

Zeszyt ćwiczeń

English

Quest

2



Praca z Zeszytem ćwiczeń *English Quest*

Zeszyt ćwiczeń *English Quest* pozwala na dostosowanie wymagań do zróżnicowanych umiejętności uczniów w zakresie czytania i pisania. Kluczowe ćwiczenia podzielone są na dwie wersje: Basic i Challenge.

Basic

Ćwiczenia w wersji Basic przeznaczone są przede wszystkim dla uczniów, którzy w klasie drugiej dopiero rozpoczynają swoją przygodę z czytaniem i pisanem w języku angielskim. Umiejętności te rozwijane są stopniowo, zaczynając od czytania, poprzez pisanie po śladzie, a kończąc na przepisywaniu wyrazów i uzupełnianiu zdań.

Challenge

Ćwiczenia w wersji Challenge napisane zostały z myślą o uczniach, którzy w klasie drugiej doskonali umiejętności czytania i pisania w języku angielskim. Ćwiczenia te wymagają od uczniów uzupełniania zdań oraz przepisywania wyrazów i zwrotów wcześniej niż ćwiczenia w wersji Basic, a ponadto występuje w nich więcej tekstu, który uczniowie muszą przeczytać.

Basic & Challenge

Ćwiczenia oznaczone symbolem Basic & Challenge są jednakowe dla wszystkich uczniów – bez względu na to, na jakim poziomie uczniowie mają opanowaną umiejętność czytania i pisania.

*Życzymy przyjemnej pracy z kursem English Quest
– Zespół Macmillan*

English

Quest

Activity Book 2

My name is _____



**Hello
again!**
page 2



1

**House
Zone**
page 4



2

**Toy
Zone**
page 16



**Techna
Zone 1**
page 28



3

**Jungle
Zone**
page 30



4

**Clothes
Zone**
page 42



**Techna
Zone 2**
page 54



5

**Places
Zone**
page 56



6

**Beach
Zone**
page 68



**Techna
Zone 3**
page 80



Halloween
page 82

Christmas
page 83

Extra Vocabulary
page 84

**My Picture
Dictionary**
page 96

Lesson 2

Basic & Challenge



Napisz liczby, przeczytaj i pokoloruj.

→ yellow 11 → green 12 → pink []

black 14

blue 15

orange 16

purple []

brown 18

white [] → red 20 ←

Uczeń pisze brakujące liczby, czyta nazwy kolorów i odpowiednio koloruje kredki. Następnie koloruje rysunki zgodnie z kluczem.

©© W parach uczniowie zakrywają kredki. Następnie wskazują na pokolorowane według klucza rysunki i pytają się wzajemnie, np.: *What colour is number 11? Yellow.*





Lesson 1

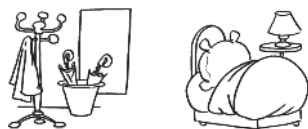
Basic

1 Przeczytaj i zakreśl.

1 kitchen



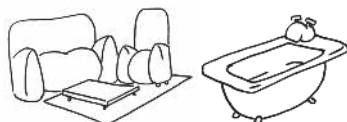
2 bedroom



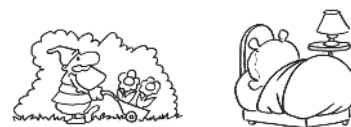
3 garage



4 bathroom



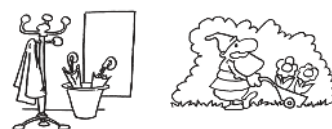
5 garden



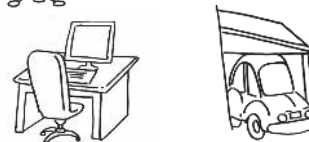
6 living room



7 hall



8 study

2 Przeczytaj i połącz.

1



2



It's in the garden.

It's in the study.

3



4



It's in the living room.

It's in the hall.



Lesson 1

Challenge

1



Napisz i pokoloruj.

~~garage~~

hall

living room

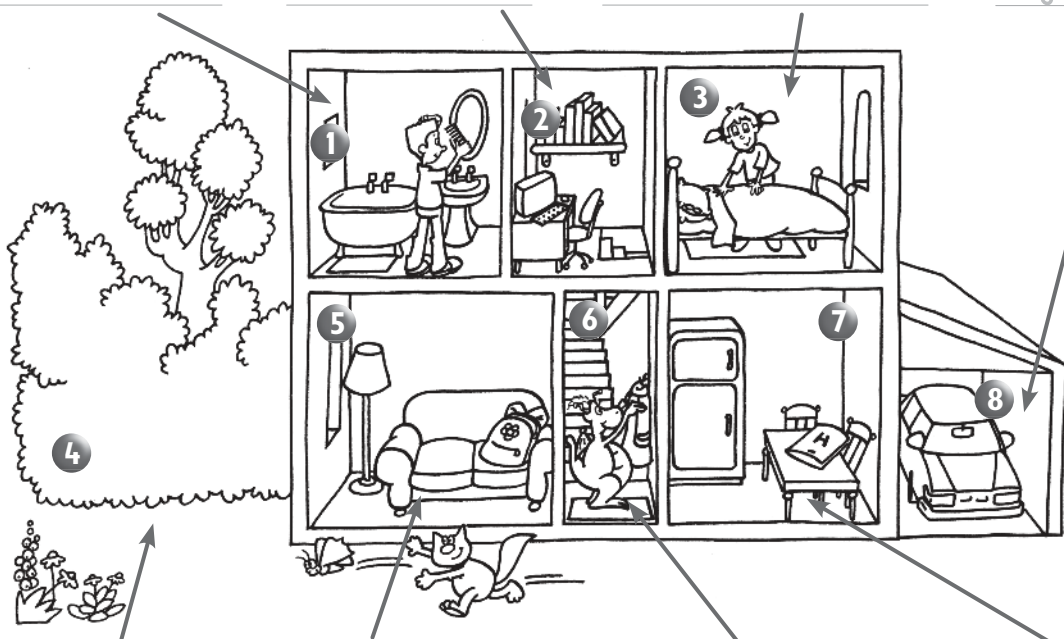
bedroom

bathroom

study

kitchen

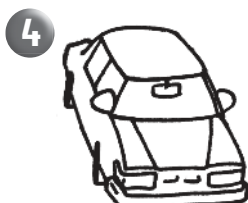
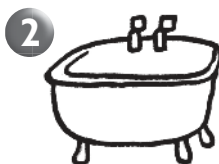
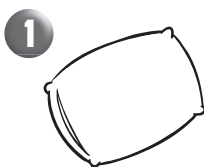
garden



2



Napisz.

1 It's in the bedroom.

2 It's in the _____.

3 It's in the _____.

4 It's in the _____.





Przeczytaj, zakreśl i zaśpiewaj.

Where's my book?



Is it in the bedroom / kitchen



or the hall / bathroom?



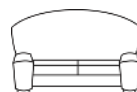
Is it in the garage / study



or the kitchen / garden?



Is it in the bathroom / living room?



Is it in the garage / bedroom



or the study / garden?



Yes, it is. It's in the hall / living room.



Lesson 2

Challenge



Napisz i zaśpiewaj.

garage

~~bedroom~~

hall

living room

bathroom

study

kitchen

garden

Where's my book? Where's my book?
I don't know. Let's have a look!

Is it in the  bedroom or

the  _____? No, it isn't.

Is it in the  _____ or

the  _____? No, it isn't.



Let's look. Let's look.
Let's look for Harry's book.

Is it in the  _____? No, it isn't.

Is it in the  _____ or

the  _____? No it isn't.

Oh, no! Is it here at all?

Yes, it is. It's in the  _____!



Lesson 3

Basic & Challenge

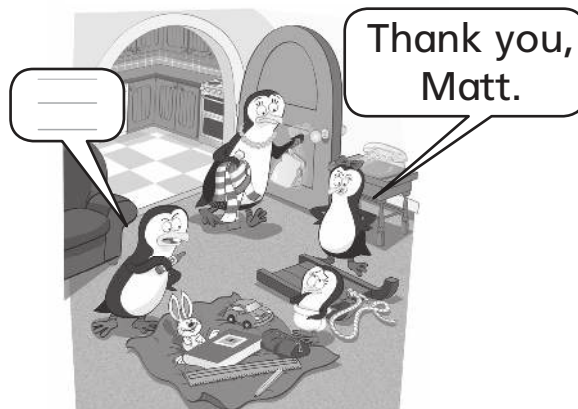
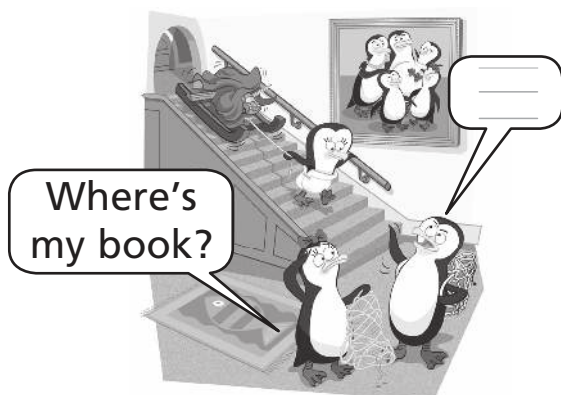
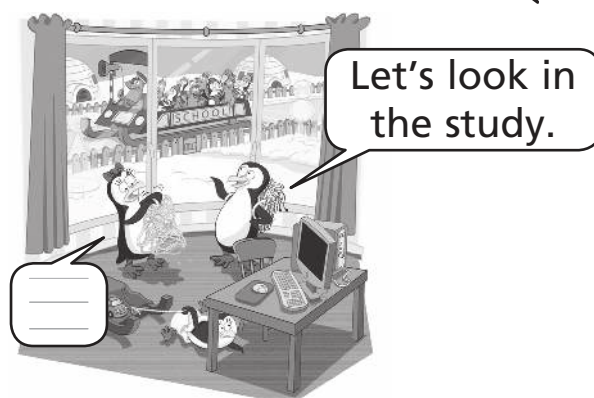
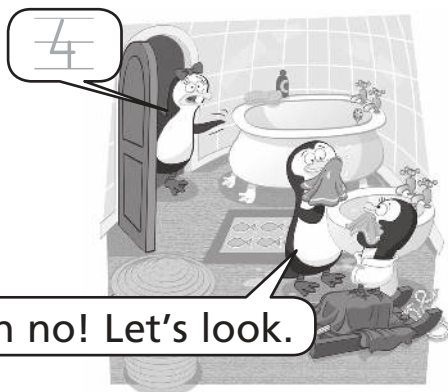
1   Przeczytaj i napisz cyfry.

1 Here's your crayon, Hannah!

2 It's not in the hall.

3 Here's my school bag.

4 Where are my school things?

2   Przeczytaj i zakreśl.1 It's in the garden / bedroom.

2 It's in the hall / kitchen.



3 It's in the living room / bathroom.

4 It's in the study / garage.

1 Uczeń czyta zdania, dopasowuje je do rysunków i wpisuje cyfry.

2 Uczeń czyta zdania i zakreśla nazwy pomieszczeń, w których znajdują się przedmioty.



Lesson 4

Basic & Challenge



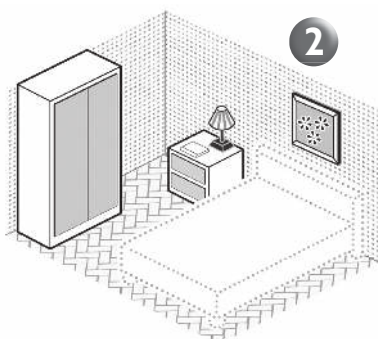
1



Narysuj i napisz. Powiedz i zaznacz.



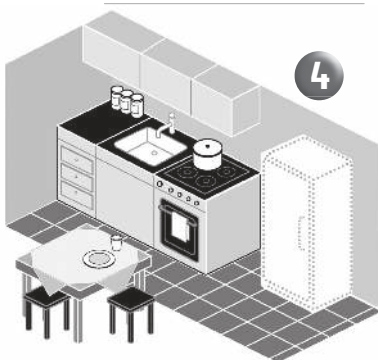
1

☒ bathroom


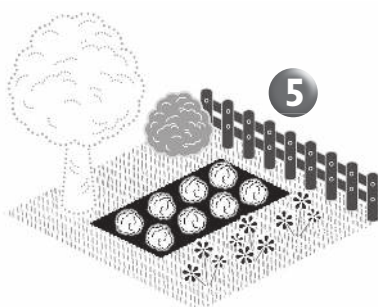
2

☐ bedroom

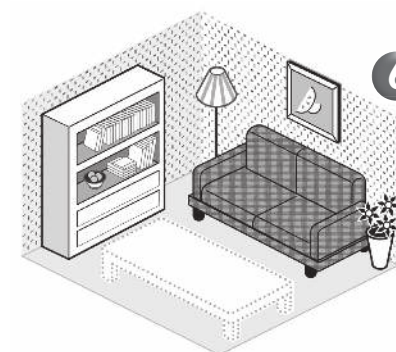

3

☐ study


4

☐ kitchen


5

☐ garden


6

☐ living room

2



Zakreśl i napisz.

1


 kitchen / garage

2



bathroom / garden

3



living room / bedroom

4



study / hall

1 Uczeń dokończa rysunki i pisze po śladzie brakujące litery. Następnie czyta wyrazy na głos i zaznacza te, które zawierają głoskę /a:/.

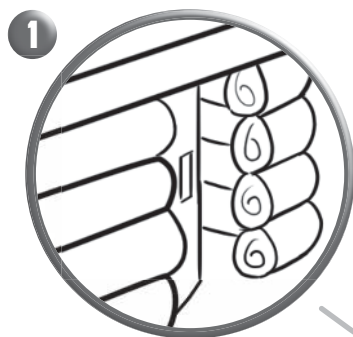
2 Uczeń zakreśla nazwy pomieszczeń, w których zazwyczaj znajdują się zacięte przedmioty, i pisze je po śladzie.



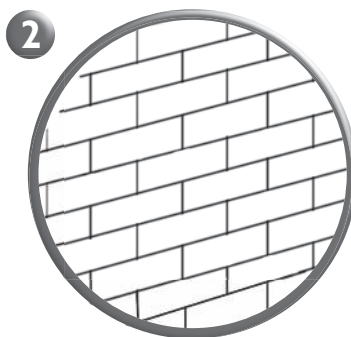
1



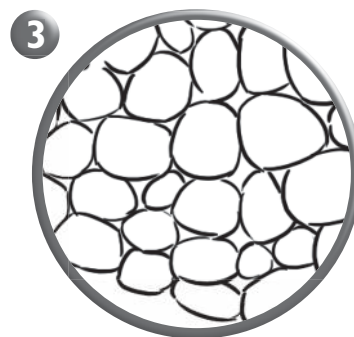
Przeczytaj i połącz.



brick



stone

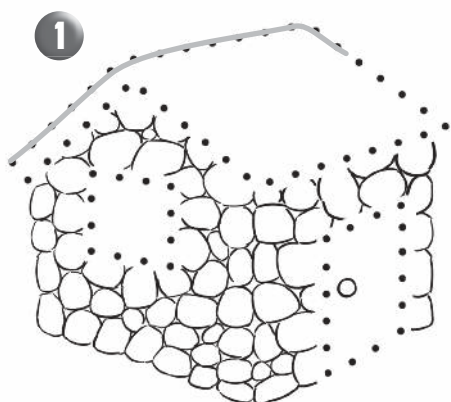
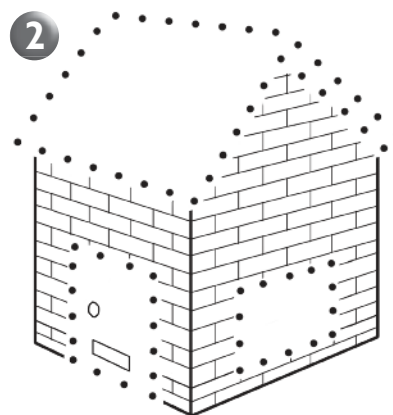
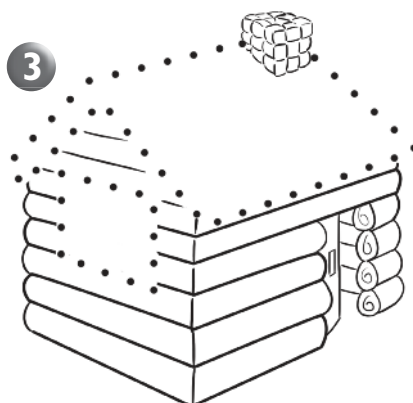


wood

2



Przeczytaj i zaznacz ✓ lub X. Narysuj i pokoloruj.

It's made of brick. ☒It's made of stone. ☐It's made of wood. ☐

Lesson 5

Challenge

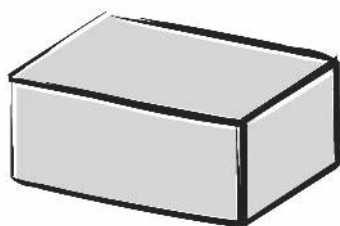
1



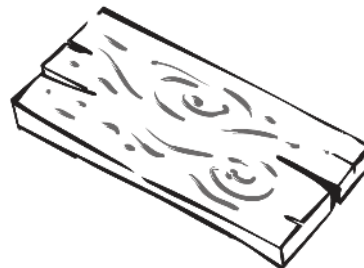
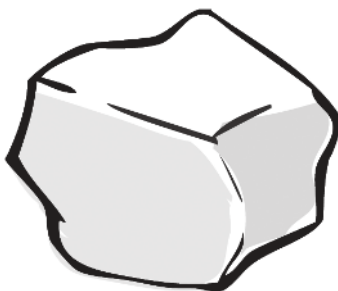
Napisz.

stone

wood

~~brick~~

brick

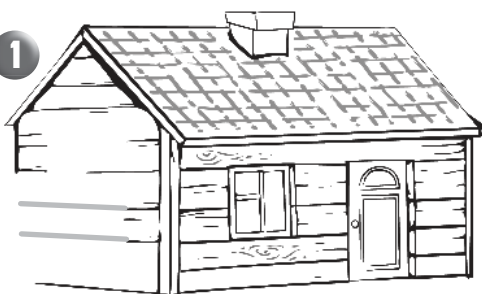


2



Napisz, narysuj i pokoloruj.

1

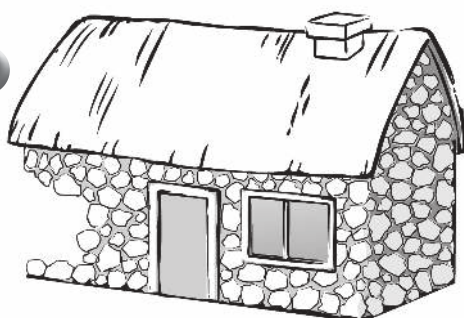
It's made of wood.

2



It's made of _____.

3



It's made of _____.





Napisz, połącz i zaśpiewaj.

Wood, wood, wood.

This is my house.

It's made of wood.

Brick, brick, brick.

This is my house.

It's made of brick.

Stone, stone, stone.

This is my house.

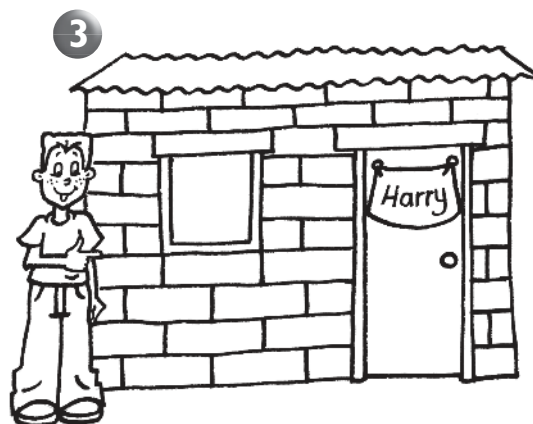
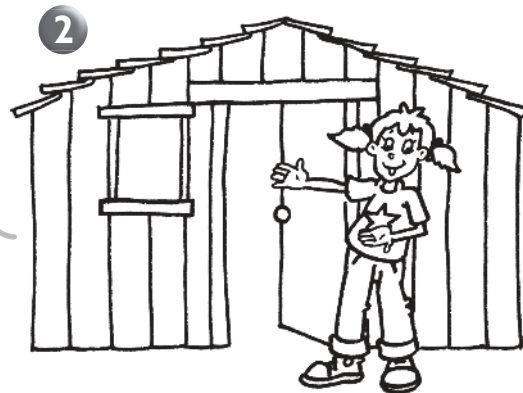
It's made of stone.

Brick, brick, brick

and wood and stone.

This is my house.

This is my home.



