ZESZYT ĆWICZEŃ

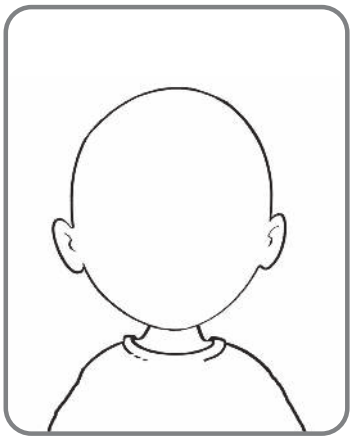
TIGER & FRIENDS 3



Carol Read, Mark Ormerod
with Magdalena Kondro

macmillan education

Tiger Passport



Name:

Surname:

Class:





Dostęp do *Tiger&Friends 3* Pupil's App i cyfrowego odzwierciedlenia podręcznika

1. Wejdź na stronę: **www.macmillaneducationeverywhere.com**
2. Kliknij: **Zarejestruj się (Register)**, aby utworzyć nowe konto, i postępuj zgodnie z instrukcjami widniejącymi na ekranie. Konto powinno zostać założone przez osobę pełnoletnią (rodzic/opiekun).
   Jeśli masz już konto, kliknij: **Zaloguj się (Log in)**.
3. Po zalogowaniu kliknij: **Aktywuj kod (Activate code)** i przepisz kod podany obok.
4. Następnie pobierz aplikację **Navio** na swój komputer bądź tablet, uruchom instalator i postępuj zgodnie z instrukcjami widniejącymi na ekranie.
5. Do logowania w aplikacji używaj nazwy użytkownika oraz hasła podanych podczas rejestracji.

Szczegółowy przewodnik dostępny jest na stronie: **www.macmillan.pl/dzial-pomocy**

Dostęp ważny jest przez **15 miesięcy** od dnia aktywacji.

Wszystkie zgłoszenia problemów technicznych prosimy kierować na adres: **helpdesk@macmillan.pl**

ZESZYT ĆWICZEŃ

Tiger & Friends 3

My name is _____.

	Welcome to the Tiger Street Club!	page 2
1	A Computer for the Club	page 6
2	Animal World	page 16
	Tiger Review 1	page 26
3	Food We Like	page 28
4	Things We Do Every Day	page 38
	Tiger Review 2	page 48
5	Sports Star	page 50
6	At the Beach	page 60
	Tiger Review 3	page 70
	End-of-Year Show	page 72
	Goodbye!	page 74
	Festivals	page 75
	Picture Dictionary	page 78
	Basic Vocabulary	page 84
	Tiger's Project	page 85
	Reading Extension	page 86
	Teksty piosenek i rapowanek	page 88



Materiały video dostępne na:
www.macmillandlaucznia.pl/tiger-and-friends-3
lub po zeskanowaniu QR kodu
za pomocą smartfonu:

Carol Read
Mark Ormerod
with Magdalena Kondro

Welcome to the Tiger Street Club!

Lesson 1

▶ VIDEO 01

1 **Popatrz na zdjęcie i uzupełnij zdania wyrazami z ramki.**

board game ~~shoe~~ guitar clock jumper banana



1. The shoe is under the chair.
2. The _____ is on the table.
3. The _____ is under the table.
4. The _____ is on the shelf.
5. The _____ is on the chair.
6. The _____ is next to the chair.

2 **Przeczytaj wypowiedź Ellie. Napisz własne odpowiedzi na pytania, narysuj swój portret i dołącz do Tiger Street Club.**



Hello! I'm Ellie. I'm nine. I live in Tiger Street.

Tiger Street Club

What's your name?

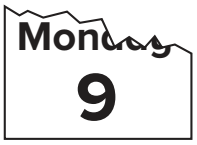
How old are you?

Where do you live?

Lesson 2

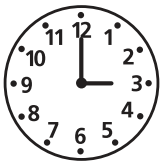
1 Dopasuj pytania do odpowiedzi. Uzupełnij odpowiedzi zgodnie z ilustracjami.

1. What month is it? — e
2. What time is it? —
3. What day of the week is it? —
4. What are you wearing today? —
5. What's the matter? —
6. What do you want to play? —

a 

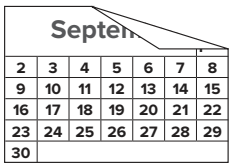
It's _____.

b 
I'm wearing _____.

c 

It's _____.

d 
I want to play _____.

e 

It's September.

f 
I've got a _____.

2 Zakreśl wypowiedzi pasujące do ilustracji.

1 

a I don't understand.
b Can you repeat that, please?

2 

a I don't know.
b Can you help me, please?

3 

a What does it mean?
b Can I go to the toilet, please?

Lesson 3

1 **Połącz pasujące do siebie elementy. Odczytaj utworzone wyrażenia, np. *F is for fish.***

1 F is for ...

2 B is for ...

3 P is for ...

4 T is for ...

5 D is for ...

6 M is for ...

7 S is for ...

8 H is for ...

9 W is for ...

10 J is for ...

a 

b 

c 

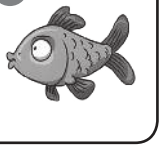
d 

e 

f 

g 

h 

i 

j 

2 1.11 **Uzupełnij tekst rapowanki *The alphabet* literami z ramki. Powiedz tę rapowankę.**

D J ~~B~~ L F R O X S V

A B **C** ___ **E** – Sing the rap with me.

___ **G H I** ___ – Sing it every day.

K ___ **M N** ___ – Rap with me, let's go.

P Q ___ ___ **T** – Spell your name to me.

U ___ **W** ___ **Y Z** – Can you say the alphabet?



Lesson 4

1 **Wpisz brakujące litery. Przeliteruj pełne wyrazy.**

1 

c l o c k

2 

_ u _ _ e _

3 

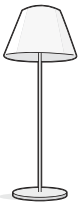
s _ _ e

4 

_ _ i _ a _

5 

r _ l _ _

6 

l _ m _

7 

g _ r _ _ f _

8

u _ _ f _ _ m

2 **Przeczytaj pary liter i zdecyduj, czy się rymują, czy nie. Wstaw znak ✓ albo ✗.**

1 B | D ✓

2 H | J ☐

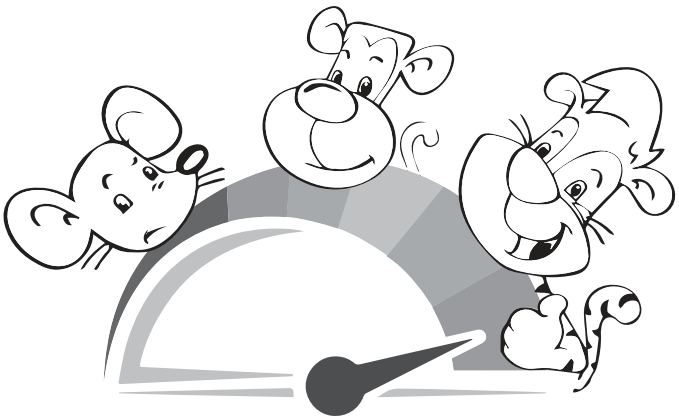
3 A | K ☐

4 U | Q ☐

5 T | F ☐

6 E | P ☐

3 **Jak oceniasz swoją pracę w rozdziale *Welcome to the Tiger Street Club*? Pokoloruj wybraną postać.**



