go to bed  
at half past ten.

I have a shower  
at half past seven.

I go home  
at four o'clock.

## 2 Popatrz na obrazki i dokończ opis dnia Anny.



1 Anna gets up at seven o'clock.

2



3

4

## 3 Popatrz na obrazki i uzupełnij zdania.

Look, Scotty! It's  
half past  
nine in the  
morning.

It's \_\_\_\_\_  
to visit London.

It's \_\_\_\_\_  
\_\_\_\_\_. It's time  
for lunch.

It's \_\_\_\_\_  
\_\_\_\_\_.

It's \_\_\_\_\_  
\_\_\_\_\_ for a bus ride!



1 Uczeń czyta zdania i na ich podstawie rysuje wskazówki na zegarach.  
2 Uczeń patrzy na obrazki i pisze zdania.

3 Uczeń patrzy na obrazki i uzupełnia zdania w dymkach.



## Lesson 6

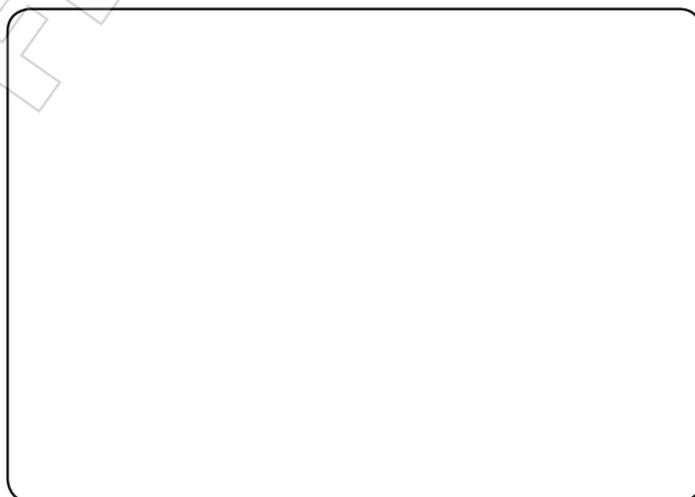
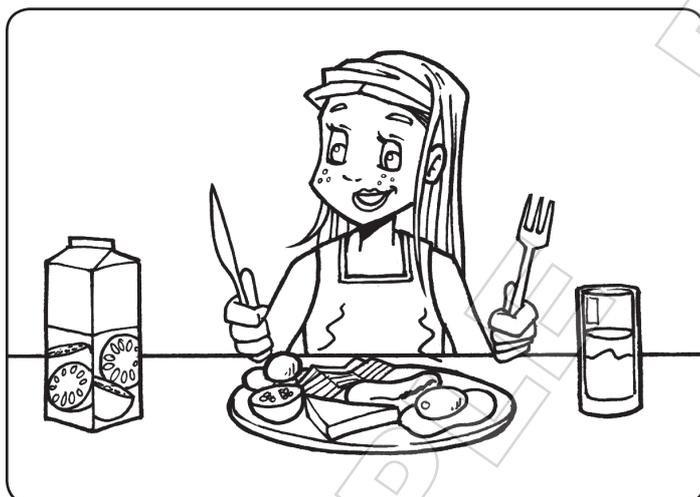
## Basic &amp; Challenge

## 1 Przeczytaj zdania i zaznacz: prawda ✓ lub fałsz X.

- 1 There are different time zones in the world.
- 2 In Warsaw it's eight o'clock in the morning. Paweł goes home.
- 3 In Sydney it's six o'clock in the afternoon. Matt has dinner.
- 4 In Honolulu it's nine o'clock at night. Malina gets up.



## 2 Przeczytaj tekst o Oldze. Napisz, co robisz każdego dnia. Zrób rysunek.



I live in Liverpool.

I get up at seven o'clock in the morning.

I have eggs and toast for breakfast.