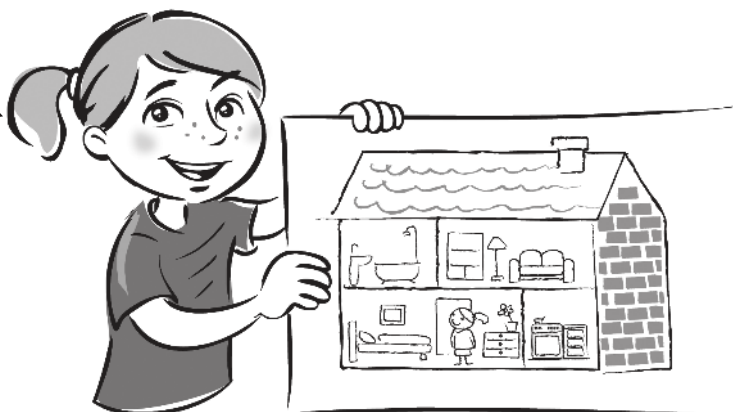
Lesson 7

Basic & Challenge



Przeczytaj, narysuj i napisz.

This is my house.
It's made of brick.
I'm in my bedroom.



Basic

This is my house.

It's made of brick /

wood / stone.

I'm in my bedroom /

kitchen / _____.

Challenge

This is my house.

It's made of _____.

I'm in my _____.



1



Napisz, połącz i powiedz.

bathroom

living room

kitchen

hall

study

garage

bedroom

garden

wood

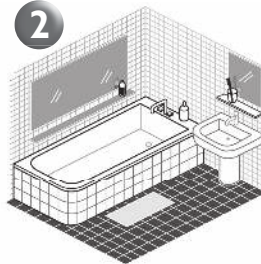
brick

stone

1



2



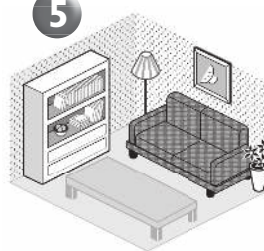
3



4



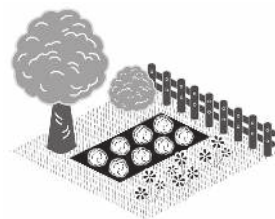
5



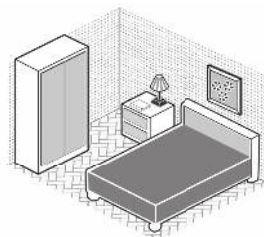
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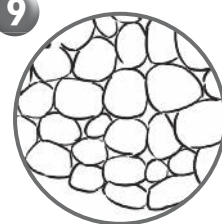
7



8



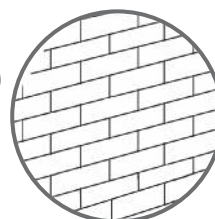
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10



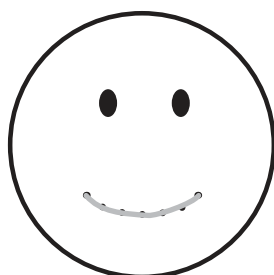
11



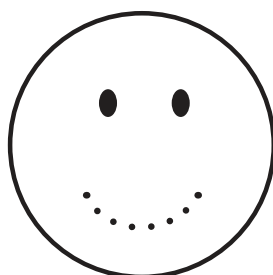
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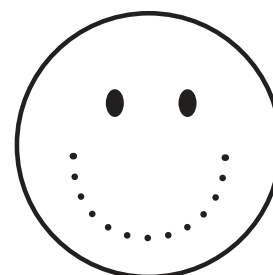
Narysuj i zakreśl.



OK



good



fantastic

1 Uczeń pisze wyrazy po śladzie i łączy je z rysunkami.
Następnie mówi, co przedstawiają rysunki, np.: One – kitchen.

2 Uczeń dokończa rysunki i ocenia swoją pracę
w rozdziale 1, zakreślając odpowiedni rysunek.



Lesson 8

Challenge

1



Napisz i powiedz.

garage

bathroom

garden

living room

hall

bedroom

study

kitchen

wood

brick

stone

1



bedroom

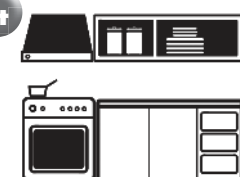
2



3



4



5



6



7



8



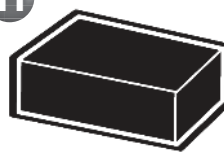
9



10



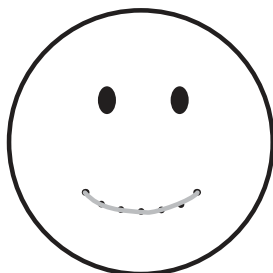
11



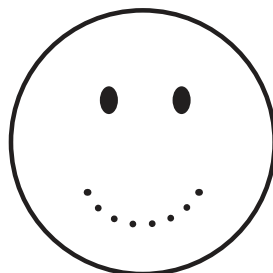
2



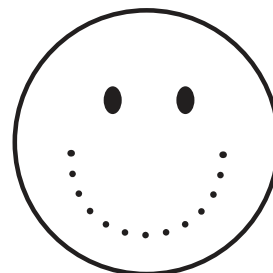
Narysuj, napisz i zakreśl.



OK



good

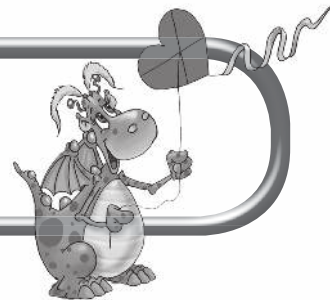


fantastic

1 Uczeń podpisuje rysunki i mówi, co przedstawiają, np.: One – bedroom.

2 Uczeń dokończa rysunki, podpisuje je i ocenia swoją pracę w rozdziale 1., zakreślając odpowiedni rysunek.





Lesson 1

Basic

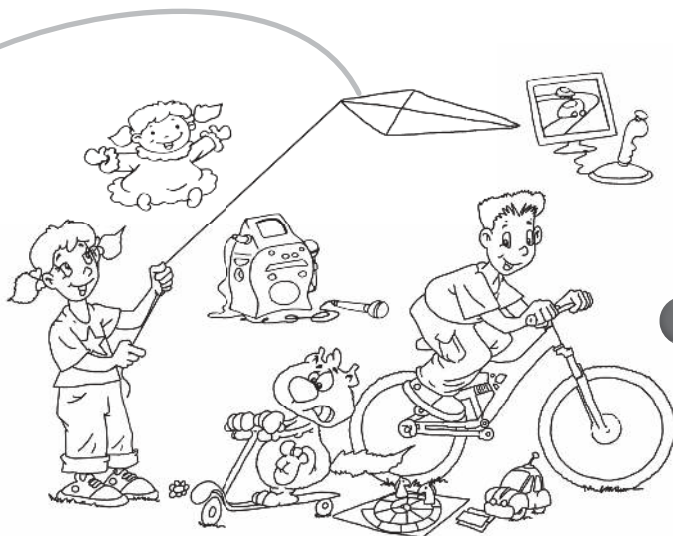
1    Przeczytaj, pokoloruj i połącz.

1 kite

2 scooter

3 car

4 doll



5 bike

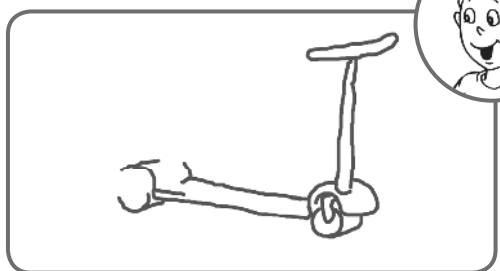
6 computer game

7 karaoke machine

8 board game

2   Przeczytaj i narysuj.

1



I'm playing with my scooter.

2



I'm playing with my kite.

3



I'm playing with my car.

4



I'm playing with my doll.



Lesson 1

Challenge

1



Narysuj i napisz.

karaoke machine

scooter

~~kite~~

board game

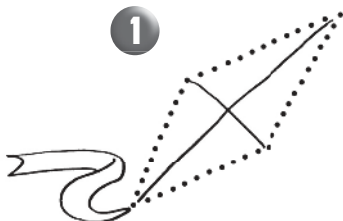
doll

bike

car

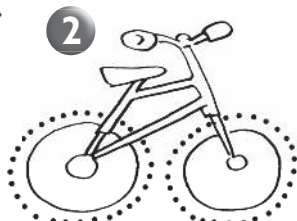
computer game

1

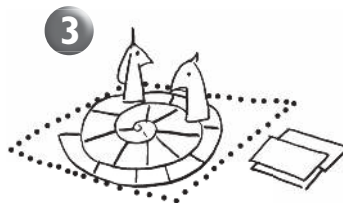


kite

2



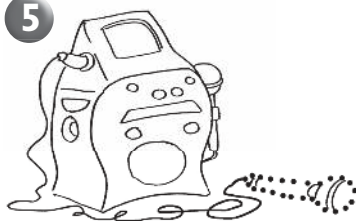
3



4



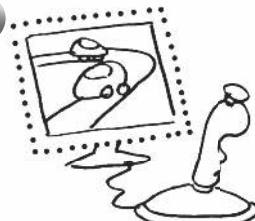
5



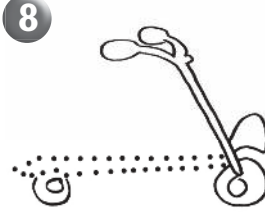
6



7



8



2



Napisz.

1



I'm playing with

my karaoke machine.

2



I'm playing with

my _____.

3



I'm playing with

my _____.





Połącz i zaśpiewaj.

I'm riding my



karaoke machine

I'm singing a song,

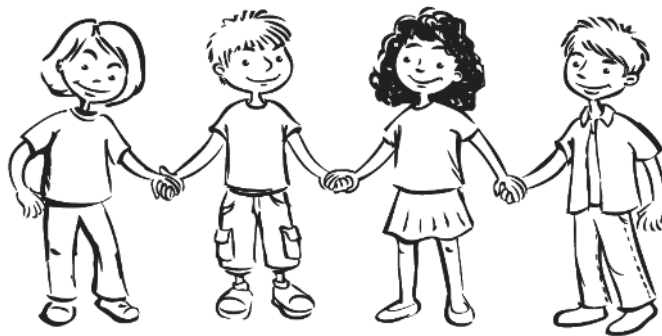
I'm flying a



board game

computer game

scooter



car

A



and a



,

A



and a



,

A



and a



,

kite

doll

Lots of toys that we like!

bike



Lesson 2

Challenge



Napisz i zaśpiewaj.

a kite a karaoke machine a car a bike

a board game ~~my scooter~~ a doll a computer game

I'm riding



my scooter,

I'm singing a song,

I'm flying



I like playing with my toys,
playing with my toys.
Let's play together,
girls and boys!



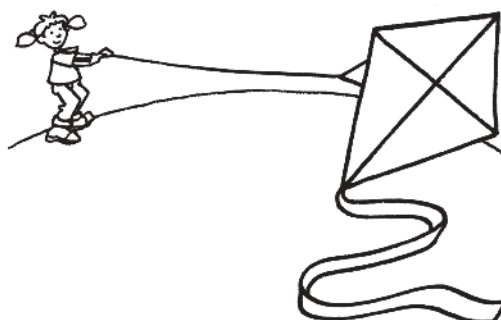
and



and



and



Lots of toys that we like!



1



Przeczytaj i napisz cyfry.

1

I've got it.

2

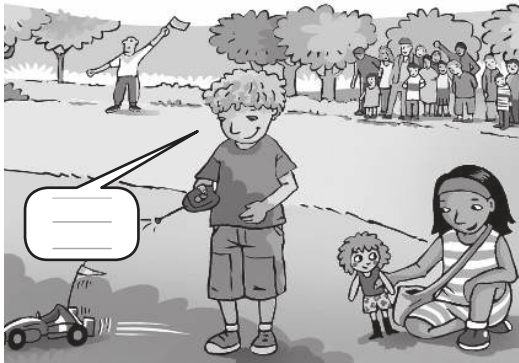
What are you doing?

3

Look at my car!

4

Quick Daniel! Run.



2



Przeczytaj i zakreśl.



1

I'm playing with my board game / scooter.

2

I'm playing with my kite / car.

3

I'm playing with my doll / bike.

1 Uczeń czyta zdania, dopasowuje je do rysunków i wpisuje cyfry.

2 Uczeń czyta zdania i zakreśla zabawki, którymi bawią się dzieci.



Lesson 4

Basic & Challenge



1

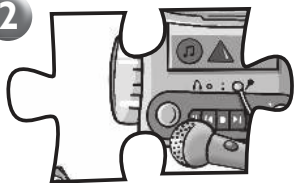


Połącz i napisz. Powiedz i zaznacz.

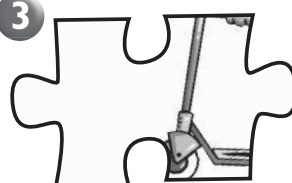
1



2



3



bedroom

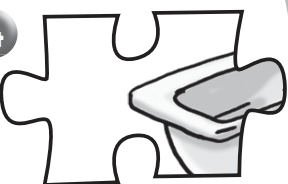


karaoke machine

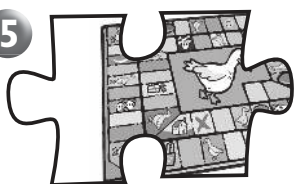


scooter

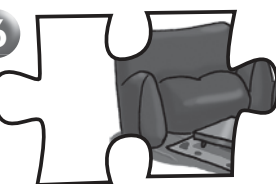
4



5



6



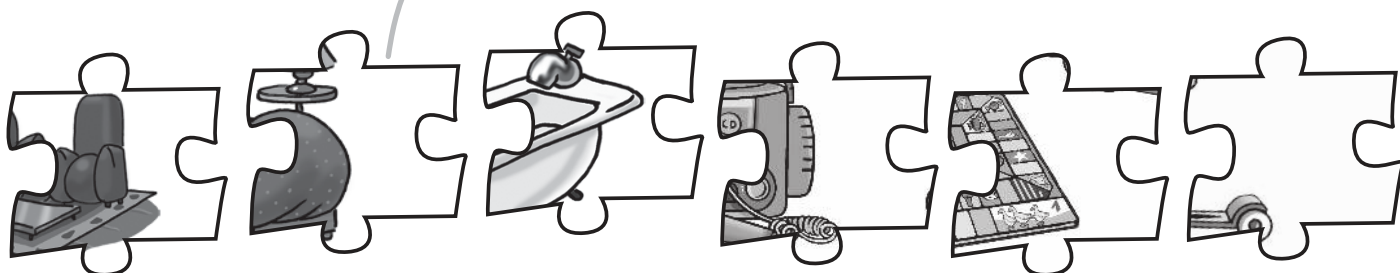
bathroom



board game



living room



2



Zakreśl i napisz.

1



2



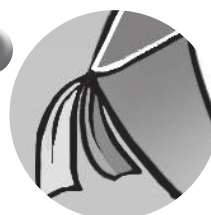
board game / bike

computer game / scooter

3



4



doll / car

karaoke machine / kite

1 Uczeń łączy połówki puzzli i pisze po śladzie brakujące litery. Następnie czyta wyrazy na głos i zaznacza te, które zawierają głoskę /u/.

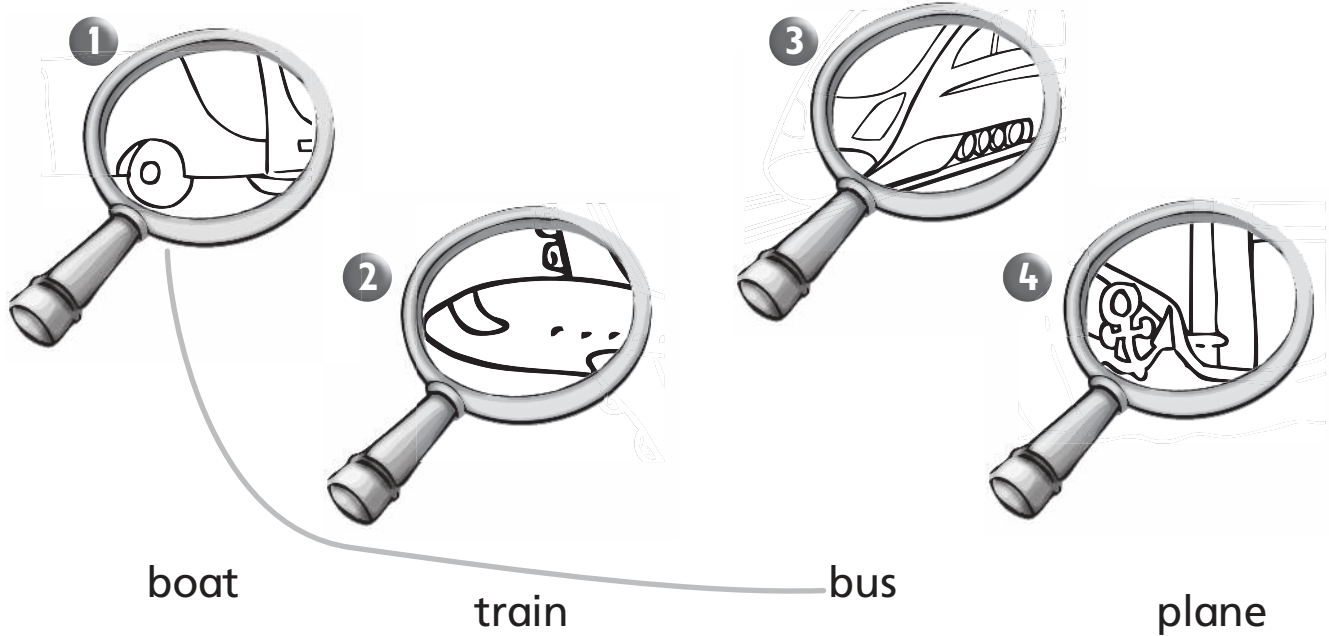
2 Uczeń zakreśla odpowiednie wyrazy i pisze je po śladzie.



1



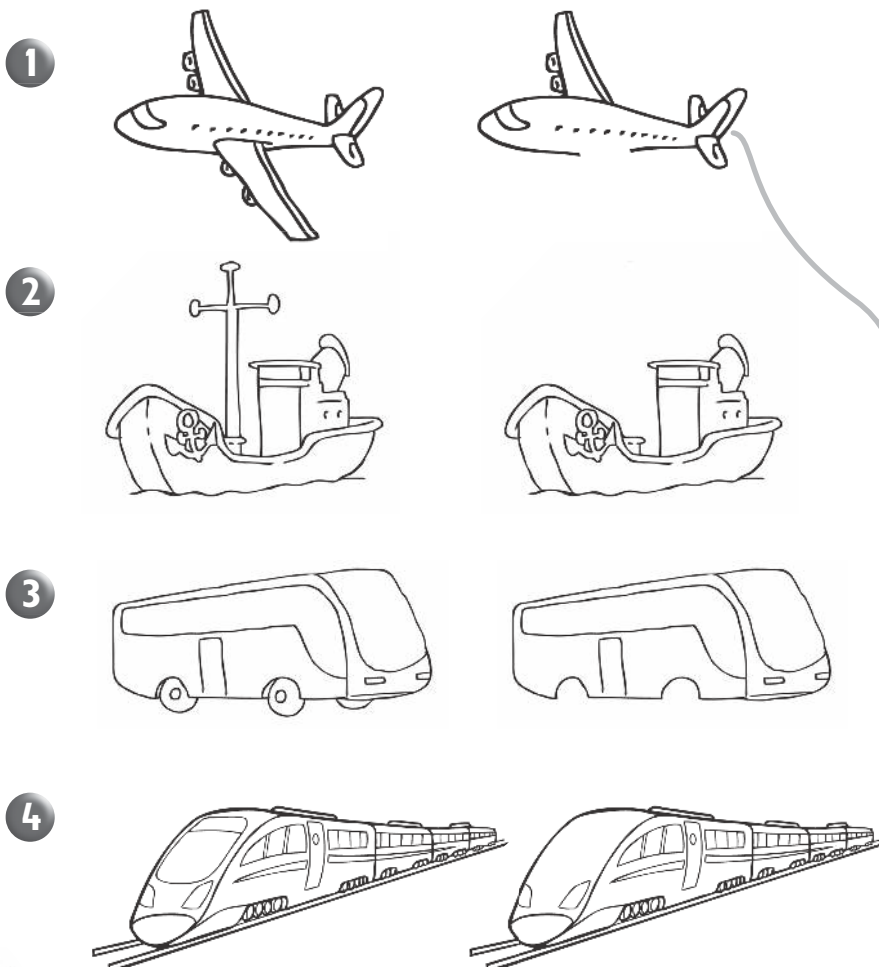
Przeczytaj i połącz.



2



Narysuj, przeczytaj i połącz.



I go by bus.

I go by train.

I go by plane.

I go by boat.

1 Uczeń czyta wyrazy i łączy je z rysunkami. ©© W parach uczniowie wskazują na środki transportu przedstawione na rysunkach i mówią, że nimi podróżują.