Ocenianie kształtujące



1 A Computer for the Club

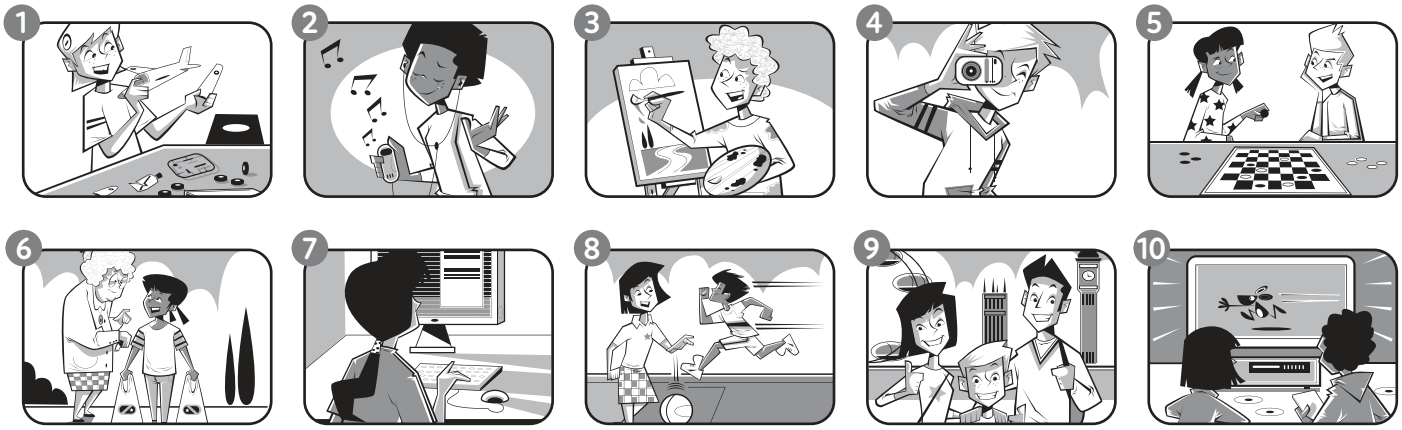
Lesson 1 Vocabulary 1

1 Dopasuj ilustracje do zwrotów.

use a computer ___ do sports ___ make things 1 watch films ___

listen to music ___ paint pictures ___ help people ___

take photos ___ play games ___ go on excursions ___



2 Uzupełnij zdania. Zaznacz (✓) te, które odnoszą się także do Ciebie.



In my free time ...

1  I go on excursions. ○

2  I play _____. ○

3  I use a _____. ○

4  I help _____. ○

5  I listen to _____. ○



In my free time ...

6  I watch _____. ○

7  I paint _____. ○

8  I make _____. ○

9  I do _____. ○

10  I take _____. ○

VIDEO 02

STORY TIME

Lesson 2 Story

1 **Połącz zdania zapisane w dymkach z właściwymi scenkami z historyjki. Napisz, kto wypowiada każde zdanie.**

1 Look! We've got your laptop, Mrs Jones.

2 He's in the house!

3 Hey! Look at Mrs Jones's house. Who's that man?

4 Ha ha! Look. A banana. That's lucky!

a 

b 

c 

d 

Ellie

2 **Ponumeruj zdania zgodnie z treścią historyjki.**

- [ ] The thief takes Mrs Jones's laptop.
- [1] The children want to write for the *Tiger Team Magazine*.
- [ ] Mrs Jones gives the club a present.
- [ ] They see a thief at Mrs Jones's house.
- [ ] The children give Mrs Jones her laptop.
- [ ] The thief falls over and drops the laptop.

3 **Zilustruj podane słowa z historyjki.**

1 ladder

2 thief

3 policeman

Talk about what we do in our free time.

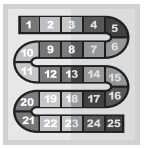


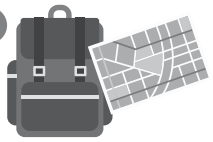
Lesson 3 Grammar 1 and Speaking

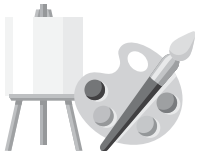
1 Zakreśl właściwe odpowiedzi. Dopasuj ilustracje do zdań.

1. I **paint** / **don't paint** pictures. ✓ d
2. I **go** / **don't go** on excursions. ✗
3. I **take** / **don't take** photos. ✓
4. I **make** / **don't make** things. ✗
5. I **play** / **don't play** games. ✗

a 

b 

c 

d 

e 

2 Napisz zdania o przeciwnym znaczeniu.

✓	✗
1 I listen to music.	I don't listen to music.
2	I don't watch films.
3 I use a computer.	
4	I don't do sports.
5 I help people.	

3 Napisz, co robisz, a czego nie robisz w wolnym czasie.



What do you do in your free time?

✓

✗

Lesson 4 Grammar 2 and Speaking

1 **Ułóż pytania z rozsypanych wyrazów. Napisz własne odpowiedzi: *Yes, I do* lub: *No, I don't*.**

1. you / Do / sports / do / ? Do you do sports?
2. help / ? / you / people / Do
3. films / Do / ? / watch / you
4. play / ? / Do / games / you

2 1.25 **Uzupełnij tekst piosenki *What do you do in your free time?*. Zaśpiewaj tę piosenkę.**

paint pictures do sports use a computer ~~help other people~~
watch films listen to music

What do you do in your free time?

What do you do every day?

Do you help other people  ?

Do you study and play?

I _____ 

and _____  .

I read books and _____  , too.

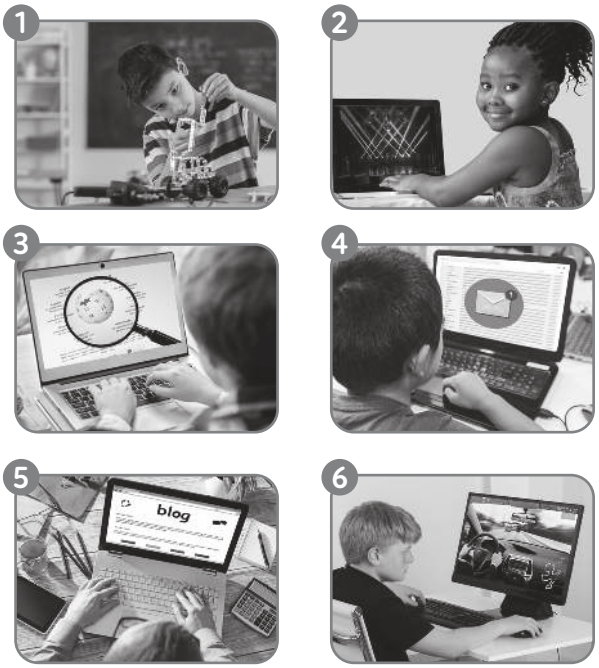
I _____ 

and _____  .

They're all great fun to do.

Lesson 5 Vocabulary 2

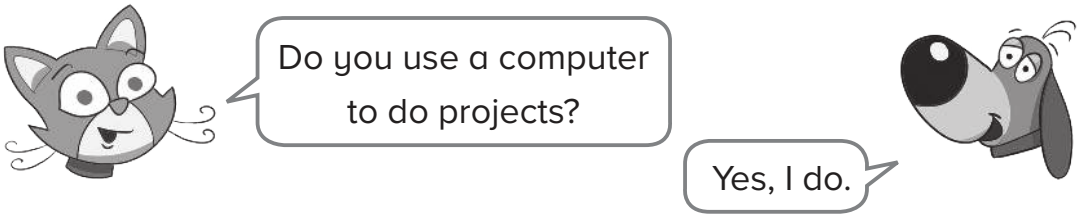
1 Dopasuj zdjęcia do zwrotów.