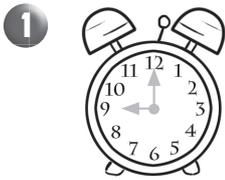
I have lunch at half past twelve.

I go home at four o'clock and have dinner.

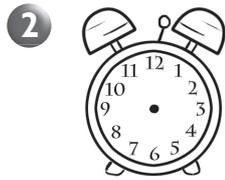
by Olga



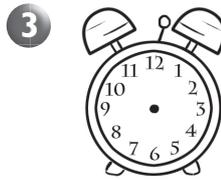
## 1 Dorysuj właściwe godziny na zegarach.



It's nine o'clock.



It's half past three.



It's twelve o'clock.



It's half past eleven.

## 2 Napisz zdania.

1 gets / seven / o'clock. / He / at / up

*He gets up at seven o'clock.*

2 half / to / go / past / I / at / eight. / school

3 she / Does / shower / a / have ?

4 doesn't / French. / He / study



## 3 Popatrz na obrazki i napisz krótkie odpowiedzi.



1 Does she have breakfast at eight?

*No, she doesn't.*

2 Does she go home at two o'clock?

3 Does she have a shower at seven?

4 Does she have lunch at twelve?

5 Does she get up at eight o'clock?



## Lesson 7

## Challenge

## 1 Przeczytaj tekst i uzupełnij pytania do podanych odpowiedzi.

My friend Emma doesn't live in Poland. She is from London. She gets up at seven o'clock in the morning and gets dressed. She has breakfast at half past seven and goes to school at eight. I go to school at half past seven. Emma has lunch at school. I don't have lunch at school every day. Emma goes home at half past two. I go home at four.

- 1 Does Emma get up at 7:00 in the morning? Yes, she does.  
 2 \_\_\_\_\_ to school at 7:30? Yes, I do.  
 3 \_\_\_\_\_ lunch at home? No, she doesn't.  
 4 \_\_\_\_\_ at school every day? No, I don't.  
 5 \_\_\_\_\_ at 14:30? Yes, she does.

## 2 Popatrz na obrazki i uzupełnij zdania.

1 Tom has breakfast at eight o'clock.



08:00

2 Tom \_\_\_\_\_ at \_\_\_\_\_.



11:00

3 Tom \_\_\_\_\_ at \_\_\_\_\_.



13:00

4 Tom \_\_\_\_\_ at \_\_\_\_\_.



20:30

## 3 Opisz swój dzień. Zrób rysunek.

I get up at ...

I ... lunch at school.

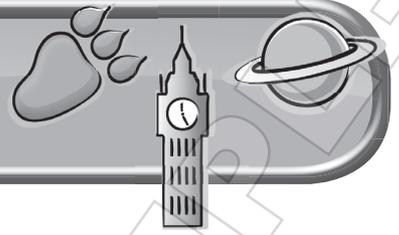
I ... every day.

I go to bed at ...

I get up at  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

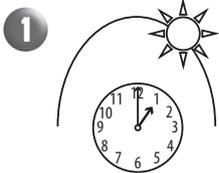


# Revision & Culture

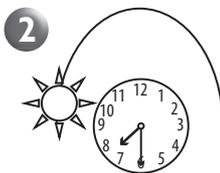


## Basic

1 Popatrz na zegary i napisz, która jest godzina i pora dnia.



It's one  
o'clock in  
the afternoon.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Połącz zdania z trzech kolumn, tak aby utworzyć wypowiedzi.

1 It's seven o'clock in the morning.

Let's have dinner.

Look at the Moon!

2 It's half past ten at night.

It's time to study.

Can I have spaghetti, please?

3 It's half past twelve in the afternoon.

Let's have breakfast.

Where are my books?

4 It's five o'clock in the afternoon.

It's time to go to bed.

What about a sandwich?