2 Uczeń porównuje rysunki i dorysowuje brakujące elementy. Następnie czyta zdania i łączy je z rysunkami.

Lesson 5

Challenge

1



Znajdź, zakreśl i napisz.

train	bus	boat	plane
-------	----------------	------	-------

1



bus

2



3



4



2



Znajdź i napisz.

1



I go by bus.

2



I go by _____.

3



I go by _____.

4



I go by _____.



1 Uczeń zakreśla dwa identyczne rysunki w każdym rzędzie oraz pisze nazwy środków transportu. ©© W parach uczniowie wskazują na środki transportu przedstawione na rysunkach i mówią, że nimi podróżują.

2 Uczeń uzupełnia zdania nazwami środków transportu, którymi podróżują postaci.





Napisz i połącz. Narysuj i zaśpiewaj.

I go by bus,

I go by boat.

But they're so slow!

Let's travel fast,

Let's go by train!

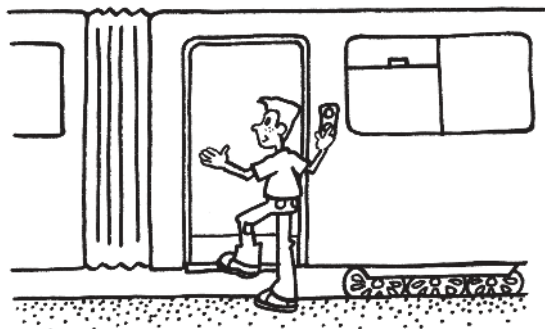
Let's travel fast,

Lets go by plane!

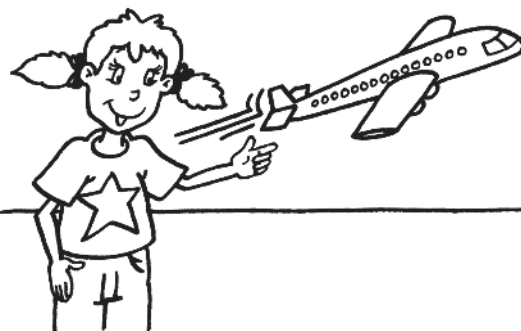
Lots of different ways to go.

Some are fast and some are slow!

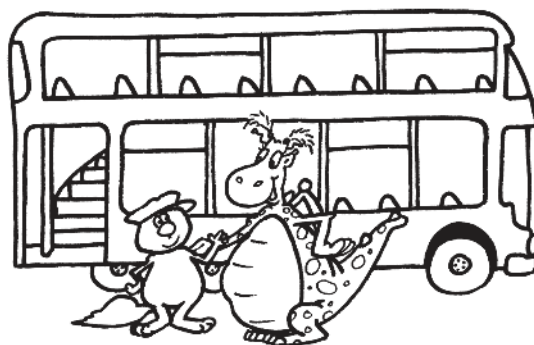
1



2



3



4



Lesson 7

Basic & Challenge



Przeczytaj, narysuj i napisz.

I'm on a train.
I'm playing with my car
and my computer game.



Basic

I'm on a train / plane /
bus / boat. I'm playing
with my car / doll /
_____ and my
computer game / _____.

Challenge

I'm on a _____
I'm playing with my _____



1



Napisz, połącz i powiedz.

bike

doll

board game

kite

computer game

scooter

car

karaoke machine

train

bus

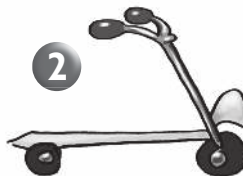
boat

plane

1



2



3



4



5



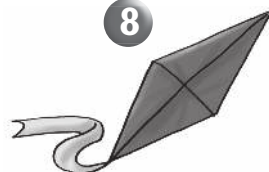
6



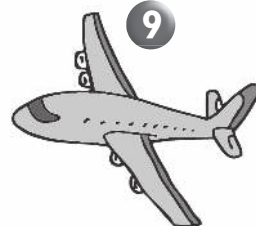
7



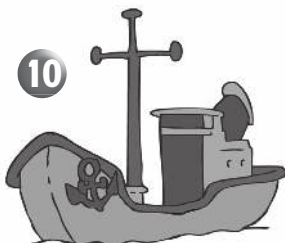
8



9



10



11



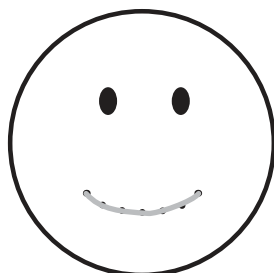
12



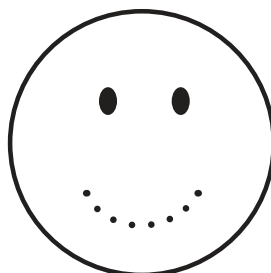
2



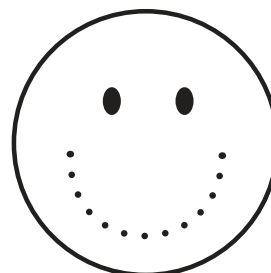
Narysuj i zakreśl.



OK



good



fantastic

1 Uczeń pisze wyrazy po śladzie i łączy je z rysunkami. Następnie mówi, co przedstawiają rysunki, np.: One – board game.

2 Uczeń dokończa rysunki i ocenia swoją pracę w rozdziale 2., zakreślając odpowiedni rysunek.



Lesson 8

Challenge

1



Napisz i powiedz.

doll board game ~~karaoke machine~~ bike kite
scooter car computer game bus train plane boat

1



karaoke machine

2



3



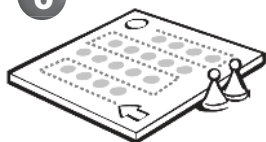
4



5



6



7



8



9



10



11



12



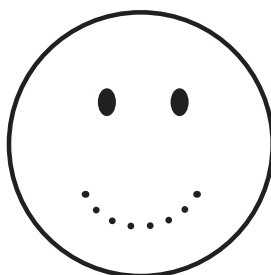
2



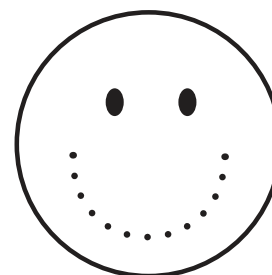
Narysuj, napisz i zakreśl.



OK



good



fantastic

1 Uczeń podpisuje rysunki i mówi, co przedstawiają, np.: One – karaoke machine.

2 Uczeń dokończa rysunki, podpisuje je i ocenia swoją pracę w rozdziale 2., zakreślając odpowiedni rysunek.





Techna Zone 1

Basic



Napisz, znajdź i zakreśl.



scooter



doll



karaoke machine



car



computer game



Uczeń pisze wyrazy po śladzie. Następnie znajduje i zakreśla na rysunku zabawki wymienione w ramce.



Challenge

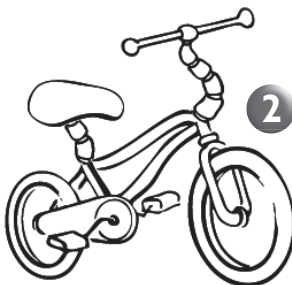


Znajdź, zakreśl i napisz.



1

board game



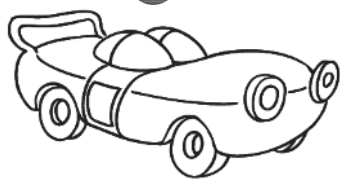
2

bike



3

scooter



9

car

C	S	T	U	D	Y	A	O	S
O	C	R	B	O	E	R	Y	A
B	O	A	R	D	G	A	M	E
A	O	T	G	K	I	T	E	E
E	T	H	A	L	L	T	A	K
B	E	D	R	O	O	M	A	T
R	R	C	A	R	C	R	A	D
E	A	M	G	O	A	L	T	A
B	I	K	E	E	A	R	A	K



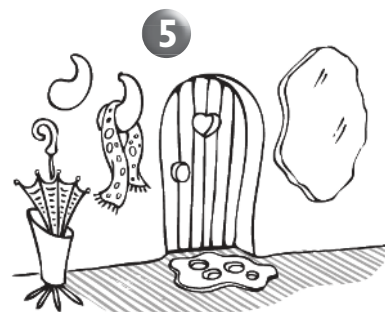
4

study



8

bedroom



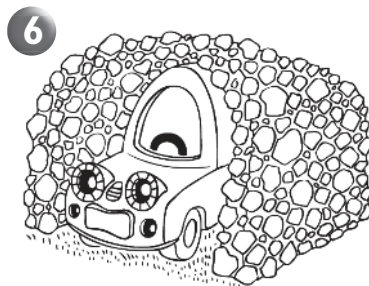
5

hall



7

kite



6

garage

Uczeń znajduje i zakreśla 9 nazw pomieszczeń i zabawek.
Następnie podpisuje rysunki.





Lesson 1

Basic

1



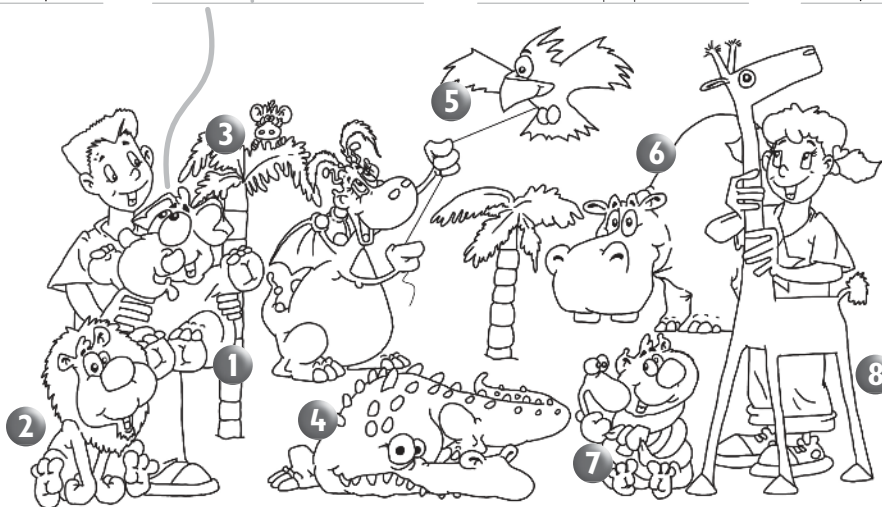
Napisz i połącz.

monkey

elephant

hippo

parrot



snake

giraffe

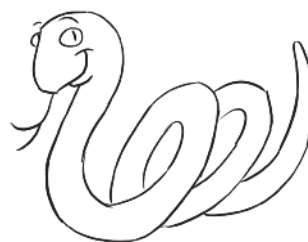
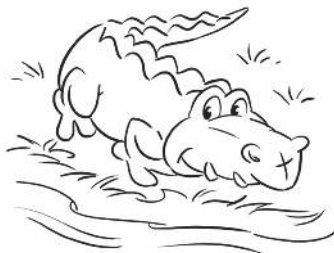
crocodile

lion

2



Napisz i pokoloruj.

It's a parrot. It's red.It's a snake. It's brown.It's a crocodile. It's green.

1 Uczeń pisze wyrazy po śladzie i łączy je z rysunkami.
 ©© W parach uczniowie na zmianę wskazują i nazywają zwierzęta na rysunkach.

2 Uczeń uzupełnia zdania i odpowiednio koloruje rysunki.



Lesson 1

Challenge

1



Napisz.

giraffe

~~hippo~~

crocodile

parrot

lion

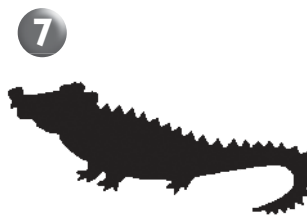
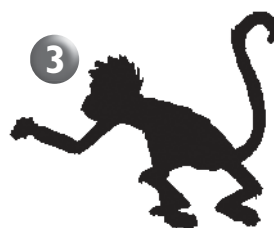
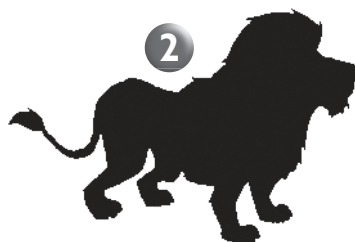
elephant

monkey

snake



hippo



2



Połącz, napisz i pokoloruj.

1 It's brown. It's got a long tail.

It's a monkey.

2 It's yellow and brown.

It's got spots. It's a _____.

3 It's green. It's got a big mouth.

It's a _____.



1 Uczeń pisze nazwy zwierząt, których cienie przedstawione są na rysunkach. ©© W parach uczniowie zakrywają podpisane cienie i na zmianę wskazują oraz nazywają zwierzęta na rysunkach.

2 Uczeń łączy teksty z rysunkami, uzupełnia zdania i odpowiednio koloruje rysunki.





Napisz, pokoloruj i zaśpiewaj.

lion

elephant

hippo

parrot

snake

giraffe

crocodile

monkey

A lion ¹, a hippo ², a parrot ³,
and an elephant ⁴, too.

? ? ?

It's got small eyes.

Is it a snake ⁵?

No! It's got a tail.

Is it a giraffe ⁶?

No! It's got two legs.

Is it a monkey ⁷?

No! It's got big wings.

Is it a parrot ⁸? Yes!

? ? ?



Lesson 2

Challenge



Napisz, narysuj i zaśpiewaj.

a snake a giraffe a crocodile ~~a lion~~ a hippo
a parrot an elephant a monkey

A lion



and _____, too.



Let's play 'Guess the animal'. Here's a clue.

It's got small eyes.

Is it _____?



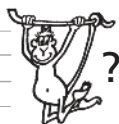
No! It's got a tail.

Is it _____?



No! It's got two legs.

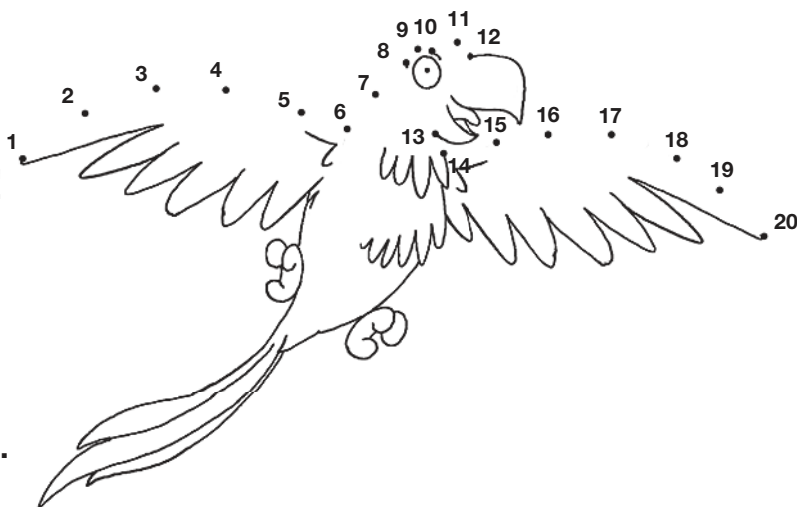
Is it _____?



No! It's got big wings.

Is it _____?

Yes!



A lion, a hippo, a snake

And an elephant, too.

Let's play 'Guess the animal'.

Me and you.



1



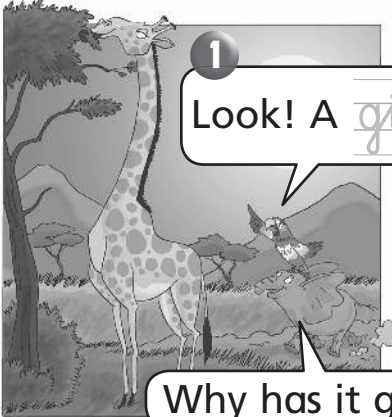
Napisz.

mouth

crocodile

Thank you

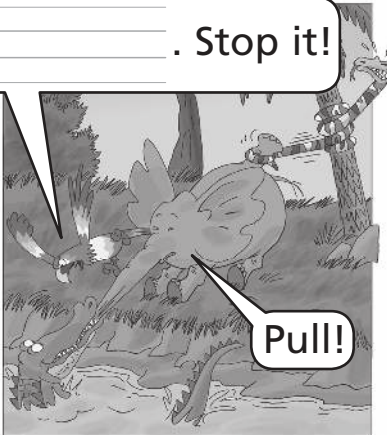
giraffe

1
Look! A giraffe.

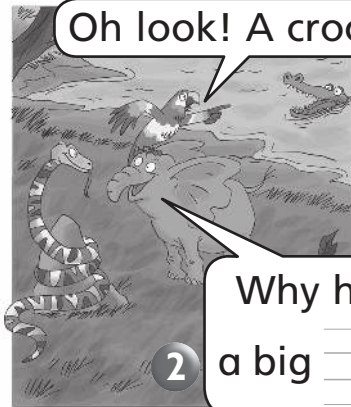
Why has it got spots?

Bad . Stop it!

3



Pull!



Oh look! A crocodile!

2

Why has it got
a big ?Thank you!
Fantastic!

4

Yeah! I like
my long nose.

Baby Elephant!

2



Przeczytaj i zakreśl.

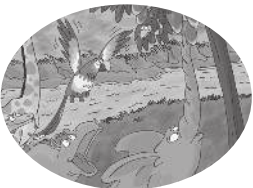
1



Has a crocodile got a small mouth?

Yes, it has. / No, it hasn't.

2



Has an elephant got a long nose?

Yes, it has. / No, it hasn't.

3



Has a hippo got spots?

Yes, it has. / No, it hasn't.

Lesson 4

Basic & Challenge



1 Napisz i pokoloruj. Powiedz i zaznacz.

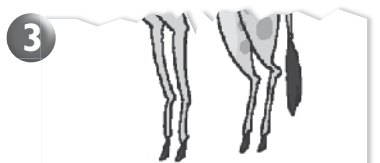
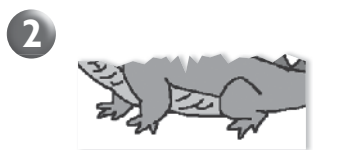
1

2

3

2 Napisz.

~~hippo~~ lion crocodile giraffe



1 Uczeń dopisuje brakujące litery, podpisuje rysunki i odpowiednio je koloruje. Następnie czyta wyrazy na głos i zaznacza te, które zawierają głoskę /dʒ/.

2 Uczeń pisze nazwy zwierząt, których nogi są przedstawione na rysunkach.



1

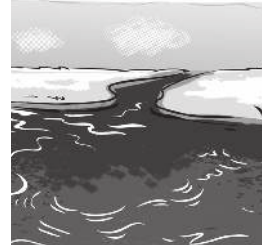


Zakreśl i napisz.

1

river / grasslands

2

jungle / river

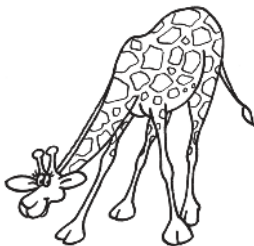
3

jungle / grasslands

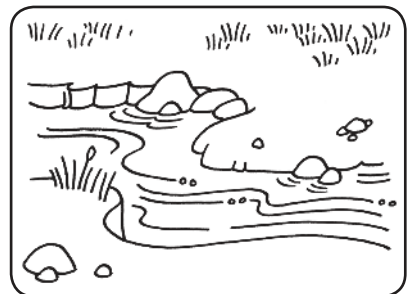
2



Napisz, połącz i pokoloruj.

A parrot lives in the jungle.A giraffe lives in the grasslands.A hippo lives in the river.

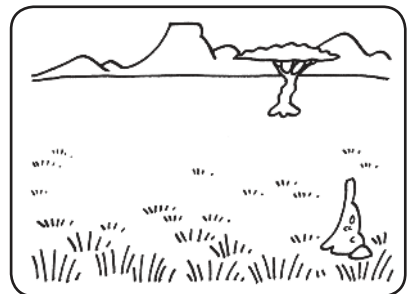
1



2



3



1 Uczeń zakreśla odpowiednie wyrazy i pisze je po śladzie.

2 Uczeń uzupełnia zdania, łączy zwierzęta z odpowiednim środowiskiem i koloruje rysunki. © W parach uczniowie zakrywają zdania i mówią, jakie środowisko zamieszkuje dane zwierzę.