- [ ] write for a class blog
- [ ] find out information
- [ ] play online games
- [ ] write emails
- [1] do projects
- [ ] watch music videos

2 Uzupełnij pytania i napisz własne odpowiedzi. Odegraj dialogi z kolegą lub koleżanką.

1. Do you use a computer to do projects?
2. Do you watch music _____?
3. Do you write _____ to your friends?
4. Do you play online _____?
5. Do you use a computer to find out _____?
6. Do you write for a class _____?



Lesson 6 CLIL

1 **Znajdź w diagramie nazwy 7 urządzeń i zakreśl je. Podpisz zdjęcia.**

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

a 

mobile phone

b 

c 

d 

e 

g 

f 

2 **W co są wyposażone urządzenia ukazane na zdjęciach? Dokończ zdania, korzystając z wyrazów zapisanych w ramce.**

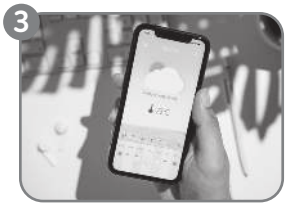
camera keyboard mouse screen

1 

Laptops have got a camera.

2 

Tablets have got a _____.

3 

Mobile phones have got a _____.

Lesson 7 Unit review

1 Jakie czynności wykonują dzieci? Podpisz zdjęcia.

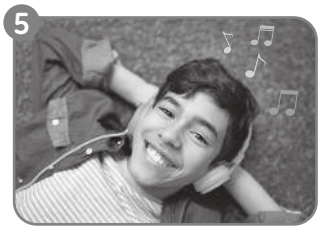
1 

help people

2 

3 

4 

5 

6 

7 

8 

9 

2 Uzupełnij zdania wyrazami z ramki.

don't ~~take~~ don't don't do use do don't

1 I ✓ take photos.

2 I ✗ _____ play games.

3 Do you help people?
Yes, I _____.

4 Do you make things?
No, I _____.

5 I ✓ _____ a computer.

6 I ✗ _____ go on excursions.

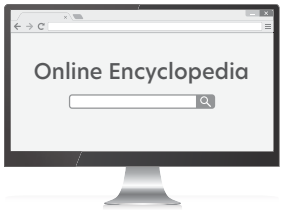
7 Do you paint pictures?
Yes, I _____.

8 Do you watch films?
No, I _____.

3 Jakie czynności przedstawiają ilustracje? Uzupełnij podpisy.

1 

play o g

2 

f o i

3 

w f a c b

4 

w m v

4 Ponumeruj fragmenty dialogu we właściwej kolejności. Odegraj dialog z kolegą lub koleżanką.

Can I work with Anna? ____

Check your answers with a friend. ____

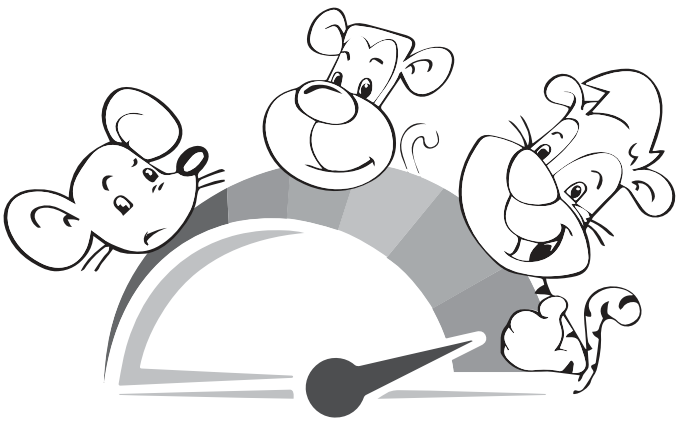


I've finished. What do I do now? 1

Yes, of course. ____

Thank you. ____

5 Jak oceniasz swoją pracę w rozdziale 1.? Pokoloruj wybraną postać.



Ocenianie kształtujące



Project

1 **Przeczytaj notatki i projekt Clare. Napisz podobny tekst o sobie.**

▶VIDEO 04



My notes

- where I use a computer –
  at home, at school,
  at my aunt's house
- what activities I do on a computer –
  home: emails, DVDs, music videos
  school: English, Internet
  aunt's house: games

How I use a computer

I use a computer at home, at school and at my aunt's house. At home, I use a computer to write emails. I also watch DVDs and music videos. At school, I use a computer to learn English. I also find out information on the Internet. At my aunt's house, I use a computer to play online games.

by Clare

My notes

- where I use a computer –
- what activities I do on a computer –

How I use a computer

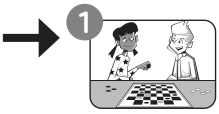
I use a computer at _____

At _____, I use a computer to _____

At _____, I use a computer to _____

Early Finish 1

1 **Rozwiąż krzyżówkę. Wypisz oznaczone litery, aby utworzyć hasło.**


I play ...


I take ...


I use a ...


I do ...


I help ...

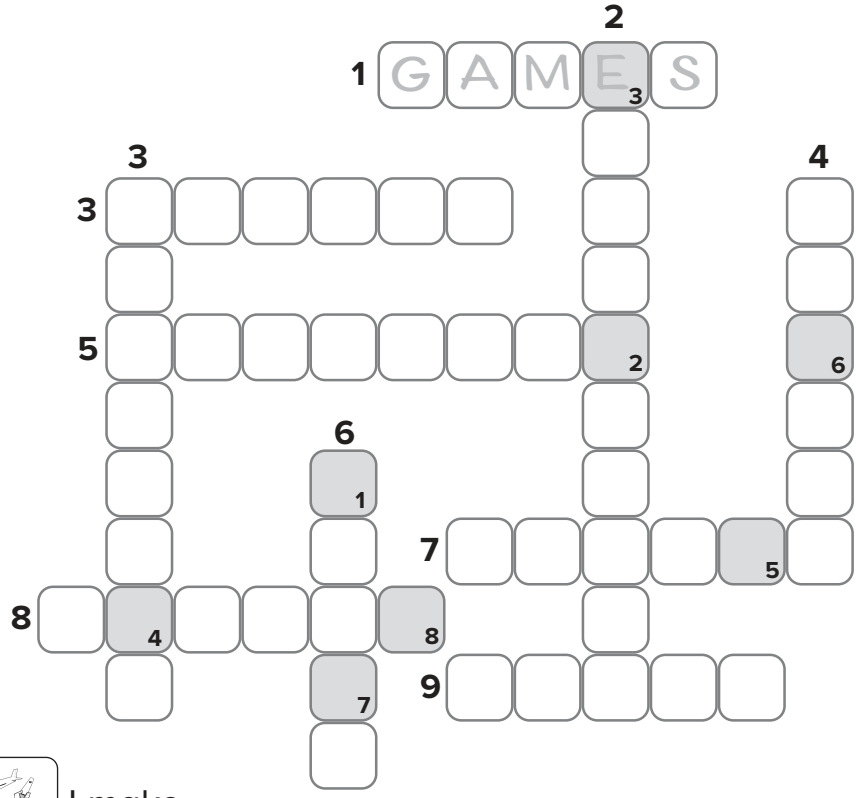

I listen to ...