3 Popatrz na obrazki i zdecyduj, jakich części ciała brakuje zwierzętom. Rozwiąż krzyżówkę. Dokończ zdania.

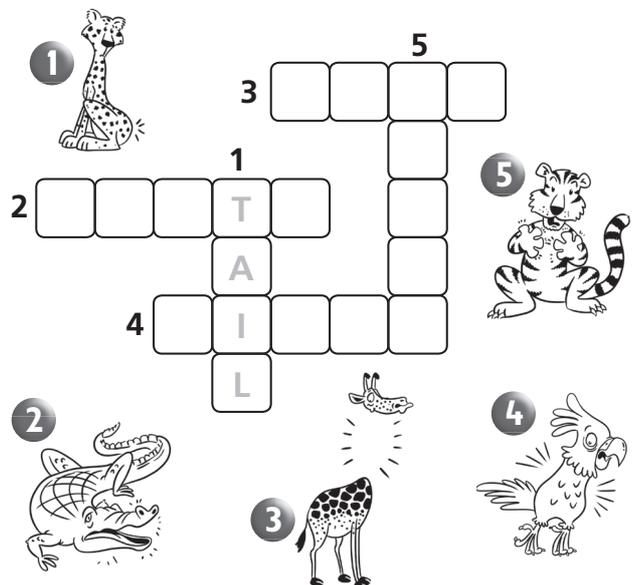
1 The cheetah hasn't got a tail.

2 The crocodile hasn't got \_\_\_\_\_.

3 The giraffe hasn't got a \_\_\_\_\_.

4 The parrot hasn't got \_\_\_\_\_.

5 The tiger hasn't got \_\_\_\_\_.



## Challenge

1 Dokończ pytania. Napisz odpowiedzi i dorysuj wskazówki na zegarach.



What time do you get up \_\_\_\_\_ ?  
I get up at \_\_\_\_\_ .



What time do \_\_\_\_\_ ?  
 \_\_\_\_\_ .



What time \_\_\_\_\_ ?  
 \_\_\_\_\_ .



What \_\_\_\_\_ ?  
 \_\_\_\_\_ .



2 Uzupełnij dialog.

Olga: It's half past twelve. I'm hungry.

Anna: Let's have lunch.

Olga: Charlie, what <sup>1</sup> do you want to eat?

Charlie: I want to eat a sausage.

Anna: I'm sorry, I <sup>2</sup> \_\_\_\_\_ got sausages.

Charlie: Olga <sup>3</sup> \_\_\_\_\_ got a chicken sandwich.

Anna: <sup>4</sup> \_\_\_\_\_ she want ice cream, too?

Charlie: No, she doesn't.

Olga: Do you want chocolate?

Charlie: Yes, I <sup>5</sup> \_\_\_\_\_. I love chocolate.

3 Popatrz na tablicę informacyjną. Odpowiedz na pytania.

1 Does it live in America?      3 Does it sleep at night?

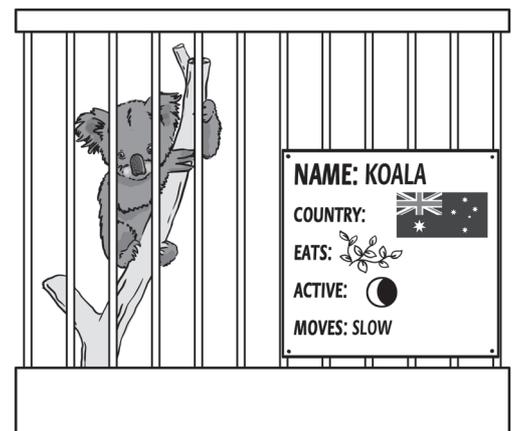
2 Does it eat plants?          4 Is it fast?

1 No, it doesn't. It lives in Australia.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



1 Uczeń patrzy na obrazki i kończy pytania. Następnie pisze odpowiedzi i rysuje wskazówki na zegarach.

2 Uczeń uzupełnia dialog, wpisując w każdą lukę jeden wyraz.

3 Uczeń patrzy na obrazek i odpowiada na pytania.