Lesson 5

Challenge

1



Napisz.

grasslands ~~jungle~~ river

1



jungle

2



3



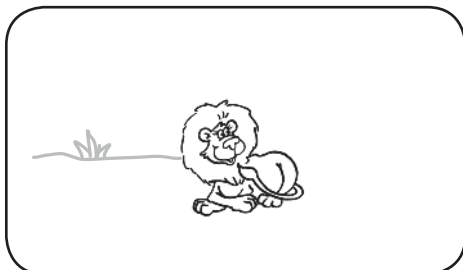
2



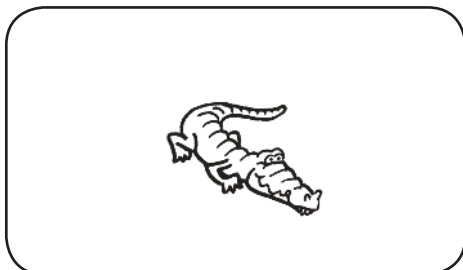
Narysuj i napisz.

jungle crocodile ~~lion~~ grasslands river monkey

1

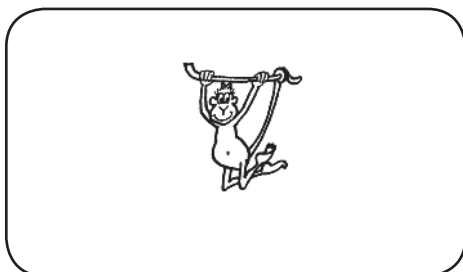
A lion lives in the _____.

2



A _____ lives in the _____.

3



A _____ lives in the _____.





Napisz, połącz i zaśpiewaj.

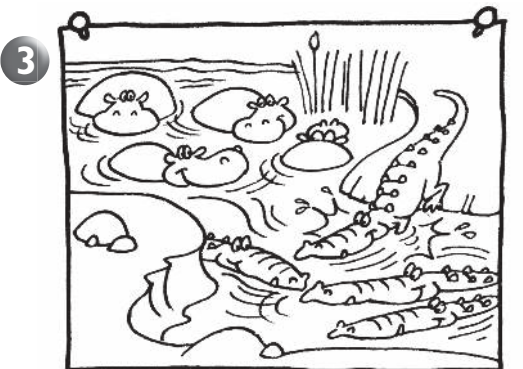
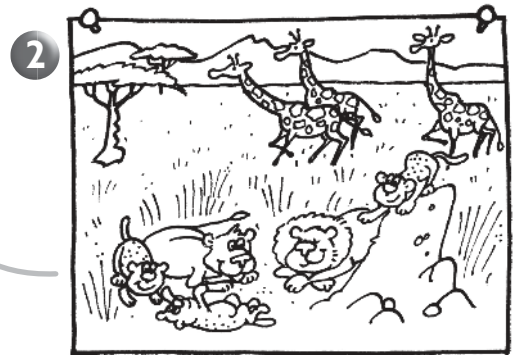
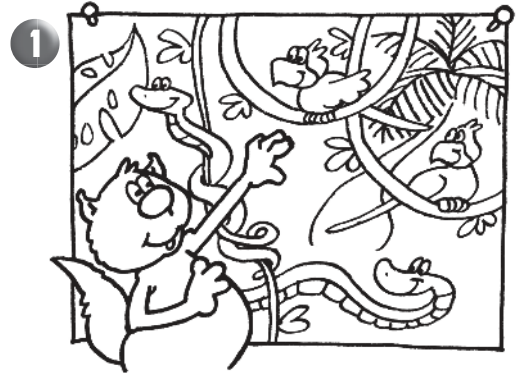
jungle grasslands river

Grasslands, river and jungle,
River, jungle and grasslands.
Animal habitats!

In the grasslands today
lions and giraffes out to play.

In the _____ I can see
hippos and crocodiles snapping at me!

In the _____ up in a tree
snakes and parrots – one , two, three!



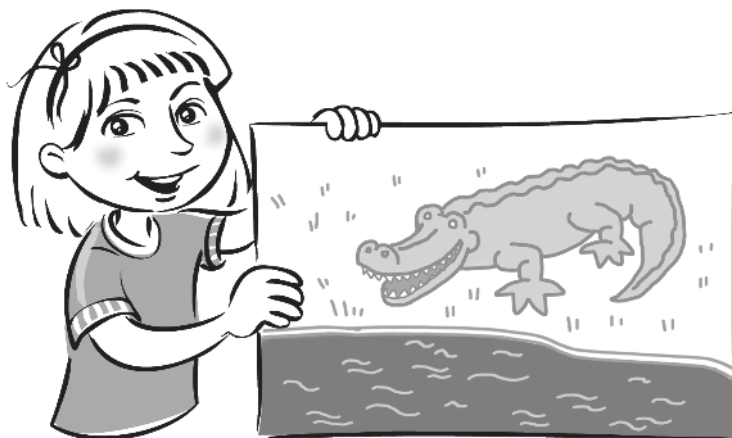
Lesson 7

Basic & Challenge



Przeczytaj, narysuj i napisz.

It's a crocodile.
It lives in the river.
It's green. It's got a big
mouth and a long tail.



Basic

It's a crocodile /an elephant /It lives in the river / jungle /. It's green /red /

It's got

Challenge

It's

It lives

It's

It's got

Uczeń czyta projekt dziewczynki i wykonuje swój: rysuje dzikie zwierzę w środowisku naturalnym.

Basic: Uczeń uzupełnia opis rysunku.

Challenge: Uczeń opisuje swój rysunek.



1



Napisz i powiedz.



lion

2



m

3



p

4



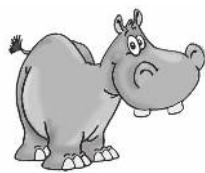
g

5



s

6



h

7



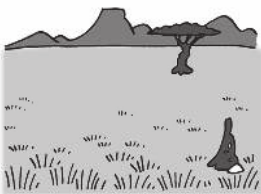
e

8



c

9



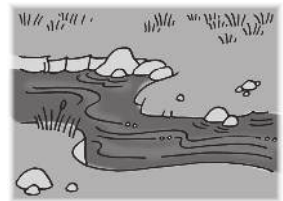
g

10



j

11

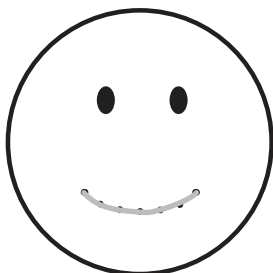


r

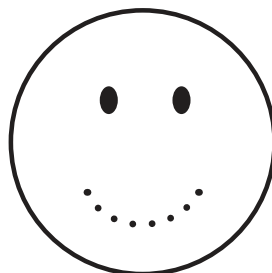
2



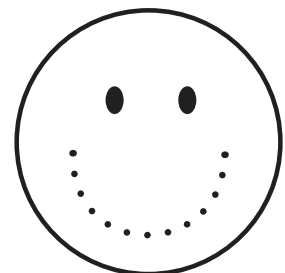
Narysuj, napisz i zakreśl.



OK



good



fantastic

1 Uczeń podpisuje rysunki i mówi, co przedstawiają, np.: One – lion.

2 Uczeń dokończa rysunki, podpisuje je i ocenia swoją pracę w rozdziale 3., zakreślając odpowiedni rysunek.



Lesson 8

Challenge

1



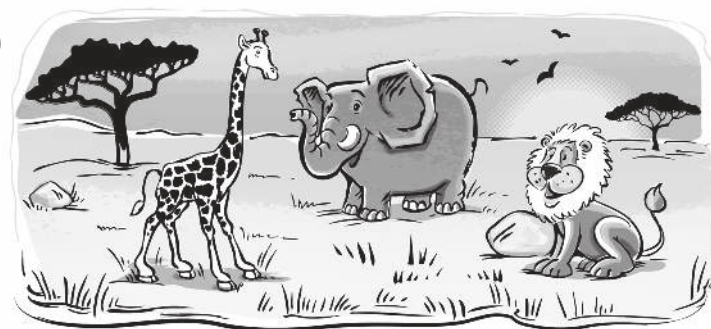
Napisz i powiedz.

1



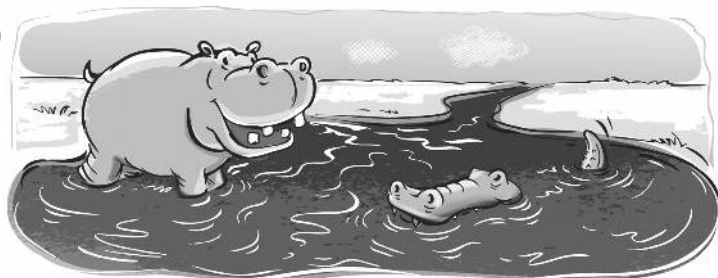
A snake, a _____
 and a _____
 live in the _____.

2



A _____, an _____
 and a _____
 live in the _____.

3



A _____ and a _____
 live in the _____.

2

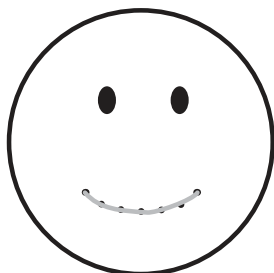


Narysuj, napisz i zakreśl.

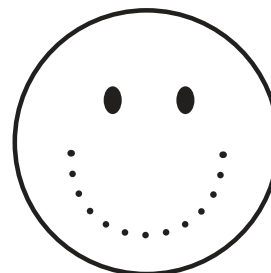
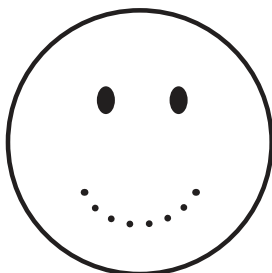
good

~~OK~~

fantastic



OK





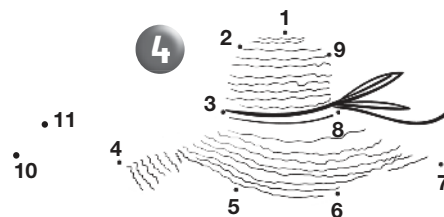
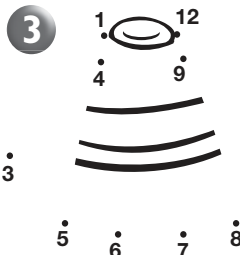
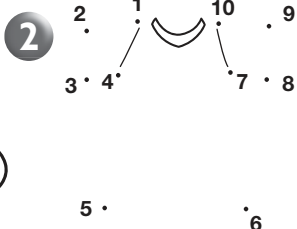
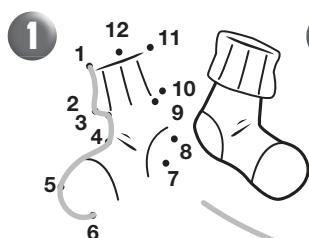
Lesson 1

Basic

1



Narysuj, napisz i połącz.



trousers

socks

jumper

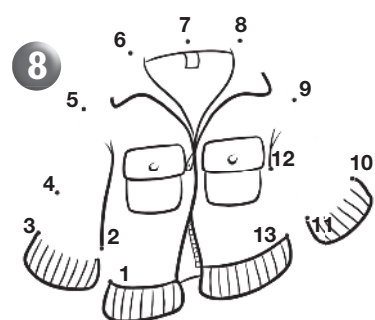
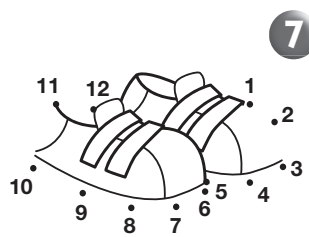
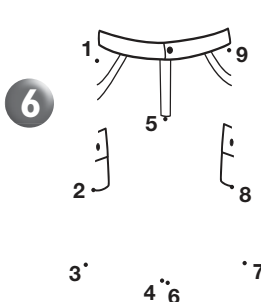
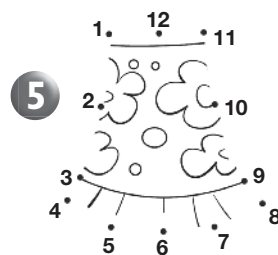
skirt

jacket

T-shirt

hat

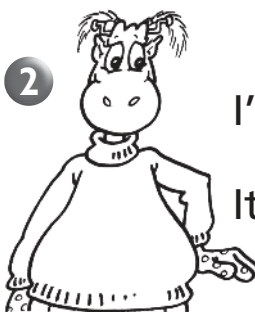
shoes



2



Napisz i pokoloruj.

I'm wearing trousers.They're blue.I'm wearing a jumper.It's orange.I'm wearing shoes.They're pink.

Lesson 1

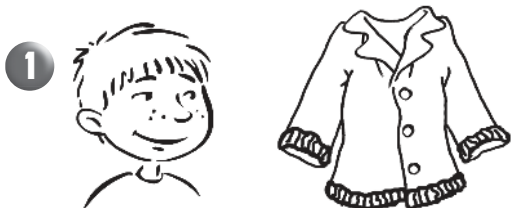
Challenge

1  Napisz.

hat jumper shoes jacket ~~T-shirt~~ trousers skirt socks



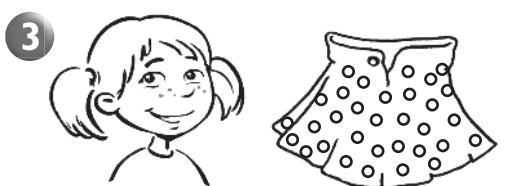
2   Napisz i pokoloruj.



I'm wearing a _____.
It's brown and yellow.



I'm wearing a _____.
It's red and blue.



I'm wearing a _____.
It's pink and purple.

1 Uczeń podpisuje rysunki.

2 Uczeń uzupełnia zdania i odpowiednio koloruje rysunki.
©© W parach uczniowie zakrywają zdania i mówią je z pamięci.



Napisz, połącz i zaśpiewaj.

hat

jumper

trousers

~~T-shirt~~

skirt

socks

jacket

shoes

I'm wearing a T-shirt



1

and I'm wearing _____



2

I'm not wearing a _____



3



I'm wearing a _____



4

and I'm wearing a _____



5

I'm not wearing a _____



6



I'm wearing _____

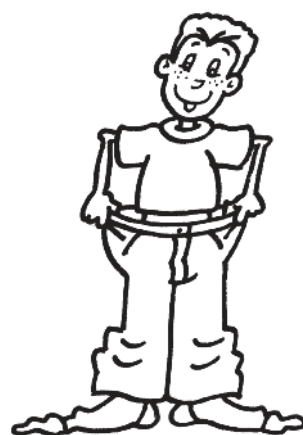


7

and I'm wearing _____



8



Lesson 2

Challenge



Narysuj, napisz i zaśpiewaj.

a hat a jacket shoes ~~a T-shirt~~ a skirt
trousers a jumper socks

I'm wearing a T-shirt

and I'm wearing _____



I'm not wearing _____



And I'm singing the clothes blues.

I'm wearing _____



and I'm wearing _____



I'm not wearing _____



And I'm singing the clothes rap.

I'm wearing _____



and I'm wearing _____



I like singing rock'n'roll

and I'm singing the clothes rock.



1



Napisz.

jumper

clothes

~~jacket~~

skirt

1

And I'm wearing
my jacket.



2

Oh no!
The _____!



3

Oh, yes!
Thank you!



Is this your
_____, Jemma?

4

John, where's
your _____?



Here it is.

2



Przeczytaj i zaznacz ✓ lub X.

1



He's wearing a jacket. ☒

2



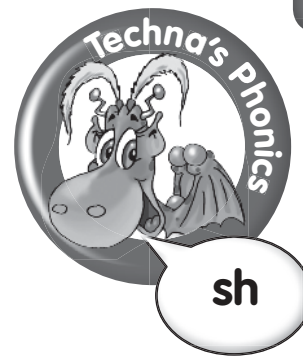
She's wearing a skirt. ☐

3



He's wearing trousers. ☐





Lesson 4

Basic & Challenge

- 1

Napisz, znajdź i pokoloruj.
Powiedz i zaznacz.



- 1
T-shirt
- 2
socks
- 3
scooter
- 4
jacket
- 5
skirt
- 6
shoes

- 2 Napisz.

hat ~~jumper~~ trousers socks

1 jumper

2 _____

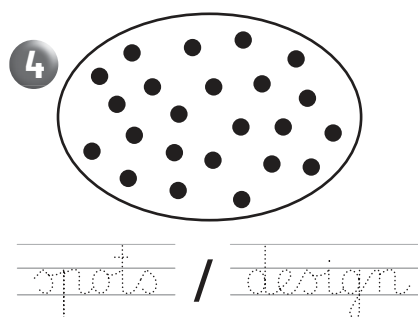
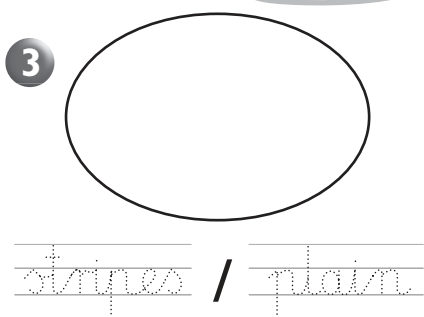
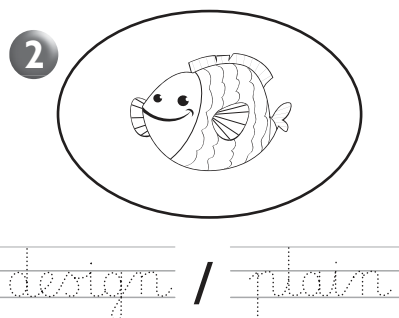
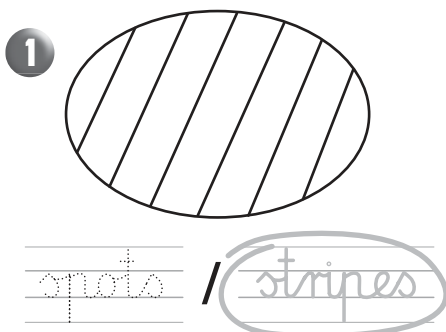
3 _____

4 _____

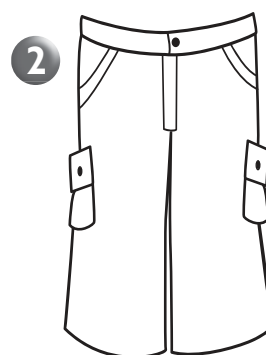
1 Uczeń podpisuje rysunki oraz znajduje i koloruje ukryte przedmioty. Następnie czyta wyrazy na głos i zaznacza te, które zawierają głoskę /ʃ/.

2 Uczeń pisze nazwy ubrań, których fragmenty są powiększone przez lupy.

1   **Zakreśl i napisz.**

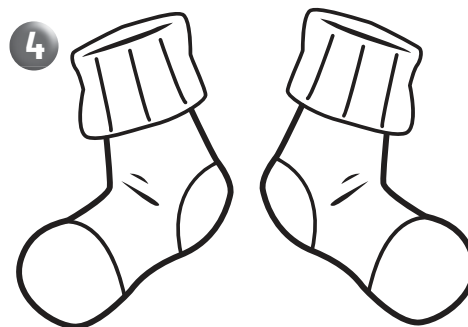
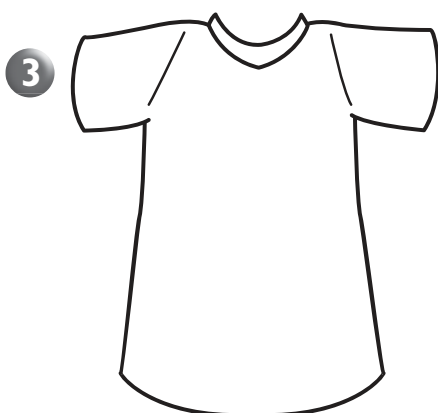


2    **Napisz, narysuj i pokoloruj.**



My jacket has got spots.

My trousers have got stripes.



My T-shirt has got a design.

My socks are plain.

1 Uczeń zakreśla odpowiednie wyrazy i pisze je po śladzie.

2 Uczeń uzupełnia zdania, rysuje odpowiednie wzory na ubraniach i koloruje rysunki. ©© W parach uczniowie zakrywają zdania i mówią, jakie wzory i kolory mają ubrania na rysunkach.