I go on ...


I paint ...


I make ...


I watch ...



Hasło:

1 2 3 4 5 6 7 8

2 **Uzupełnij mapę wyrazową. Zakreśl czynności, które wykonujesz często.**

take photos

write emails

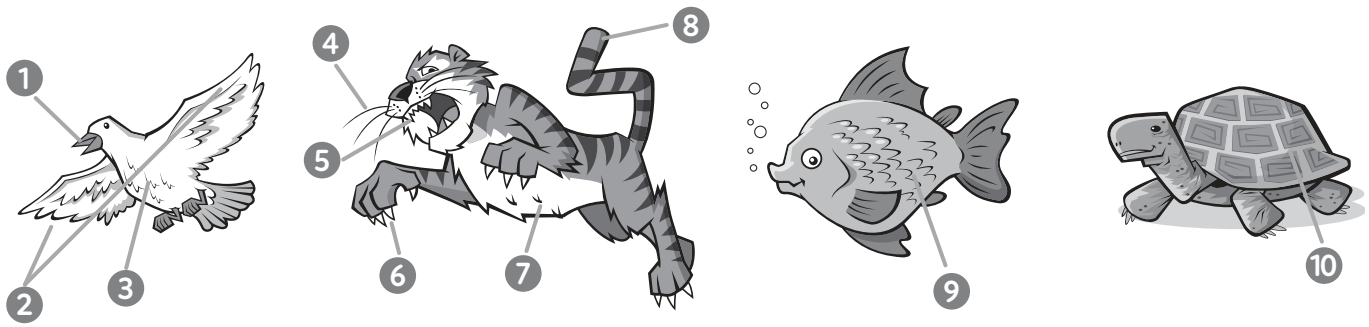
FREE TIME — ACTIVITIES — USING A COMPUTER

2 Animal World

Lesson 1 Vocabulary 1

1 **Dopasuj nazwy części ciała zwierząt do odpowiednich elementów ilustracji.**

teeth ☐ shell ☐ beak 1 claws ☐ whiskers ☐



fur ☐ wings ☐ scales ☐ feathers ☐ tail ☐

2 **Popatrz na ilustrację i uzupełnij zdania.**

1 It's got whiskers. 2 It's got _____. 3 It's got a _____.

4 It's got _____. 5 It's got _____.

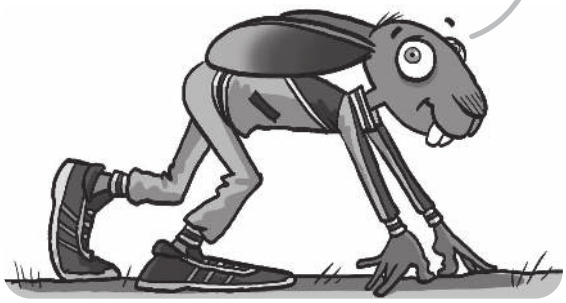


6 It's got a _____. 7 It's got _____. 8 It's got _____.

9 It's got a _____. 10 It's got _____.

Lesson 2 Story

1 **Zdecyduj, którego zwierzęcia z historyjki dotyczy każde zdanie. Połącz zdania z ilustracjami**



Hare

1 He's fast.

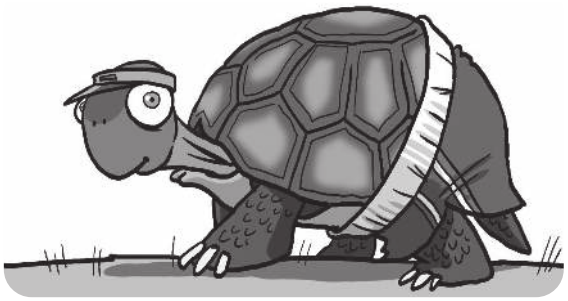
2 He's slow.

3 He walks.

4 He runs.

5 He sits under a tree.

6 He doesn't stop.



Tortoise

2 **Opisz bohaterów historyjki, wykorzystując wyrazy z ramki.**

~~long legs~~ short legs long ears a heavy shell fur a short tail

1 

The Hare has got long legs.

2 

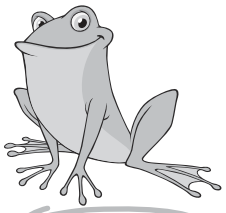
The Tortoise

Talk about what body parts animals have got.



Lesson 3 Grammar 1 and Speaking

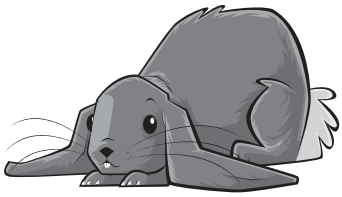
1 **Zakreśl właściwe odpowiedzi.**

1 

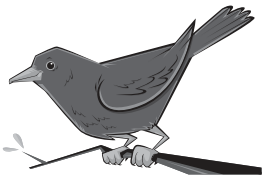
It **has got** / **hasn't got** feathers.

2 

It **has got** / **hasn't got** whiskers.

3 

It **has got** / **hasn't got** fur.

4 

It **has got** / **hasn't got** a shell.

2 **Uzupełnij zdania. Napisz: *has got* lub: *hasn't got*.**

1 A fish hasn't got claws.

2 A lizard _____ a tail.

3 A monkey _____ a beak.

4 A snake _____ scales.

5 A mouse _____ teeth.

6 A turtle _____ wings.

3 **Wybierz dowolne zwierzę i zaznacz, które części ciała ma (✓), a których nie ma (✗). Opisz je koledze lub koleżance, aby zgadł/zgadła, co to za zwierzę.**



My animal has got a tail. It ...

Is it a monkey?



MY ANIMAL			
tail	◯	**feathers**	◯
whiskers	◯	**wings**	◯
claws	◯	**beak**	◯
fur	◯	**shell**	◯
teeth	◯	**scales**	◯

Lesson 4 Grammar 2 and Speaking

1 **Przeczytaj pytania na temat różnych zwierząt. Napisz odpowiedzi: *Yes, it has* lub: *No, it hasn't*.**

1. Has the frog got fur? No, it hasn't.
2. Has the hamster got a beak?
3. Has the rabbit got a tail?
4. Has the bird got wings?
5. Has the fish got a shell?
6. Has the lizard got feathers?

2 1.46 **Uzupełnij tekst piosenki *A tiger has got sharp teeth*. Zaśpiewaj tę piosenkę.**

A tiger has got sharp  teeth **eteht**.

A monkey has got a long  **ilat**.

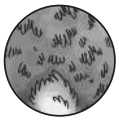
A bird has got  **teafhsre**.

And a fish has got  **laescs**.

An elephant has got big ears.

A cat has got  **hksiwsre**

and  **alswc**.

A rabbit has got soft  **rfu**.

And a crocodile has got jaws.

Lesson 5 Vocabulary 2

1 **Znajdź i zakreśl nazwy 5 gromad zwierząt. Podpisz ilustracje.**

biramphibianssrepfishbibirdsambreptilesampmammalsmab



1 amphibians

2 _____

3 _____

4 _____

5 _____

2 **Popraw zdania, zmieniając przekreślone nazwy gromad zwierząt na właściwe.**

1 Frogs are ~~reptiles~~ amphibians.

2 Some ~~fish~~ _____ have got a shell.

3 People are ~~amphibians~~ _____.

4 Most ~~birds~~ _____ have got scales and a tail.

5 ~~Mammals~~ _____ have got a beak and feathers.