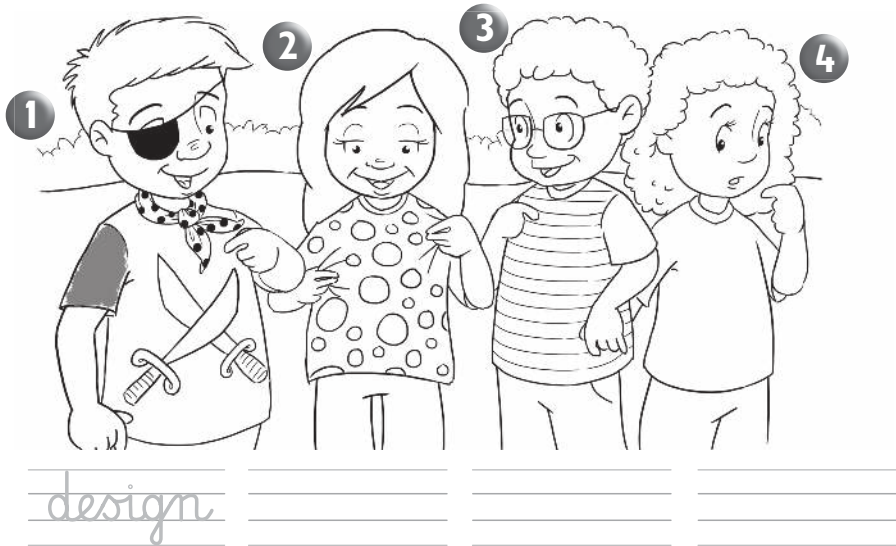


Lesson 5

Challenge

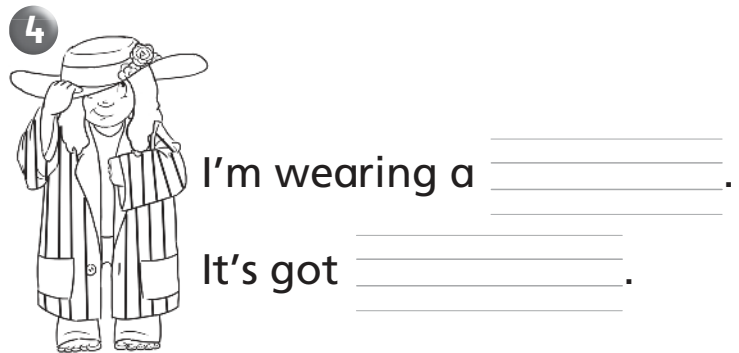
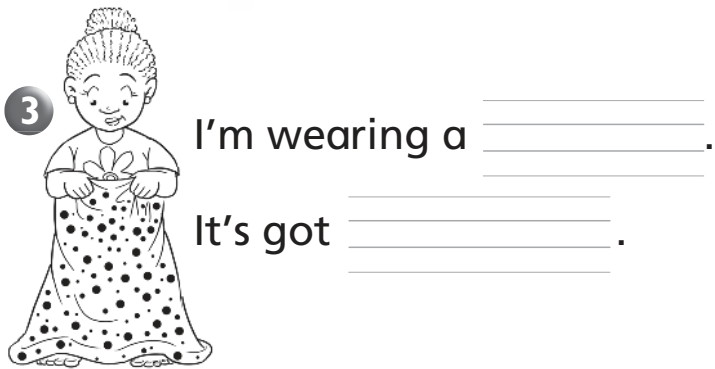
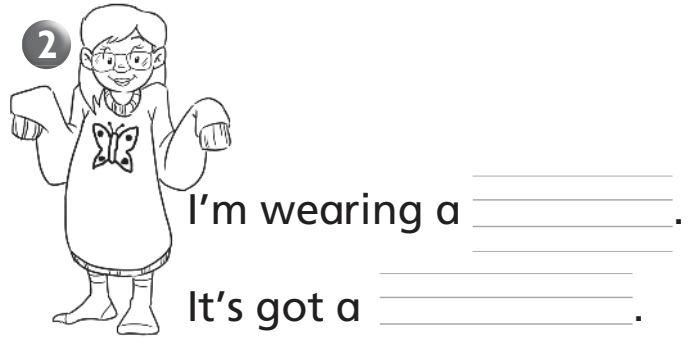
1   Napisz i pokoloruj.

plain ~~design~~ spots stripes



2  Napisz.

plain jacket skirt ~~trousers~~ design spots jumper stripes





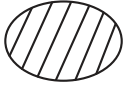
Połącz, napisz i zaśpiewaj.

spots

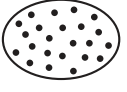
~~stripes~~

plain

design

My hat's got stripes .

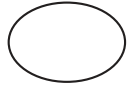
They're green and white.

My skirt's got _____ .

They're red and blue.

My T-shirt's got a _____ .

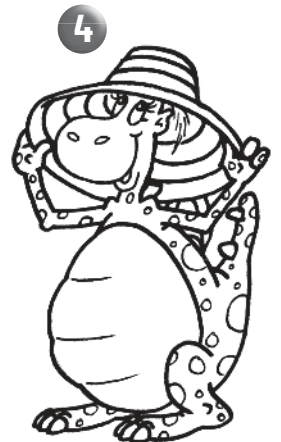
Look! It's a Q!

But Leo's T-shirt is just _____ .

So our clothes aren't all the same!

Clothes design, clothes design,

Look at our clothes – we look fine!



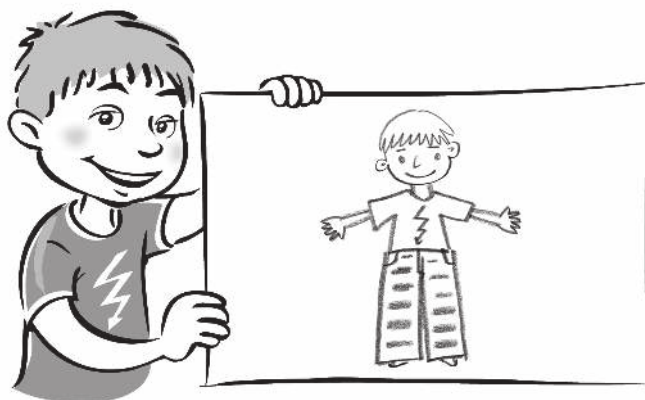
Lesson 7

Basic & Challenge



Przeczytaj, narysuj i napisz.

I'm wearing a T-shirt and trousers.
My T-shirt has got a design.
My trousers have got stripes.



Basic

I'm wearing a T-shirt /
_____ and trousers /
_____. My _____
is / are plain / blue / _____.
My _____ has / have got
stripes / _____.

Challenge

I'm wearing _____.
and _____.
My _____ is / are
_____.
My _____ has /
have got _____.



1   Napisz i powiedz.



jumper



h



s



s



t



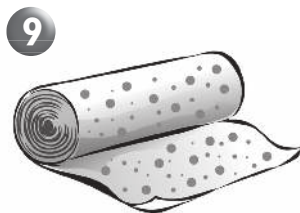
T-



s



j



s



p



d

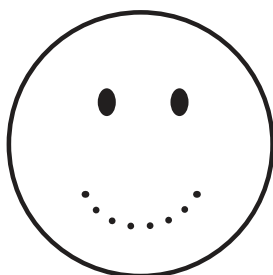


s

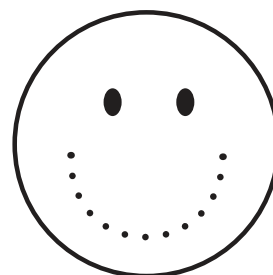
2    Narysuj, napisz i zakreśl.



OK



good



fantastic

1 Uczeń podpisuje rysunki i mówi, co przedstawiają, np.: One – jumper.

2 Uczeń dokończa rysunki, podpisuje je i ocenia swoją pracę w rozdziale 4., zakreślając odpowiedni rysunek.



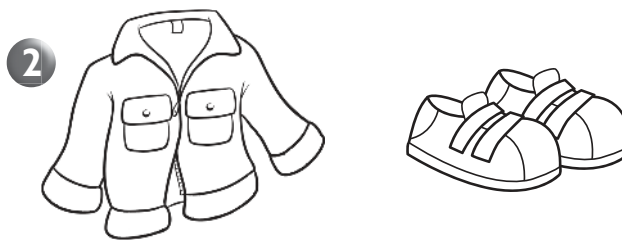
Lesson 8

Challenge

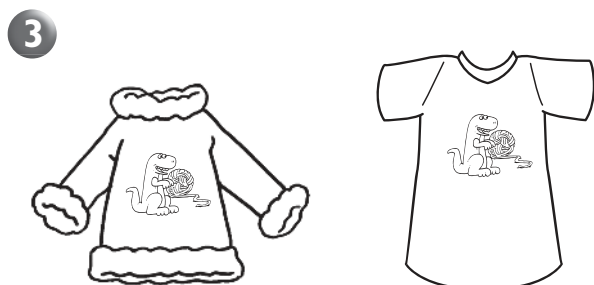
1   Napisz i powiedz.



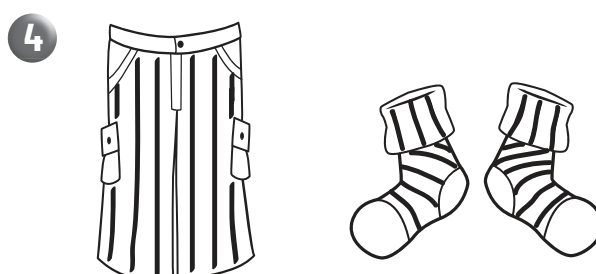
The skirt and the _____
have got _____.



The _____ and the _____
are _____.



The _____ and the _____
have got a _____.



The _____ and the _____
have got _____.

2    Narysuj, napisz i zakreśl.

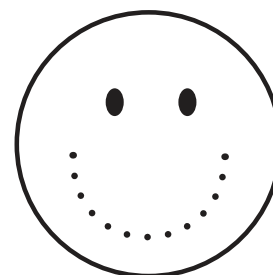
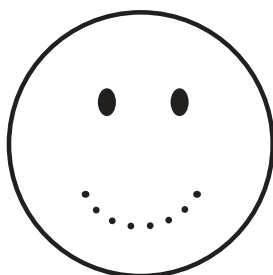
good

~~OK~~

fantastic



OK



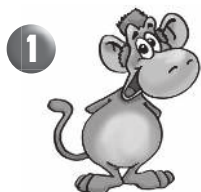


Techna Zone 2

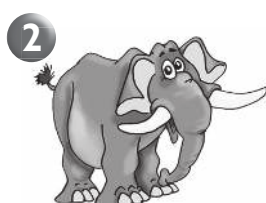
Basic



Napisz, znajdź i pokoloruj.



monkey



e



s



p



t



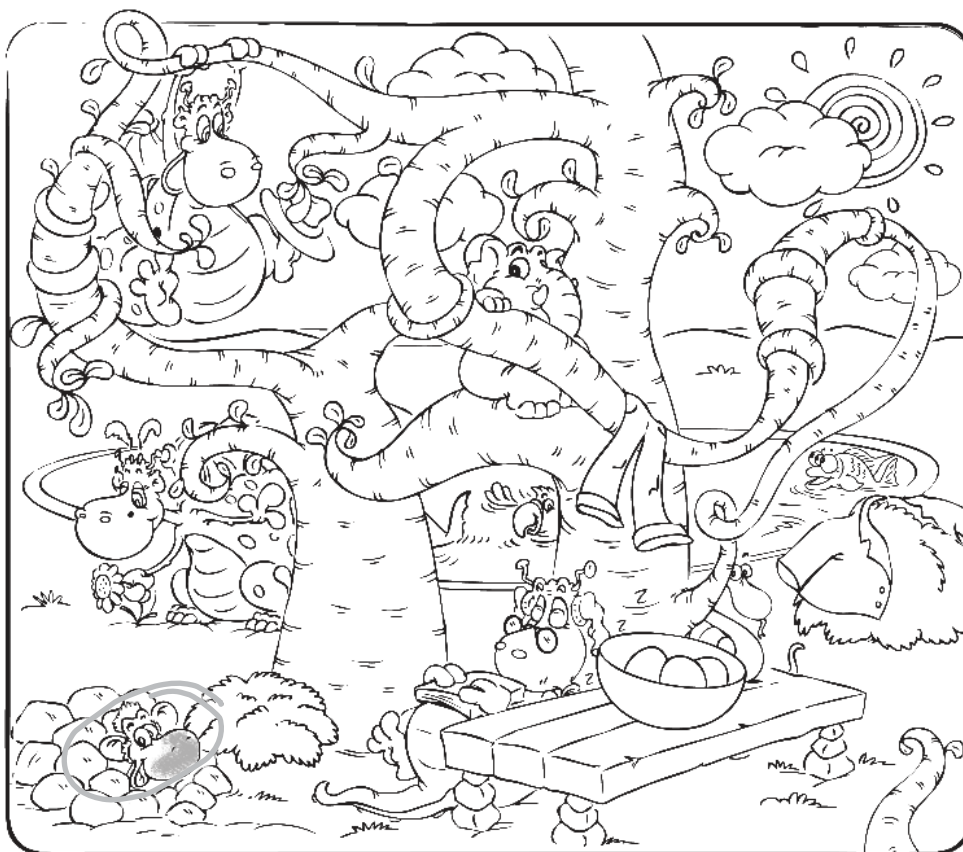
h



s



j



Uczeń podpisuje rysunki. Następnie znajduje i koloruje na dużym rysunku zwierzęta i ubrania.



Challenge



Popatrz i napisz.

1



dooelcrci



It's a crocodile.

2



afrigeť



It's a _____.

3



popih



It's a _____.

4



nloi



It's a _____.

5



ikrts



I'm wearing a _____.

6



thisr-T



I'm wearing a _____.

7



jperum



I'm wearing a _____.

8



hoess



I'm wearing _____.





Lesson 1

Basic

1



Połącz i napisz.

farm

mountains

~~amusement park~~

shops

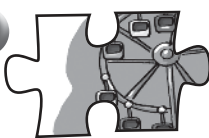
restaurant

cinema

swimming pool

park

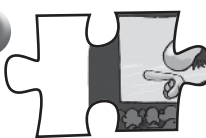
1



2



3



4



amusement park

5



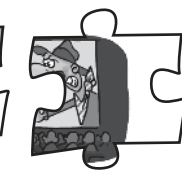
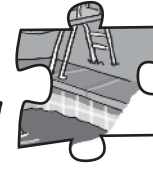
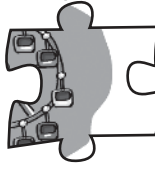
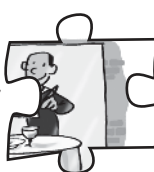
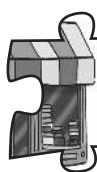
6



7



8



2



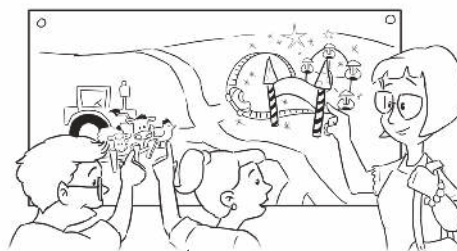
Napisz.

1

Let's go to the mountains.

3

Let's go to the _____.



2

Let's go to the _____.

4

Let's go to the _____.

1 Uczeń łączy puzzle i podpisuje rysunki.

2 Uczeń uzupełnia zdania, wykorzystując jako wzór wyrazy z ćwiczenia 1. ©© W parach uczniowie zakrywają zdania i mówią, dokąd chcą iść postaci przedstawione na rysunkach.



Lesson 1

Challenge

1



Znajdź, zakreśl i napisz.

shops dcinema kl park si restaurant w swimming pool rt mountains poa amusement park fh farm

1

shops

2

3

4

5

6

7

8

2



Napisz.

1



Let's go to the _____.

2



Let's go _____.

3



Let's _____.

4



1 Uczeń znajduje, zakreśla i pisze osiem nazw miejsc.

2 Uczeń pisze zdania. ©© W parach uczniowie zakrywają zdania i mówią, dokąd chcą iść dzieci przedstawione na rysunkach.





Połącz, napisz i zaśpiewaj.

restaurant swimming pool farm mountains

~~park~~ shops cinema amusement parkDo you want to go to the park  ¹ with me?

And I want to go to the _____

and the _____



Let's go to the _____



Do you want to go to the _____

⁵ with me?

And I want to go to the _____

and the _____



Let's go to the _____

⁸, too.

Lesson 2

Challenge



Napisz i zaśpiewaj.

the amusement park

want to go

go to the restaurant

~~Do you want~~

go to the cinema

Let's go

Do you want to go to the park  with me?

Yes, I do. I want to go with you.

And I want to



and the shops



to the swimming pool  , too.

Yes! Let's go together. Me and you.

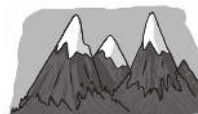
Do you want to



with me?

Yes, I do. I want to go with you.

And I to the mountains



and the farm



Let's go to



, too.

Yes! Let's go together. Me and you.



1



Napisz.

Here's another ice cream, Judy! I want an apple.
~~Judy, look out!~~ My ice cream!

Judy, look out!
 Your ice cream!

1



Oh no!

2



Thanks, Grandpa!

3

Ted!

Fantastic!



Look Judy! Do you want an ice cream?



4

No thanks.

2



Przeczytaj i połącz.

1



Let's go to the farm.

2



Do you want to go to the cinema?

3



I want to go to the amusement park.



Lesson 4

Basic & Challenge



1



Połącz i napisz. Powiedz i zaznacz.



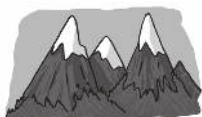
hippo



restaurant



elephant



mountains



swimming pool



bedroom



1



2



3



4



5

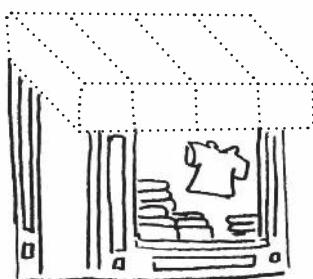


6

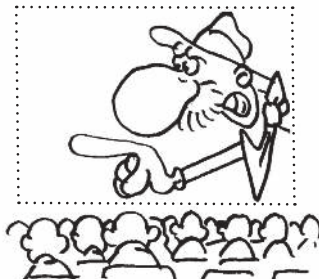
2



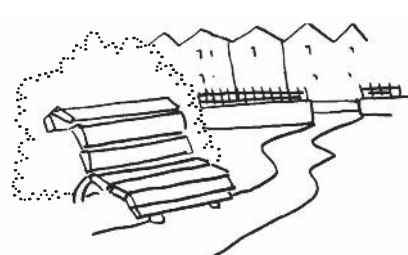
Narysuj i napisz.



Do you want to go
to the shops?



I want to go to
the _____.



Let's go to the
_____.



1 Uczeń łączy fragmenty powiększone przez lupy z odpowiednimi rysunkami oraz podpisuje rysunki. Następnie czyta wyrazy na głos i zaznacza te, które zawierają głoskę /e/.

2 Uczeń dokańcza rysunki i uzupełnia zdania.



1



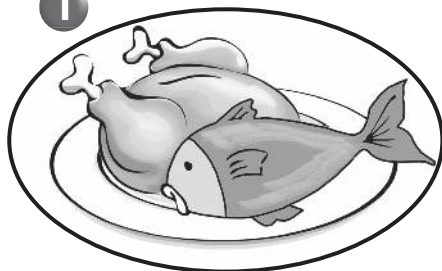
Napisz.

fruit and vegetables

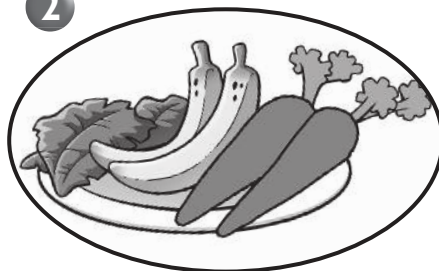
dairy

~~fish and meat~~

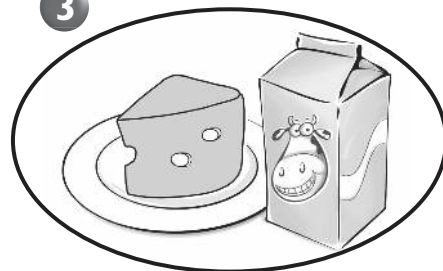
1



2



3



fish and meat

2



Napisz i pokoloruj.



This food group is

This food group is

dairy

This food group is



Lesson 5

Challenge

1   Napisz i połącz.

a	-	❄️
e	-	❖
i	-	■
u	-	👉
y	-	🎯

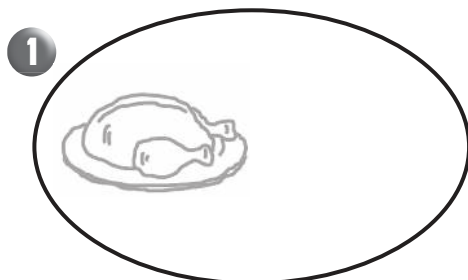
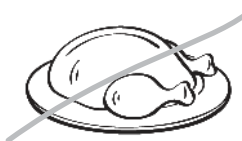
■ ❄️ ❖ ❄️
f _ sh _ nd m _ e _ t

❄️ ■ 🎯
d _ _ r _

👉 ■ ❄️ ❖ ❖ ❄️ ❖
fr _ _ t _ nd v _ g _ t _ bl _ s

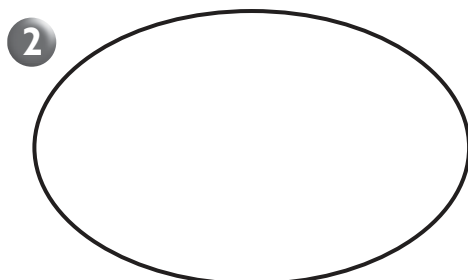


2    Przeczytaj, napisz i narysuj.



Chicken and fish are in this group.

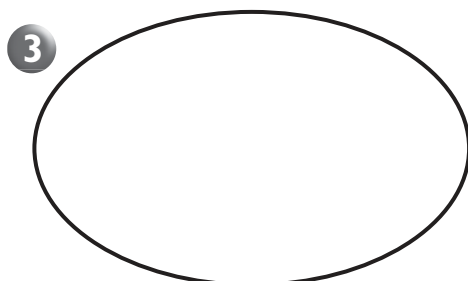
This food group is fish and meat.



Carrots and apples are in this group.

This _____

_____.



Milk and yoghurt are in this group.

_____.





Napisz i narysuj. Połącz i zaśpiewaj.

fish and meat dairy ~~Fruit and vegetables~~

Healthy food is lots of fun.

Eat from each food group

– yum, yum, yum!

Fruit and vegetables!

Bananas and broccoli

are so good for me!

Dairy, dairy, _____!

Milk and cheese,

oh, yes please!

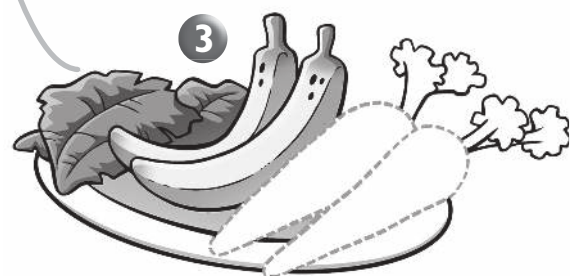
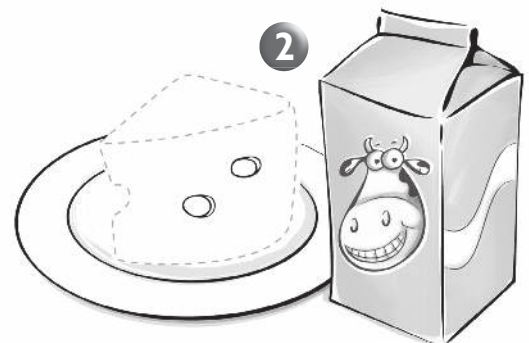
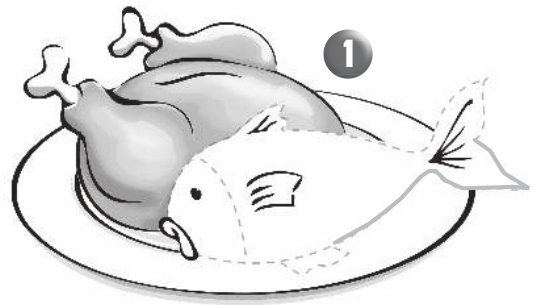
Meat and fish, _____!

Mmmm! Let's eat!

Healthy food is lots of fun.

Eat from each food group

– yum, yum, yum!



Lesson 7

Basic & Challenge



Przeczytaj, narysuj i napisz.

Let's go to the restaurant.
I want to eat fish.
I like meat and fish.
Healthy food is good for me.



Basic

Let's go to the _____.

I want to eat _____.

I like _____.

Healthy food is good for me.

Challenge

Let's go _____.



1



Napisz i powiedz.

1



Let's go to the

restaurant.

2



Let's go to

the _____.

3



Let's go to

the _____.

4



Let's go to

the _____.

5



I want to go

to the _____.

6



I want to go to the _____.

7



I want to go to the _____.

8

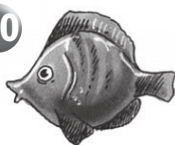


I want to go to the _____.

9

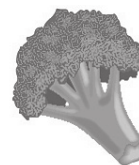
Yoghurt is dairy.

10



Fish is _____.

11



Broccoli is _____.

2

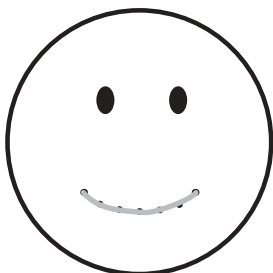
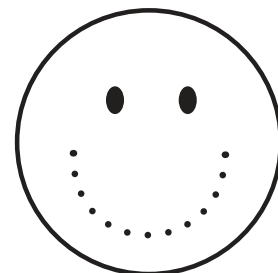
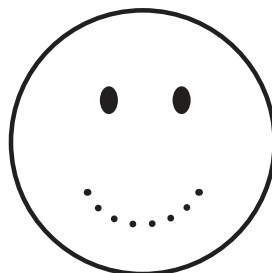


Narysuj, napisz i zakreśl.

good

~~OK~~

fantastic

OK

1 Uczeń uzupełnia zdania. Następnie wskazuje na rysunki i mówi pełne zdania, np.: *One – Let's go to the restaurant.*

2 Uczeń dokończa rysunki, podpisuje je i ocenia swoją pracę w rozdziale 5., zakreślając odpowiedni rysunek.



Lesson 8

Challenge

1



Napisz i powiedz.

1



Let's go to the

farm.

5



I want to go to the

park.

2



Let's

6



I want

3



7



4



8



9



10



11



This food group is

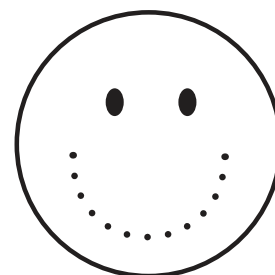
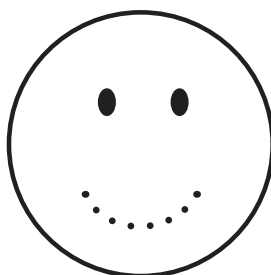
fish and meat.

This

2



Narysuj, napisz i zakreśl.

OK



Lesson 1

Basic

1  Napisz.

starfish sun beach sea rock sandcastle crab shell



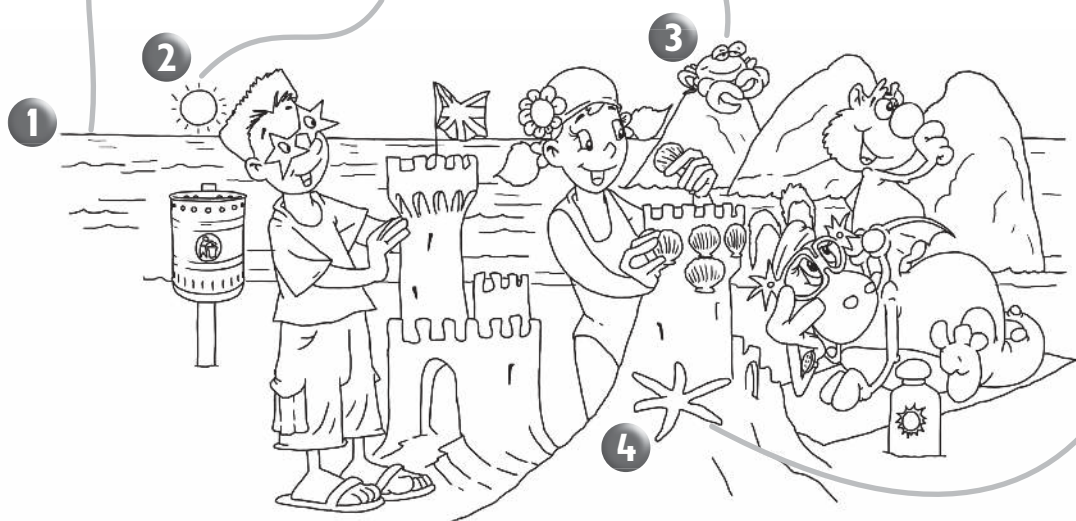
beach

2   Napisz i pokoloruj.There's the sea.

There's a _____.

There's the _____.

There's a _____.



1 Uczeń podpisuje rysunki.

2 Uczeń uzupełnia zdania, wykorzystując jako wzór wyrazy z ćwiczenia 1. i koloruje rysunek. © W parach uczniowie mówią, co znajduje się na rysunku.



Lesson 1

Challenge

1



Znajdź, zakreśl i napisz.

h b s t a r f i s h l o s h e l l c r a b t s e a e r s a n d c a s t l e s a b e a c h q r o c k t w s u n r

1

starfish

2

3

4

5

6

7

8

2



Napisz.

There's a starfish.

There's _____.





Znajdź, napisz i zaśpiewaj.

sandcastle sea beach starfish shells rock ~~sun~~ crabI love the sun.

I love the _____.

It's a hot day,

Come to the _____ with me.

There's a _____

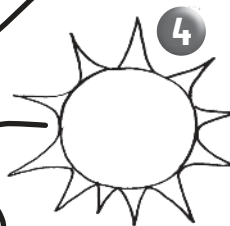
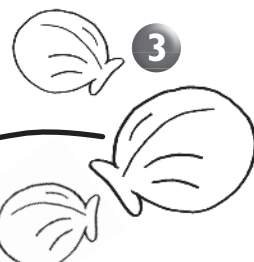
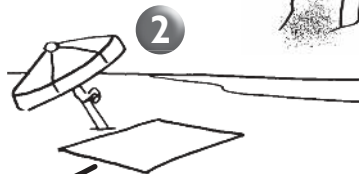
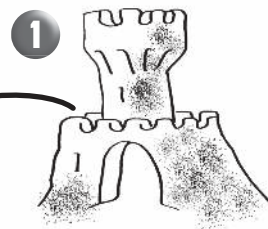
on the _____.

And a _____

in the sea.

Let's make a _____.

Count the _____ 1, 2, 3.



Lesson 2

Challenge



Napisz i zaśpiewaj.

the beach ~~I love the sun~~ in the sea the shells
There's a starfish Let's make a sandcastle

I love the sun



. I love the sea.

It's a hot day, come to



with me.



on the rock.

And a crab





Count



1, 2, 3.

I love the sun. I love the sea.

It's a hot day, come to the beach with me.



1



Napisz.

Let's clean the beach. I want to make a sandcastle.
Look! It's a crab. ~~There's rubbish everywhere.~~

I can't swim here!



There's
rubbish
everywhere.

1

What's this?

It's plastic.

2

I can pick up
the glass.

3



I've got it!

Wow! It's a beautiful
beach now!

4

2



Przeczytaj i zakreśl.

1



Is there a shell?

Yes, there is. / No, there isn't.

2



Is there a crab?

Yes, there is. / No, there isn't.

3

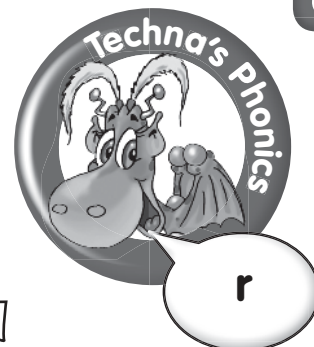


Is there a starfish?

Yes, there is. / No, there isn't.

Lesson 4

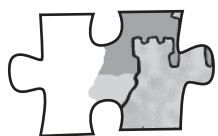
Basic & Challenge



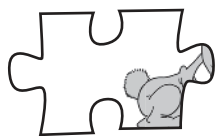
1



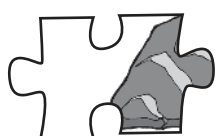
Połącz i napisz. Powiedz i zaznacz.



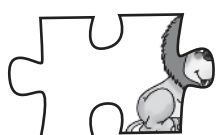
sa dcast e



ab it



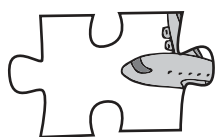
rock



io

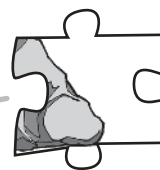


c a

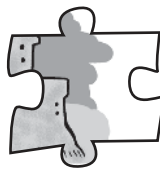


p a e

1



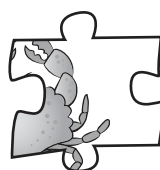
2



3



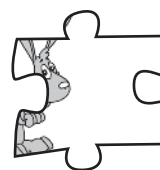
4



5



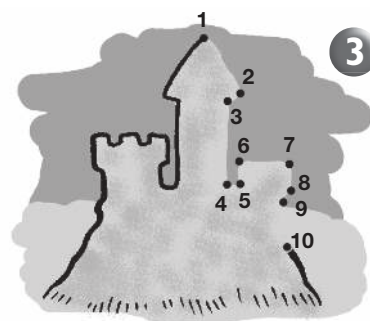
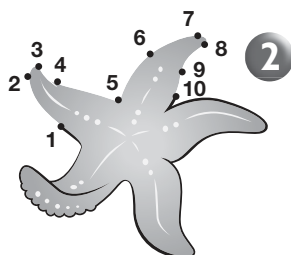
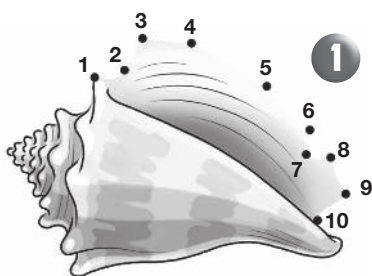
6



2



Narysuj i napisz.



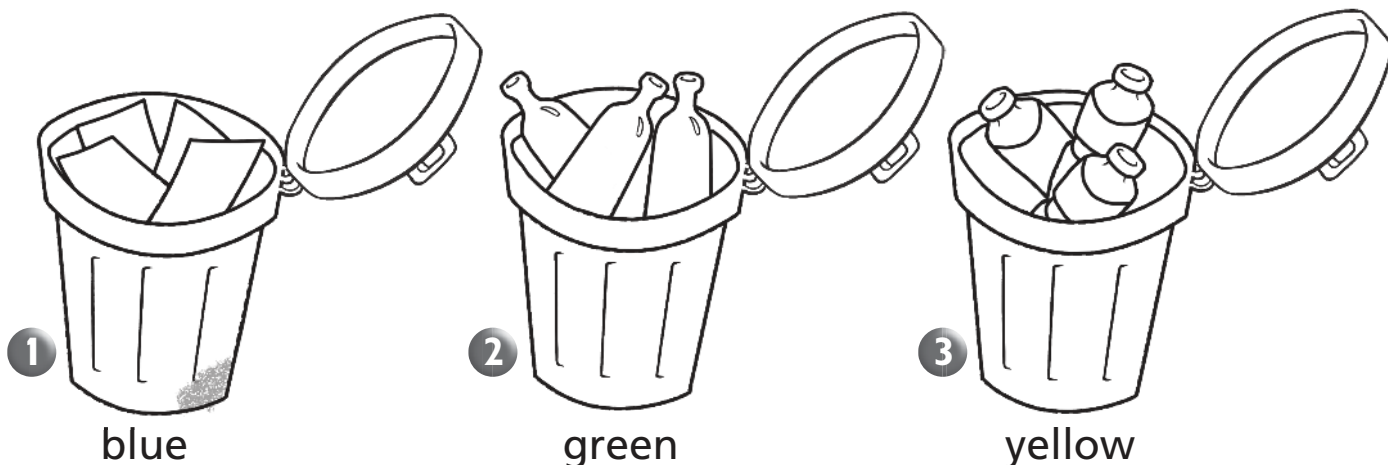
There's a _____. Look at the _____. There's a _____.



1



Napisz i pokoloruj.

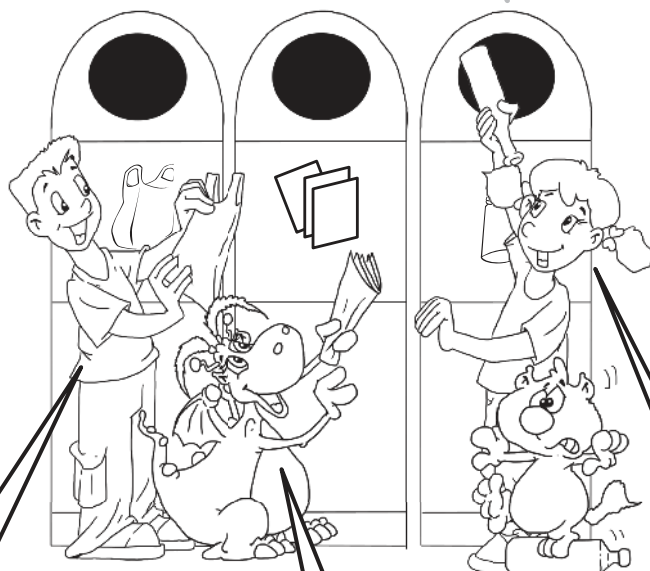
plastic ~~paper~~ glass

paper

2



Napisz i połącz.



1

It's made of plastic.

2

It's made of _____.

3

It's made of _____.

1 Uczeń podpisuje rysunki i odpowiednio koloruje kontenery.

2 Uczeń uzupełnia zdania, wykorzystując jako wzór wyrazy z ćwiczenia 1., i łączy opakowania z właściwymi kontenerami. ©© W parach uczniowie mówią, z jakich materiałów są zrobione opakowania na rysunkach.



Lesson 5

Challenge

1   Napisz i połącz.

salptci

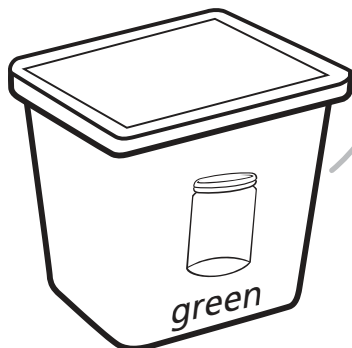
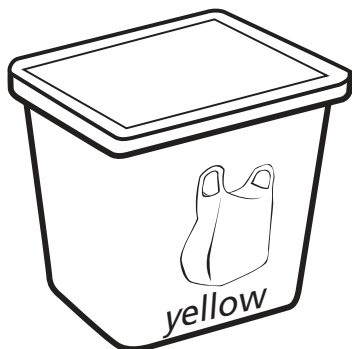
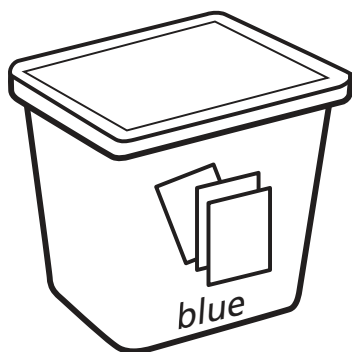
appre

slgas

plastic



2    Pokoloruj, połącz i napisz.



1



It's made of glass .
Put it in the green bin.

2



It's _____ .
Put it _____ .

3



1 Uczeń układa wyrazy z rozsypanych liter, zapisuje je i łączy z rysunkami.

2 Uczeń koloruje kontenery i łączy z nimi odpowiednie opakowania. Następnie pisze zdania. © W parach uczniowie zakrywają zdania i mówią, do którego kontenera powinny trafić poszczególne opakowania.





Napisz i narysuj. Połącz i zaśpiewaj.

paper ~~plastic~~ glass



It's made of plastic, plastic!

Don't throw it away!

Put it in the plastic bin!

Recycle it today!

It's made of glass, glass!

Don't throw it away!

Put it in the _____ bin!

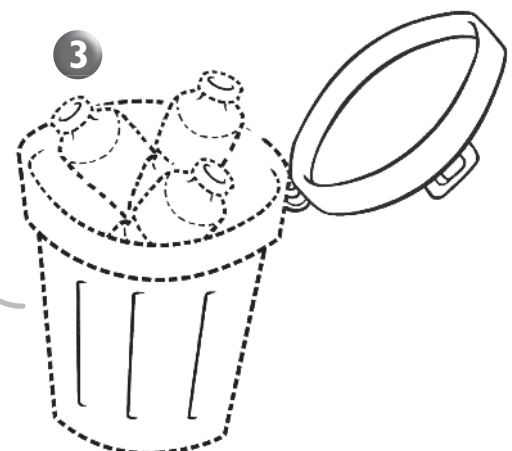
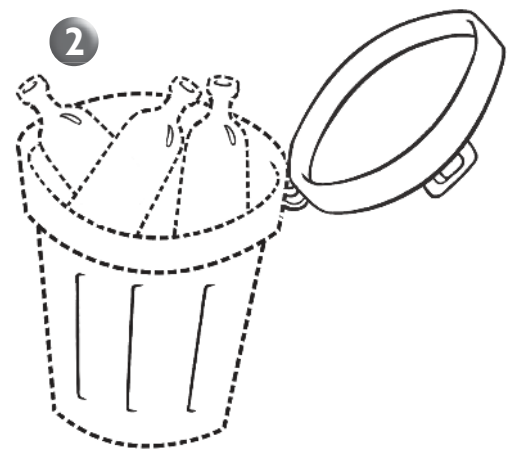
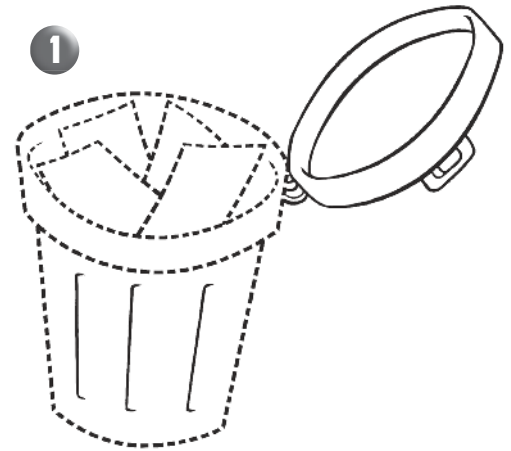
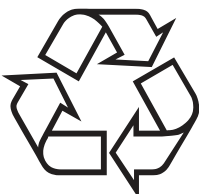
Recycle it today!