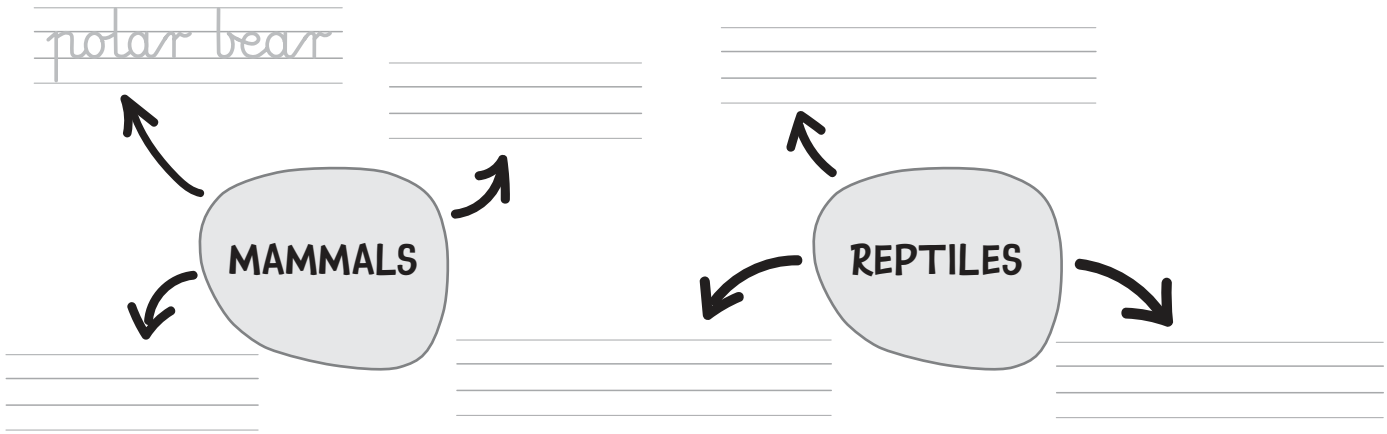


VIDEO 05 EDUKACJA PRZYRODNICZA

Lesson 6 CLIL

1 **Zdecyduj, do której gromady należą podane zwierzęta. Wpisz nazwy zwierząt w odpowiednie miejsca.**

~~polar bear~~ cat chameleon monkey snake turtle



2 **Uzupełnij zdania. Napisz: *mammals* albo: *reptiles*.**

1. Mammals have got warm blood.
2. Most _____ lay eggs.
3. _____ have got cold blood.
4. Baby _____ drink their mother's milk.

3 **Odpowiedz na pytania. Sprawdź swoje odpowiedzi w Internecie.**

1.  Is an orca a fish or a mammal? a mammal
2.  Is a chameleon a reptile or an amphibian?
3.  Is a penguin a bird or a mammal?
4.  Is an alligator an amphibian or a reptile?
5.  Is a dolphin a mammal or a fish?

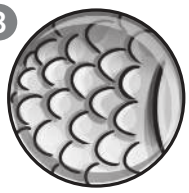


Lesson 7 Unit review

1 **Podpisz części ciała zwierząt. Które zwierzęta mają te części ciała?**

1 
feathers

2 

3 

4 

5 

6 

2 **Zaznacz ✓ lub ✗ w zależności od tego, czy małpka ma daną część ciała, czy nie. Napisz odpowiednie zdania.**



(✗) a shell — 1 It hasn't got a shell.

( ) a tail — 2

( ) fur — 3

( ) a beak — 4

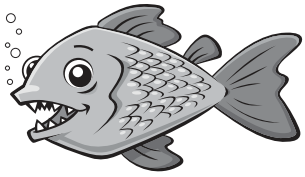
3 **Uzupełnij pytania dotyczące ryby ukazanej na ilustracji. Napisz odpowiedzi: *Yes, it has* lub: *No, it hasn't*.**

1 (**feathers**) Has it got feathers? No, it hasn't.

2 (**teeth**) Has it _____? Yes, _____.

3 (**scales**) Has _____?

4 (**claws**) _____



4 Znajdź w diagramie nazwy 5 gromad zwierząt i zakreśl je. Przy każdym zdaniu napisz nazwę właściwej gromady.

1. They have got cold blood. reptiles
2. They live on land and in water. _____
3. They have got scales and they live in water. _____
4. They drink their mother's milk. _____
5. They have got a beak and wings. _____

U	P	R	O	D	E	L	E	I	S
T	L	E	R	D	S	S	M	O	H
A	M	P	H	I	B	I	A	N	S
M	O	T	O	L	I	A	M	E	S
M	R	I	T	E	R	S	M	R	T
I	N	L	E	S	D	A	A	I	R
S	T	E	A	T	S	H	L	O	T
F	I	S	H	T	O	F	S	S	E

5 Uzupełnij dialog i odegraj go z kolegą lub koleżanką.

look has ~~website~~ tigers

Look at this website about mammals.

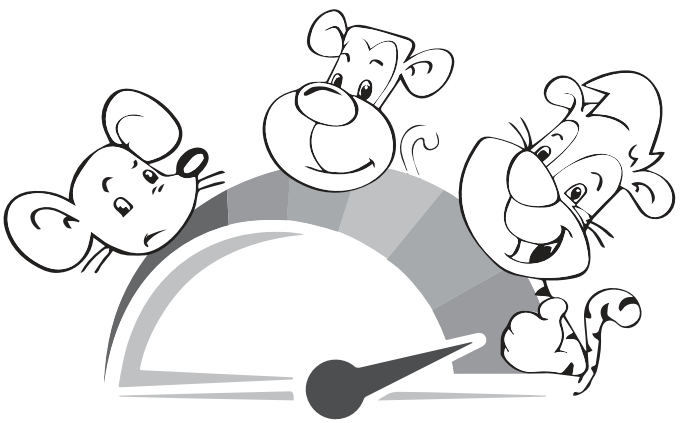
Has it got information about _____?

Yes, it _____.

Great! Let's have a _____.



6 Jak oceniasz swoją pracę w rozdziale 2.? Pokoloruj wybraną postać.



Ocenianie kształtujące



Project

1 **Przeczytaj notatki i projekt Nasima. Napisz podobny tekst o dowolnym zwierzęciu.**

▶VIDEO 06



My notes

- the name and type of animal – chameleon, reptile
- a description – long tongue, long tail, no ears
- where it lives – Africa, Europe, Asia
- what it eats – insects, small birds
- fun facts – changes colour

Animal fact file

Name: chameleon
Type of animal: reptile
Description: A chameleon has got a long tongue and a long tail. It hasn't got ears.
Habitat: It lives in Africa, Europe and Asia.
Food: A chameleon eats insects and small birds.
Fun facts: A chameleon changes colour.

by Nasim

My notes

- the name and type of animal –
- a description –
- where it lives –
- what it eats –
- fun facts –

Animal fact file

Name:

Type of animal:

Description: It has got

Habitat: It lives in

Food: It eats

Fun facts: It

Early Finish 2

1 Dopasuj zwierzęta do zdań, które ich dotyczą. Narysuj wymyślone zwierzę, które ma wszystkie wymienione części ciała.



a It's got teeth. 2 ___ ___

b It's got feathers. ___

c It hasn't got fur. ___ ___

d It's got scales. ___

e It's got claws. ___ ___

f It hasn't got a beak. ___ ___ ___

2 Uzupełnij zdania wyrazami z ramki.

amphibians tail ~~fur~~ birds milk beak reptiles shell fish blood

1 Mammals have got fur or hair. Baby mammals drink their mother's _____.

2 _____ can live on land and in water.