It's made of paper, paper!

Don't throw it away!

Put it in the _____ bin!

Recycle it today!





I'm at the beach. I can see
a sandcastle, crabs and rocks.
There's lots of rubbish to
recycle. This bottle is made of
plastic. I put it in the plastic bin.



Challenge

I put it in the _____ bin.

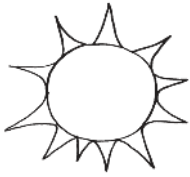
I'm

1



Napisz i powiedz.

1

Look at the sun.

2



Look at the _____.

3



Look at the _____.

4



Look at the _____.

5



There's a _____.

6



There's a _____.

7



There's a _____.

8

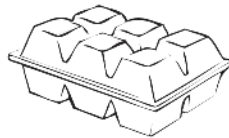


There's a _____.

9

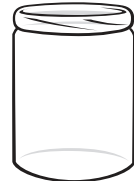
It's made of plastic.

10



It's made of _____.

11



It's made of _____.

2

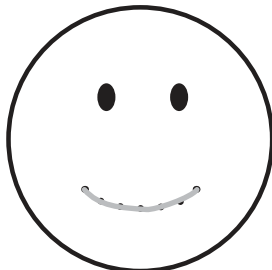
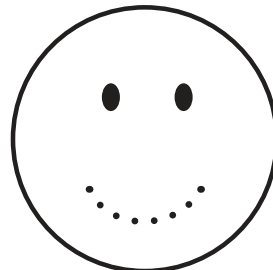


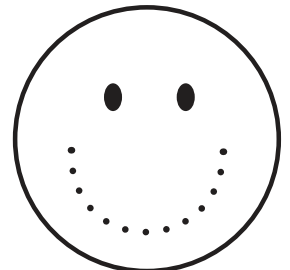
Narysuj, napisz i zakreśl.

good

~~OK~~

fantastic

OK_____

__________

_____1 Uczeń uzupełnia zdania. Następnie wskazuje na rysunki i mówi pełne zdania, np.: *One – Look at the sun.*

2 Uczeń dokończa rysunki, podpisuje je i ocenia swoją pracę w rozdziale 6., zakreślając odpowiedni rysunek.



Lesson 8

Challenge

1   Napisz i powiedz.

1  Look at the beach.

5  There's a shell.

2  _____

6  _____

3  _____

7  _____

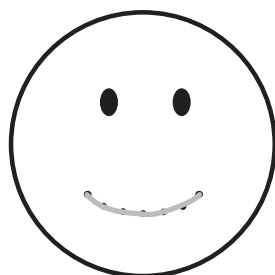
4  _____

8  _____

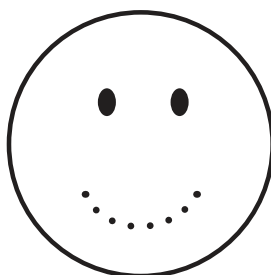


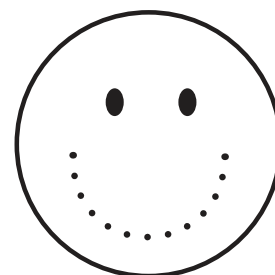
It's made of paper.

2    Narysuj, napisz i zakreśl.



OK





1 Uczeń pisze zdania. Następnie wskazuje na rysunki i mówi pełne zdania, np.: *One – Look at the beach.*

2 Uczeń dokańcza rysunki, podpisuje je i ocenia swoją pracę w rozdziale 6., zakreślając odpowiedni rysunek.





abc



1 Let's go to the

restaurant



2 Let's go to the



3 I want to go to the



4 I want to go _____
to the _____



5 There's _____
a _____



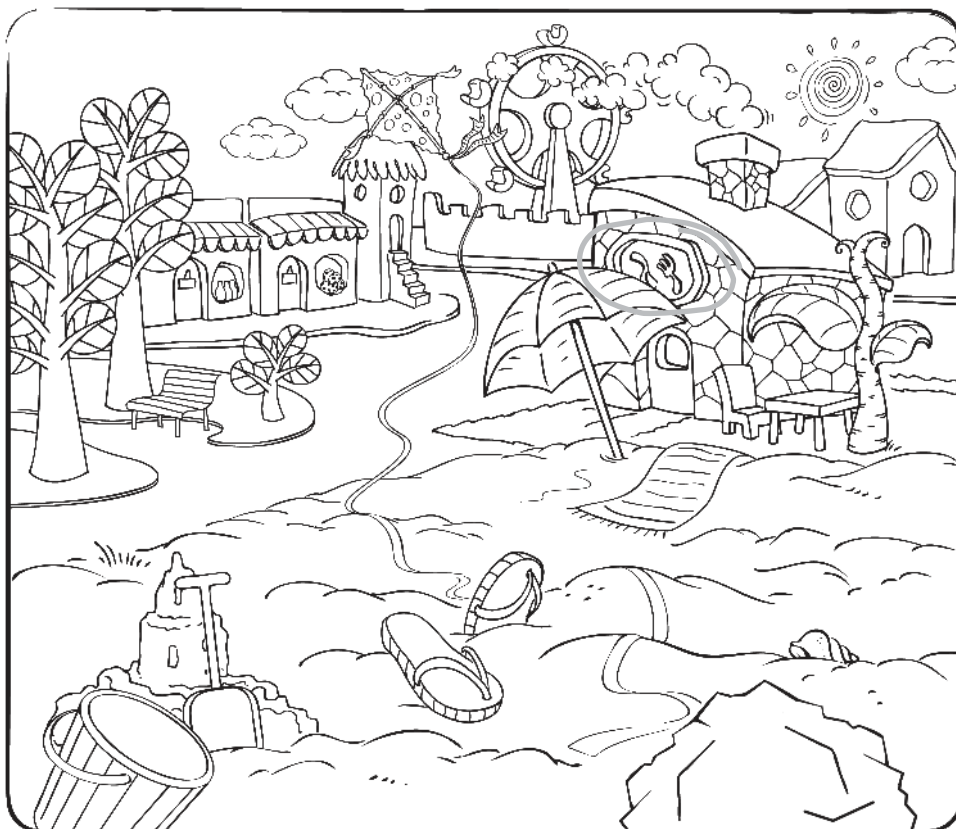
6 There's
a



7 Look at the _____
the _____



8 Look at the _____
the _____



Challenge



Napisz i połącz.

the cinema / go / Let's / to

Let's go to the cinema.

to / go / the mountains / Let's

the farm / I / go to / want to

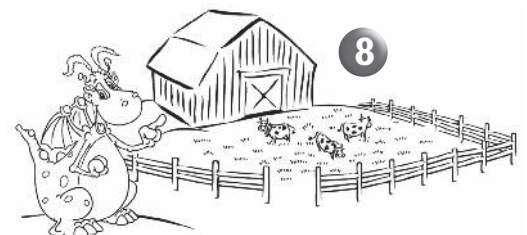
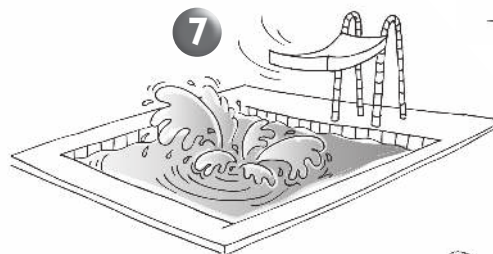
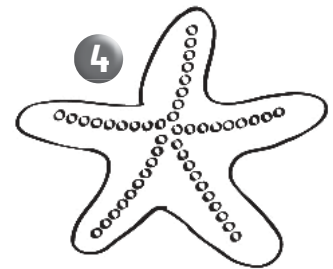
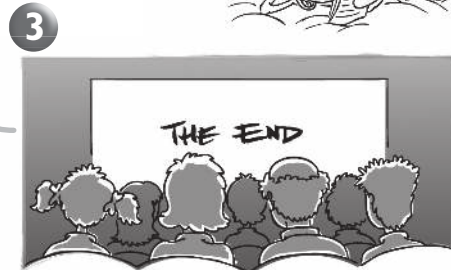
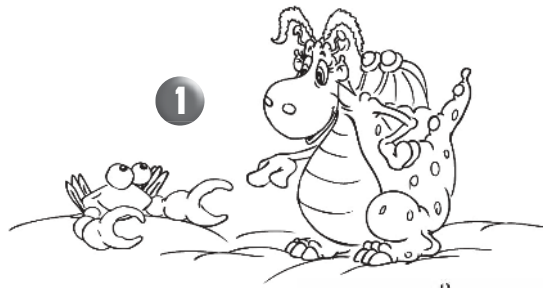
want to / the swimming pool / go to / I

crab / There's / a

There's / starfish / a

the sea / at / Look

Look / the beach / at



Halloween

Basic & Challenge



Napisz i policz. Pokoloruj i zaśpiewaj.

Mix, mix, mix. It's Halloween.

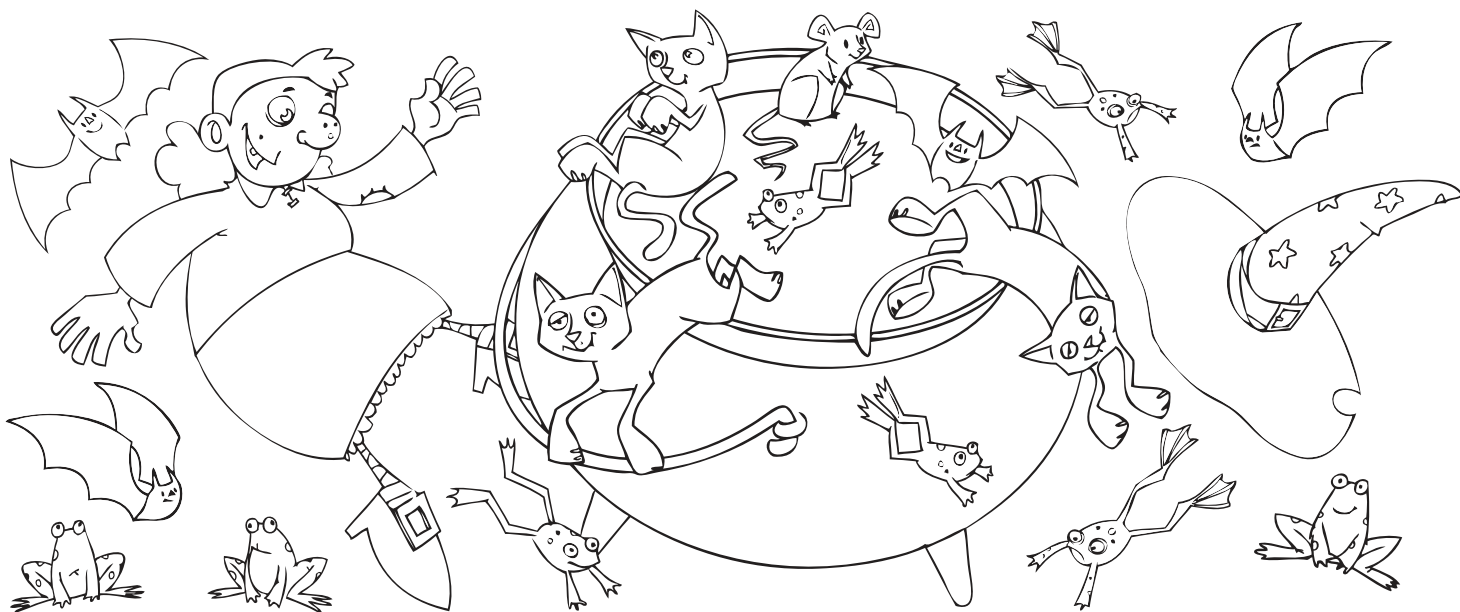
Time for a Halloween spell.

With my 1 white mouse,
and black cats.

All together we mix, mix, mix.

My green frogs,
and brown bats.

All together we mix, mix, mix.



Christmas

Basic & Challenge



Napisz, znajdź i narysuj.



oranges



a



b



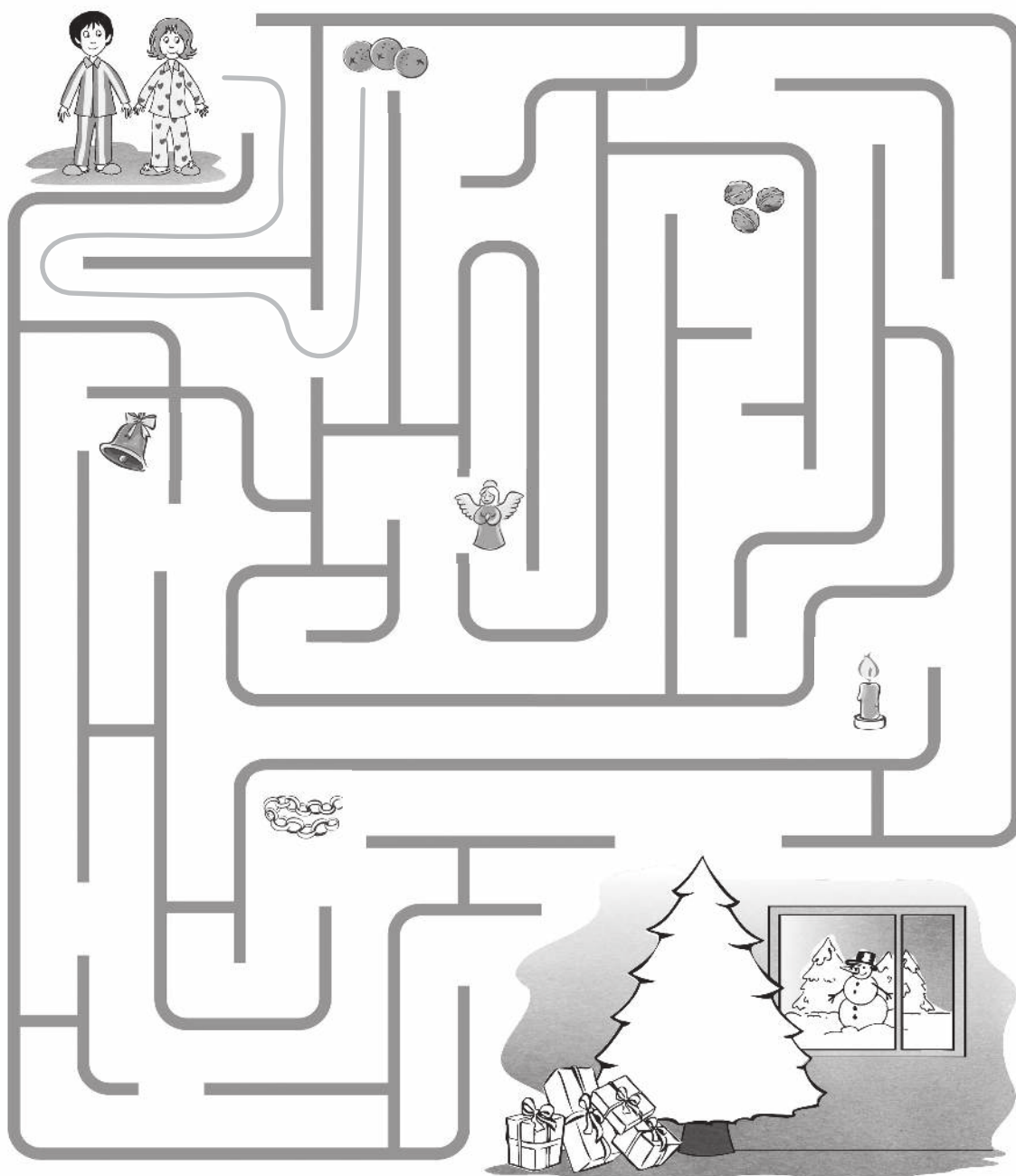
c



n



c



Uczeń podpisuje rysunki. Następnie znajduje i rysuje drogę do choinki, tak aby dzieci zebrali po drodze wszystkie świąteczne dekoracje.



Basic

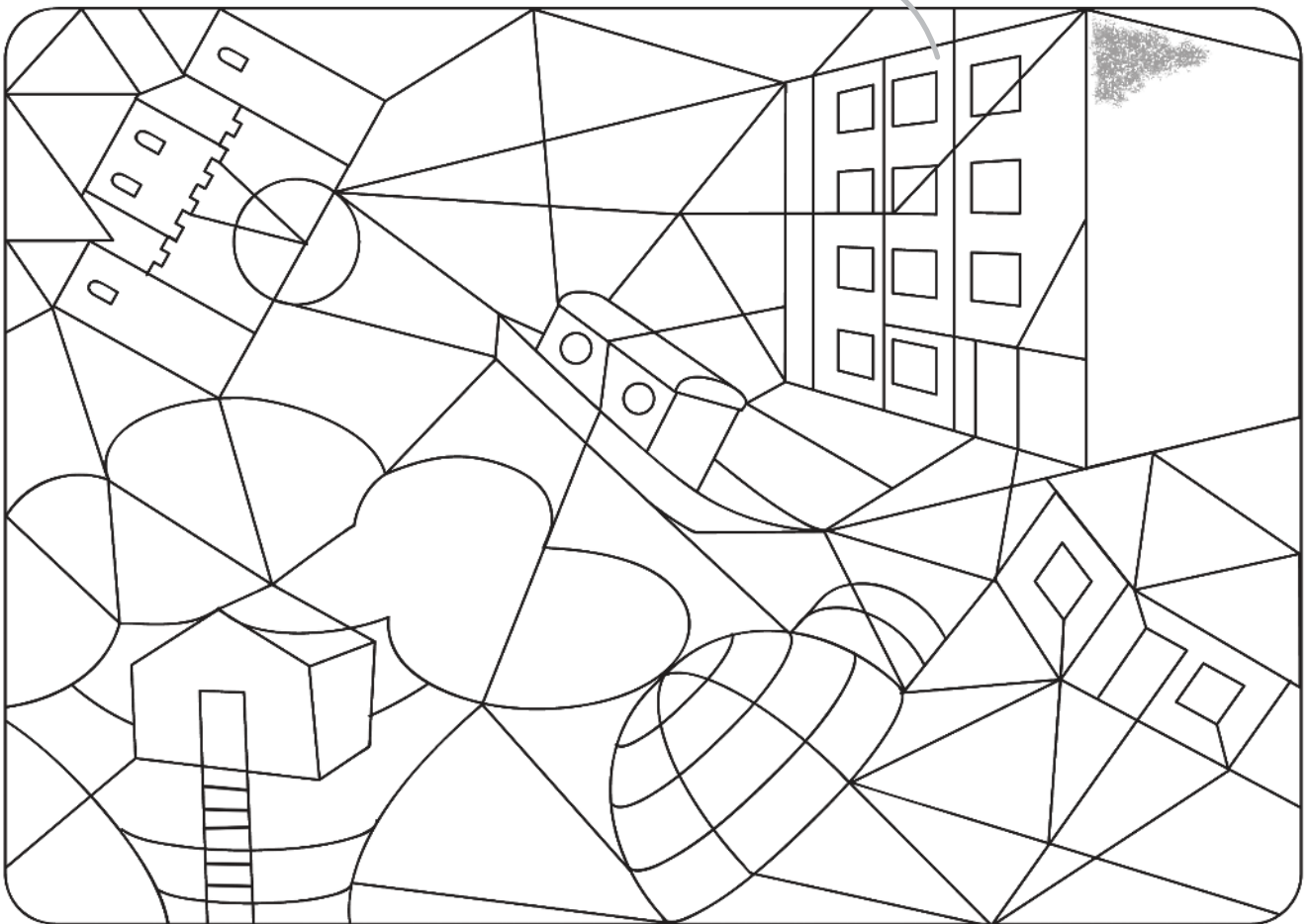


Znajdź i pokoloruj. Napisz, połącz i powiedz.

1 block of flats

2 igloo

3 houseboat



4 castle

5 cottage

6 tree house



Vocabulary

Challenge



Znajdź, napisz i powiedz.

igloo

castle

~~cottage~~

block of flats

tree house

houseboat

1



cottage

2



3



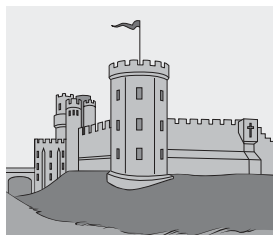
4



5



6



Uczeń odnajduje typy domów, w których mieszkają dzieci, i pisze ich nazwy.
Następnie mówi, gdzie mieszka każde dziecko, np.: One – cottage.



Basic



Znajdź i zakreśl. Napisz, połącz i powiedz.

1

motorbike

2

helicopter

3

ferry



4

train

5

lorry

6

the Underground

Uczeń znajduje i zakreśla 6 środków transportu. Następnie pisze ich nazwy, łączy je z odpowiednimi rysunkami i mówi, jakie środki transportu odnalazł, np.: *Motorbike*.



Vocabulary

Challenge

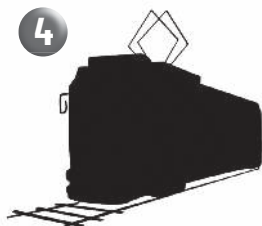
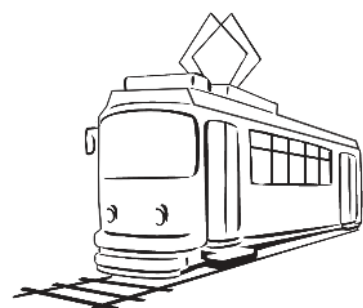
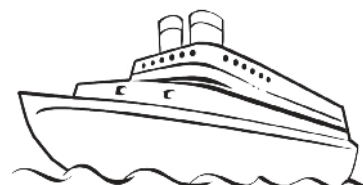
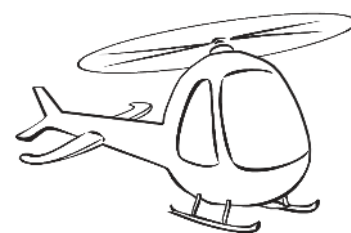
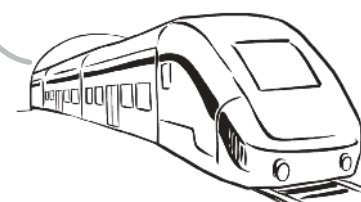
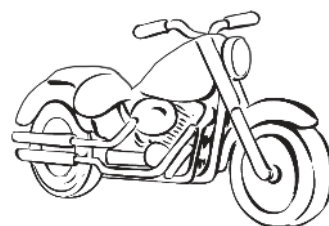


Napisz, połącz i powiedz.

helicopter ferry tram ~~the Underground~~
lorry motorbike



the Underground



Uczeń podpisuje cienie i łączy je z odpowiednimi środkami transportu. Następnie mówi, do jakiego pojazdu należy każdy cień, np. One – the Underground.



Basic



Napisz, pokoloruj i powiedz.

zebra

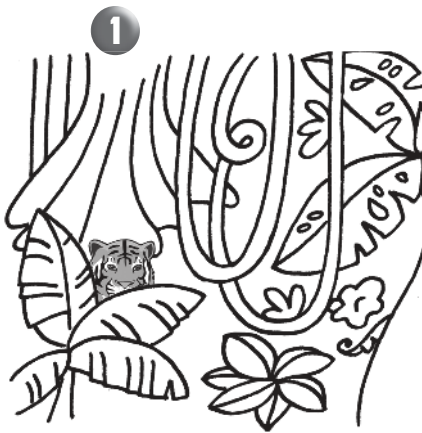
beaver

~~tiger~~

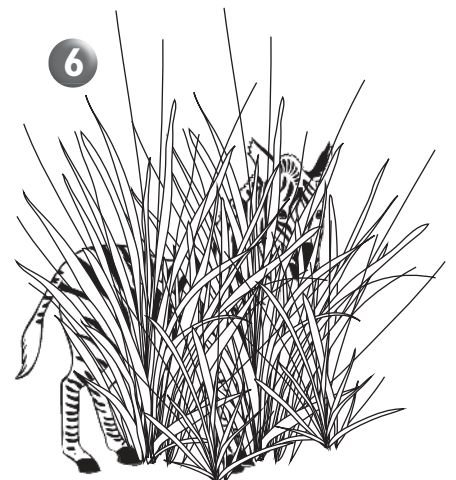
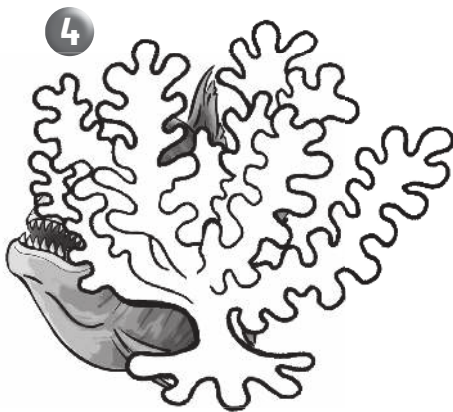
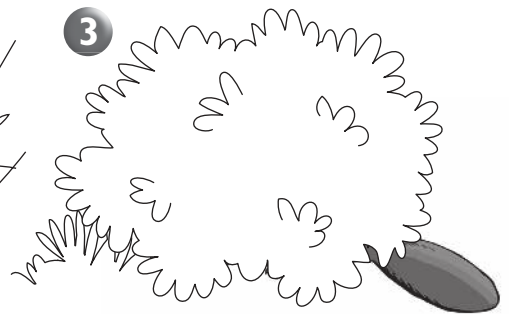
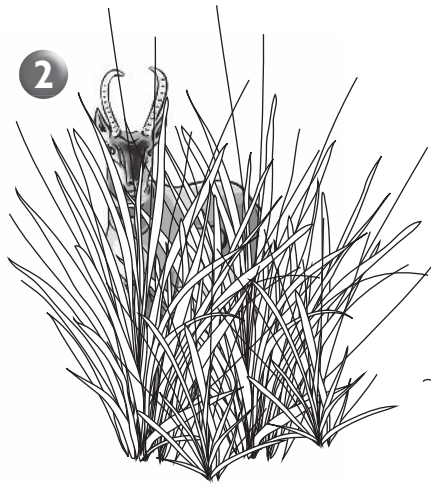
gorilla

piranha

antelope



tiger

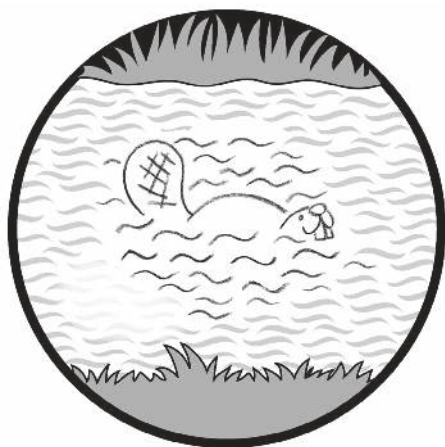


Vocabulary

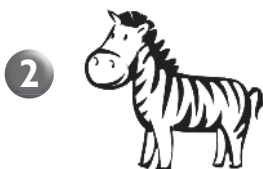
Challenge



Napisz, narysuj i powiedz.



A beaver lives in the river.



A _____ lives in the grasslands.



A _____ lives in the river.



A _____ lives in the jungle.



A _____ lives in the grasslands.



A _____ lives in the jungle.

Uczeń uzupełnia zdania i rysuje zwierzęta w odpowiednich kręgach. Następnie mówi, w jakim środowisku żyje dane zwierzę, np.: *A zebra lives in the grasslands.*



Basic



Narysuj, napisz i powiedz.

shirt

gloves

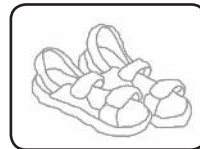
~~sandals~~

shorts

boots

jeans

1

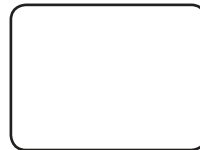


sandals

2



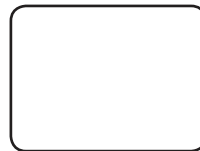
3



4



5



6



Vocabulary

Challenge



Napisz i narysuj. Pokoloruj i powiedz.

1



I'm wearing red gloves.
They have got a design.



2



I'm wearing a white _____.
It has got brown stripes.



3



I'm wearing purple _____.
They have got pink spots.



4



I'm wearing blue _____.
They are plain.



5



I'm wearing orange _____.
They have got yellow spots.



6



I'm wearing green _____.
They are plain.



Basic



Napisz i połącz. Narysuj i powiedz.

peppers ~~butter~~ cherries cottage cheese
sausages sardines

1



butter

2



3



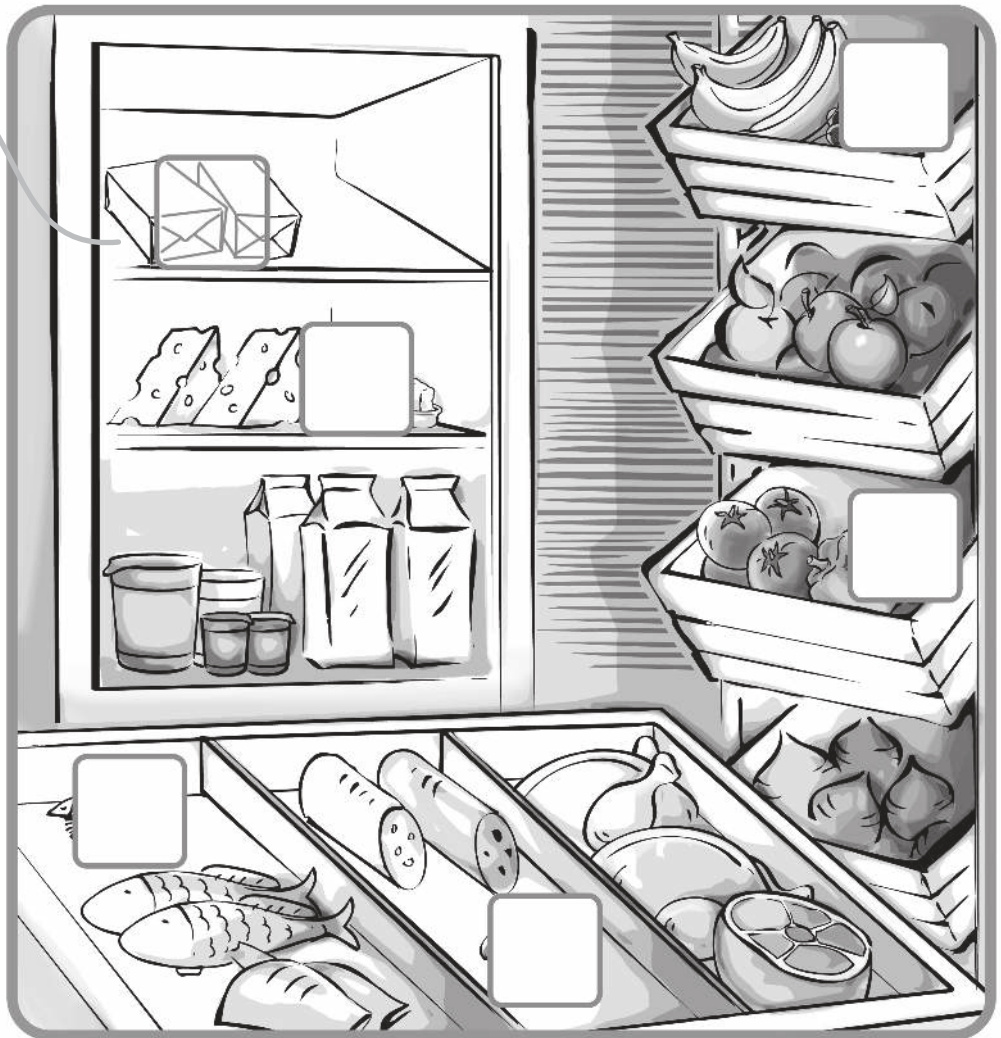
4



5



6



Uczeń podpisuje produkty żywnościowe i łączy je z pustymi polami na rysunku. Następnie dorysowuje brakujące fragmenty rysunku i mówi, do jakich grup żywnościowych należą dorysowane produkty, np.: *One – Butter is dairy.*



Vocabulary

Challenge



Połącz, napisz i powiedz.

1



Sardines are fish and meat.

2



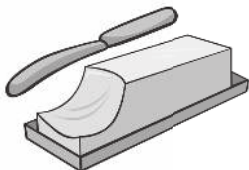
_____ is dairy.

3



_____ are _____.

4



_____ is _____.

5



_____ are _____.

6



_____ are _____.



Uczeń łączy produkty żywnościowe z właściwymi rysunkami i pisze zdania. Następnie mówi, do jakiej grupy żywnościowej należy dany produkt, np.: *Sardines are fish and meat.*



Basic



Napisz, połącz i powiedz.

egg box

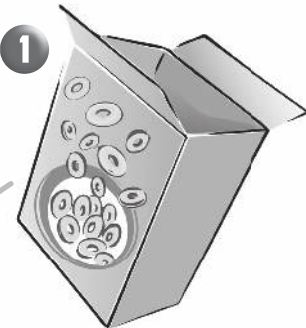
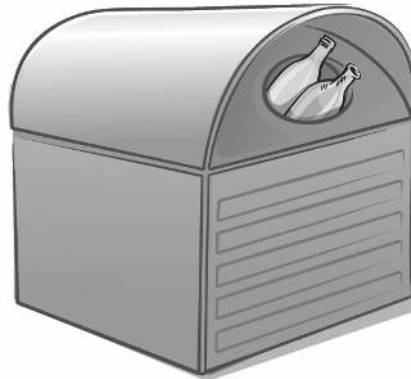
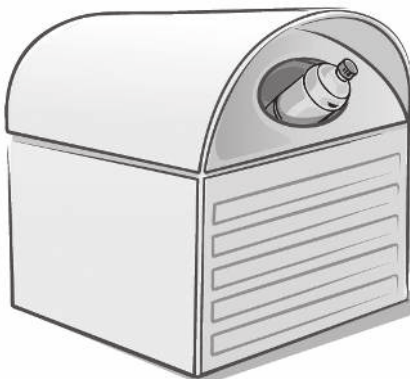
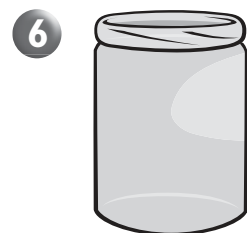
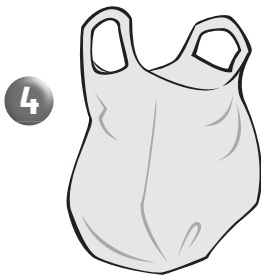
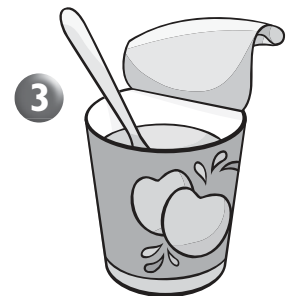
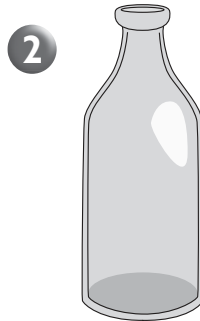
yoghurt pot

glass jar

plastic bag

~~cereal box~~

glass bottle

cereal box

Uczeń podpisuje rysunki i łączy opakowania z odpowiednimi kontenerami. Następnie mówi, z jakiego materiału są zrobione opakowania, np.: *A cereal box is made of paper.*

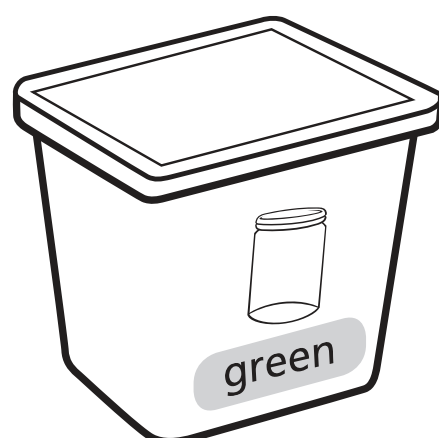
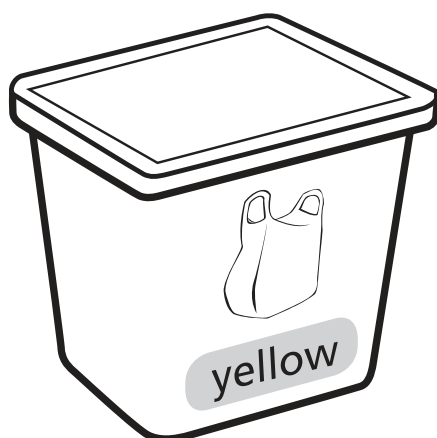
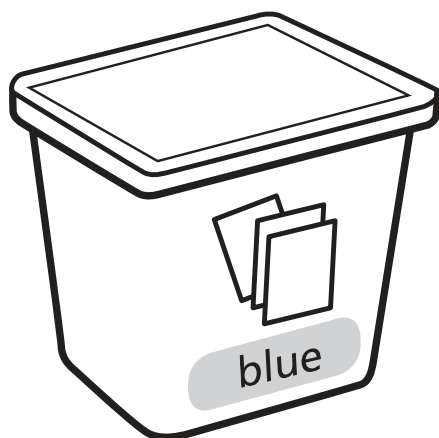


Vocabulary

Challenge



Pokoloruj, napisz i powiedz.



1



An egg box is made of paper.

2



A _____ is made of _____.

3



A _____ is _____.

4



_____.

5



_____.

6



_____.

Uczeń koloruje opakowania na kolory kontenerów, do których powinny trafić, i pisze zdania. Następnie mówi, z jakiego materiału są zrobione opakowania, np.: *An egg box is made of paper.*



My Picture



Napisz, pokoloruj i powiedz.

Unit 1



kitchen



living room



bedroom



garage



bathroom



hall



garden



study



brick

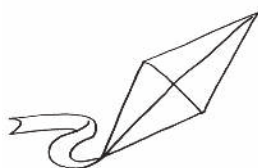


stone



wood

Unit 2



kite



computer game



doll



scooter



board game



car



bike



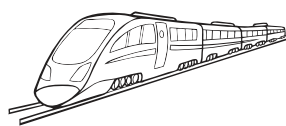
karaoke machine



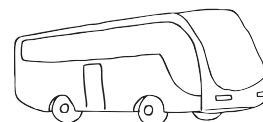
plane



boat



train



bus

Uczeń pisze wyrazy po śladzie i koloruje rysunki. Następnie zakrywa podpisy i mówi, co przedstawiają rysunki.



Dictionary



Napisz, pokoloruj i powiedz.

Unit 3



s



c



e



l



h



p



m



g



g



r



j

Unit 4



h



t



s



s



T-



j



s



j



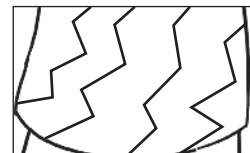
s



s



p



d

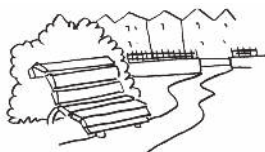
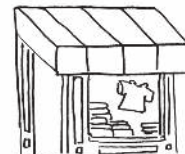
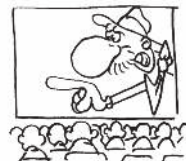
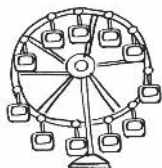
Uczeń podpisuje i koloruje rysunki. Następnie zakrywa podpisy i mówi, co przedstawiają rysunki.



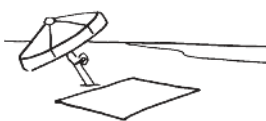
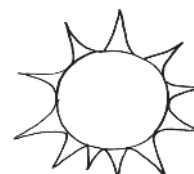


Napisz, pokoloruj i powiedz.

Unit 5



Unit 6



Uczeń podpisuje i koloruje rysunki. Następnie zakrywa podpisy i mówi, co przedstawiają rysunki.



Dictionary



Napisz i narysuj.

Uczeń pisze inne wyrazy, które poznał podczas kursu i przedstawia je graficznie.



Macmillan Polska Sp. z o.o.
Al. Jerozolimskie 146A
02-305 Warszawa
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-83-7621-085-8

Text © Jeanette Corbett and Roisin O'Farrell 2011
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First published 2011

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First published 2013

Illustrated by Simon Clare, Steve Cox, Ada García, Janette Loudon, Pedro Penizotto, Martin Remphry (Advocate Art), Alan Rowe, François Ruyer (Beehive Illustration), Jorge Santillan (Beehive Illustration), Kate Shannon and Dorota Zduniewicz
Songs produced and arranged by Tom, Dick and Debbie Productions;
Recordings produced and arranged by James Richardson

Designed by Echelon Design and didi-art
Cover design by Echelon Design
Typeset by didi-art

Polish version edited by Aneta Wrońska

Authors' acknowledgments

We would like to thank everyone at Macmillan, in Oxford and Spain, who lent their skills, insight and encouragement in bringing this course to life. We are also very grateful to our work colleagues and students for their contributions and inspiration. Finally, we would like to thank our families and friends for their enthusiastic support, especially Sophia, Sean and Anna, for their child-like vision, and Ramón and Nuala, for their unwavering patience and understanding.

The authors would also like to thank: Elspeth Pollock, Harriet Cole, Clare Thornely, Richard Johnson Golding, teachers and students at English Language Institute, Sevilla Linda Harper, Claire Potter, Hannah Duncan, Katie Roberts, teachers and students at Academia Británica, Huelva

Polish author's acknowledgements

Magdalena Kondro would like to thank Ewa Piotrowska for her amazing work on the project, creative ideas and invaluable suggestions.

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