3 _____ have got cold _____. Tortoises have got a _____.

4 Most _____ have got scales and a _____. Some have got teeth.

5 _____ have got a _____ and wings. They haven't got teeth.

Tiger Review 1



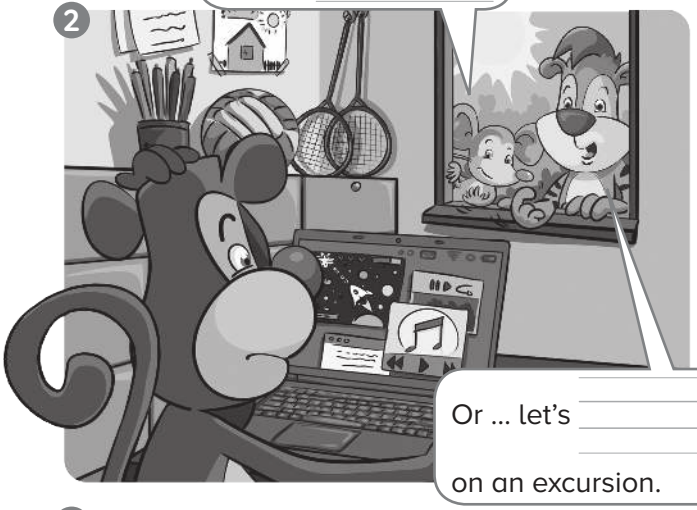
Tiger and Friends

1 Uzupełnij wypowiedzi postaci zgodnie z treścią historyjki.

1
I love computers.
I do projects.
I _____ films.



2
Let's do _____.
Or ... let's _____ on an excursion.



3
I _____ like snakes.
Look! It's a fox.
It's got red _____.



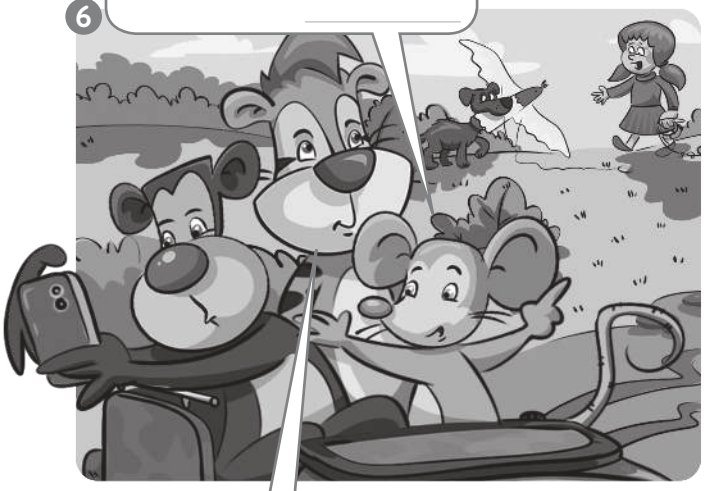
4
It's got a _____ and _____.
It's a bird.



5
A _____ and a _____?



6
Wait, Monkey! _____.
Oh. It's a _____ and a kite.



2 Przeczytaj wyrazy i uzupełnij brakujące litery. Ułóż litery w odpowiedniej kolejności, aby utworzyć hasło.

help people

ma m mals

claws

pai ___ t pictures

take ___ hotos

wr ___ te emails

do sports

s ___ ell

___ irds

whiskers

tail

sc ___ les

do projects

rept ___ les

Hasło: a m ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

3 Odpowiedz na pytania z pamięci. Następnie sprawdź rozwiązania z podręcznikiem lub z pomocą nauczyciela, zaznacz (✓) prawidłowe odpowiedzi i sprawdź swój wynik.

Quiz – Units 1 and 2

1. What are the names of the children from the Tiger Street Club?
2. What two activities do you do in your free time?
3. What's the title of the story in Unit 1?
4. How do you use a computer? Write two activities.
5. What four body parts has a tiger got?
6. Who wins the race in the story in Unit 2?
7. What type of animal is a lizard?
8. What type of animal is a monkey?

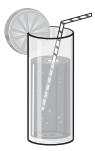
Good answers: 1–3 = OK. 4–6 = Very good! 7–8 = Brilliant!

3 Food We Like

Lesson 1 Vocabulary 1

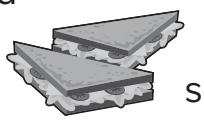
1 **Z rozsypanych liter ułóż nazwy produktów spożywczych. Podpisz ilustracje.**

1 r f t u i c e u j i



fruit juice

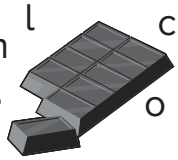
2 w d i a n e s h c s



3 y o h u r g t



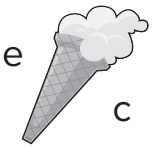
4 h l c a e o o t c



5 r b s e r t i w e r a s



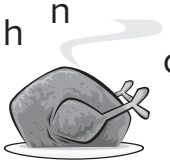
6 i m c e r a c e



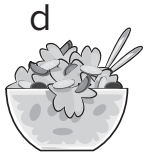
7 t r w e a



8 h n k c e c i



9 a d s l a

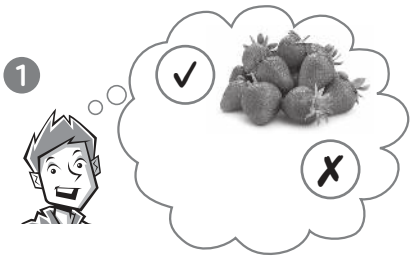


10 s p i s c r

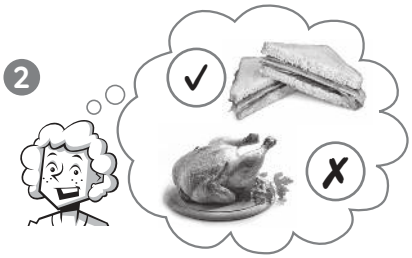


2 **Uzupełnij zdania zgodnie z ilustracjami. Powiedz, które zdania odnoszą się także do Ciebie.**

1



2



3



1 I like strawberries. I don't like crisps.

2 I like _____. I don't like _____.

3 I like _____. I don't like _____.

Lesson 2 Story

1 **Zakreśl właściwe odpowiedzi zgodnie z treścią historyjki.**

a



I **like** / **don't like** sandwiches.

b



Lily, salads are **delicious** / **healthy**. OK. Carrots, **tomatoes** / **chicken**, eggs ...

c



I love **strawberry** / **tomato** friends!

d



I **like** / **love** Tiger's dessert! It isn't **delicious** / **healthy**, but it's **delicious** / **healthy**.

2 **Popraw zdania zgodnie z treścią historyjki, zmieniając przekreślone wyrazy.**

1. Lily likes ~~clown~~ animal sandwiches.
2. There are carrots, chicken and ~~apples~~ _____ in the salad.
3. Lily ~~likes~~ _____ the clown salad.
4. ~~Sarah~~ _____ gives Lily a strawberry dessert.
5. Tiger makes a dessert with crisps, ~~chicken~~ _____ and ice cream.



Lesson 3 Grammar 1 and Speaking

1 Napisz zdania zgodne z ilustracjami.

1 

Oliver

I like yoghurt, but I don't like crisps.

2 

Sarah

3 

Lily

4 

Tiger

2 Napisz zdania zgodne z ilustracjami z ćwiczenia 1.

1 

Oliver likes yoghurt.

2 

3 

4 

3 Jakie produkty spożywcze lubią Twoi rodzice? Dokończ zdania.

1 My mum likes _____.

2 My dad _____.

Lesson 4 Grammar 2 and Speaking

1 **Ułóż pytania na temat produktów spożywczych ukazanych na zdjęciach. Napisz własne odpowiedzi: *Yes, I do* lub: *No, I don't*. Odegraj dialogi z kolegą lub koleżanką.**

1 

Do you like yoghurt?

2 

3 

4 

2 2.13 **Uzupełnij tekst piosenki *I like food*. Zaśpiewaj tę piosenkę.**

I like food when it's delicious.

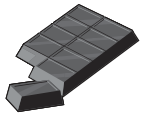
I like food when it's nutritious.

Some food is good for me to eat.

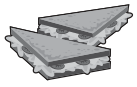
And some food is a special treat!

I love ice cream . I like bananas , too.

But I don't like yoghurt . What about you?

I _____ . I _____ , too.

But _____ . What about you?

I _____ . I _____ , too.

But _____ . What about you?

Lesson 5 Vocabulary 2

1 **Znajdź nazwy 4 smaków i zakreśl je.**

healthy
apples
chicken
bitter
grapefruit
strawberries
chocolate
lemons
milk
sour
water
sweet
crisps
delicious
coffee
salty



2 **Uzupełnij zdania nazwami smaków z ćwiczenia 1.**

1. Strawberries are sour.
2. Coffee is _____.
3. Crisps are _____.
4. Lemons are _____.
5. Chocolate is _____.
6. Grapefruit is _____.



3 **Odpowiedz na pytania. Napisz: *Yes, I do* lub: *No, I don't*.**

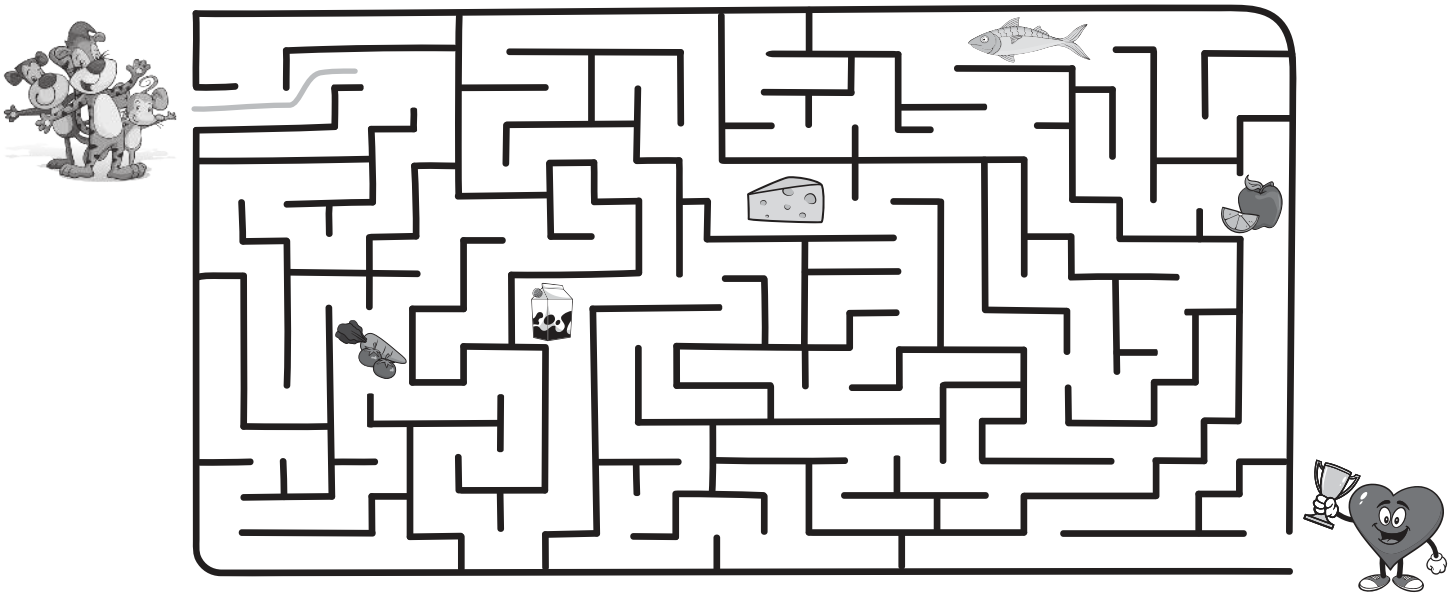
1. Do you like sour fruit?
2. Do you like bitter chocolate?
3. Do you like sweet smoothies?

VIDEO 07

EDUKACJA PRZYRODNICZA

Lesson 6 CLIL

1 **Znajdź i narysuj drogę przez labirynt. Ponumeruj wyrazy zgodnie z kolejnością napotkanych po drodze ilustracji.**



___ fruit ___ cheese 1 meat ___ milk ___ fish ___ vegetables

2 **Uzupełnij zdania wyrazami z ćwiczenia 1.**

1. Meat and _____ help you grow.
2. _____ and _____ are good for strong bones.
3. _____ and _____ help you stay healthy.

3 **Uzupełnij tabelę własnymi odpowiedziami (✓ lub ✗). Zadaj pytania koledze lub koleżance i zaznacz jego/jej odpowiedzi.**

Do you like fruit lollies?

Yes, I do.

	fruit lollies	fruit salad	vegetable salad	vegetable sticks
Me	◯	◯	◯	◯
My friend	◯	◯	◯	◯



Lesson 7 Unit review

1 **Jakie produkty spożywcze przedstawiają cienie? Podpisz ilustracje.**

1 
water

2 

3 

4 

5 

6 

7 

8 

9 

10 

2 **Popatrz na tabelę i uzupełnij wypowiedzi dzieci oraz Tygrysa.**

	☺	☹
Ben		
Clare		
Nasim		
Ellie		

1 

I like chicken, but I don't like strawberries.

2 

I _____.

3 

Nasim likes _____.

Ellie _____.

3 **Uzupełnij wyrazy opisujące cechy wymienionych produktów.**

1 Lemons, kiwi fruit and green apples are s o u r.

2 Coffee and grapefruit are _ _ _ t _ _.

3 Sugar, chocolate and bananas are _ _ e _ _.

4 Potato chips and crisps are _ _ _ _ _.

4 Napisz pytania dotyczące odpowiednich produktów przedstawionych na zdjęciach. Dopisz własne odpowiedzi.

a 

b 

c 

d 

e 

1 Do you like strawberries?

2

3

4

5

5 Ponumeruj fragmenty dialogu we właściwej kolejności. Odegraj dialog z kolegą lub koleżanką.



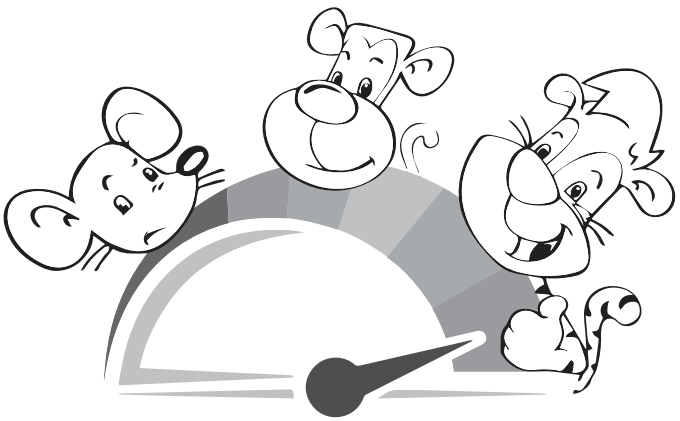
Ah, thanks. I get it now.
I like ice lollies, too. ___

It's ice on a stick.
It's made from fruit juice. ___

I love ice lollies. 1

Sorry, I don't understand.
What's an 'ice lolly'? ___

6 Jak oceniasz swoją pracę w rozdziale 3.? Pokoloruj wybraną postać.



Ocenianie kształtujące



Project

1 **Przeczytaj notatki i projekt Clare. Napisz podobny tekst o sobie i swoim koledze / swojej koleżance.**

▶VIDEO 08



My notes

- the kind of lunch I have at school – a hot lunch
- what I love/like/don't like –
  love: soup and spaghetti
  like: chicken, vegetables and crunchy potato chips
  don't like: fish, salad
- what my friend likes/loves –
  likes: fish, salad, potatoes
  loves: fresh fruit, sweet smoothies



Lunch at my school

I have a hot lunch at school.

I love soup and spaghetti. I also like chicken with vegetables and crunchy potato chips. I don't like fish or salad.

My friend, Alicia, has a hot lunch, too. She likes fish, salad and potatoes. She loves fresh fruit and sweet smoothies.

by Clare

My notes

- the kind of lunch I have at school –
- what I love/like/don't like –
- what my friend likes/loves –

Lunch at my school

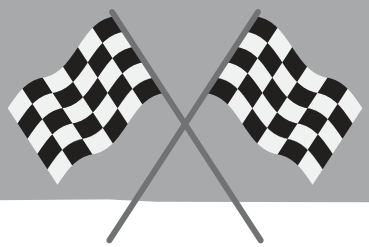
I have a

I love

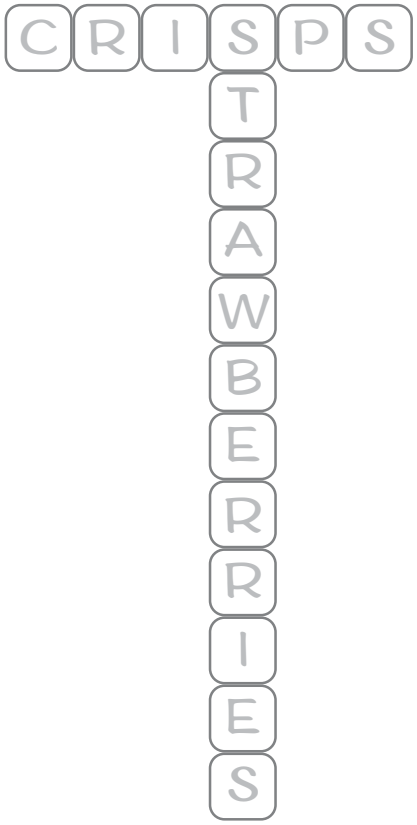
I like

I don't like

My friend



1 **Ułóż własną krzyżówkę z nazwami produktów spożywczych.**



2 **Zaplanuj zdrowe posiłki na jeden dzień.**



1

2

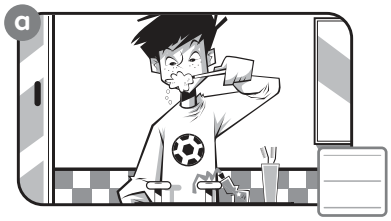
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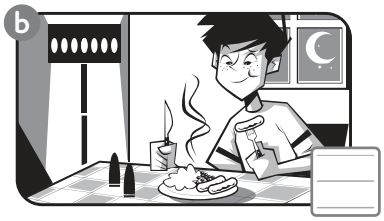
4 Things We Do Every Day

Lesson 1 Vocabulary 1

1 **Podpisz ilustracje i ponumeruj czynności w kolejności, w której zazwyczaj je wykonujesz.**



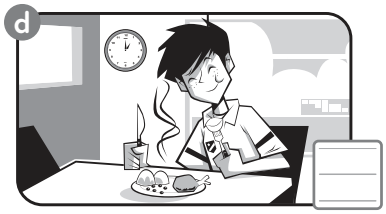
brush your teeth



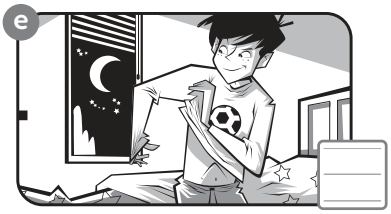
have



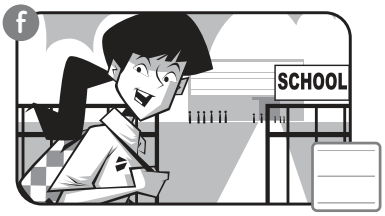
have a



have



put on your



go to



have



go



get



go to

2 **Uzupełnij zdania. Zaznacz (✓) te, które odnoszą się także do Ciebie.**



Before school ...

1  I get up. ○

2  ○

3  ○

After school ...

4  ○

5  ○

6  ○

Lesson 2 Story

1 **Ponumeruj zdania zgodnie z treścią historyjki.**

a ____ His clock and hairbrush are gold. ____

b ____ King Midas wants to be rich. 1

c ____ King Midas is very happy. ____

d ____ His daughter, Princess Zoe, is gold. ____

e ____ The genie changes the wish. ____

f ____ He meets a genie and makes a wish. ____

2 **Przeczytaj zdania i połącz je z właściwymi zegarami.**

1 King Midas gets up at seven o'clock.

2 King Midas has breakfast at half past seven.

3 King Midas has lunch at one o'clock.

4 King Midas has dinner at half past six.

7:30 · 1:30 · 6:00 · 7:00 · 5:30 · 6:30 · 8:30 · 1:00

3 **Połącz ilustracje z wyrazami. Zakreśl nazwy przedmiotów, które król Midas w historyjce zamienił w złoto.**

1 

2 

3 

4 

5 

food shower toothbrush clock hairbrush

Talk about what we do at different times.



Lesson 3 Grammar 1 and Speaking

1 Napisz, którą godzinę wskazują zegary.

What time is it?

a 

It's eight o'clock.

b 

c 

d 

2 Uzupełnij wypowiedź Nasima zgodnie ze zdjęciami.



7:00



7:30



6:30



9:30



I get up at seven o'clock.

I have breakfast _____.

I _____.

I _____.

3 Wpisz na tarczach zegarów godziny, o których zazwyczaj wykonujesz czynności ukazane na zdjęciach. Napisz zdania zgodne ze zdjęciami.

1 

:

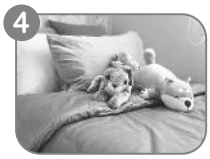
I get up at

2 

:

3 

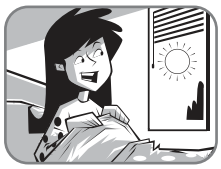
:

4 

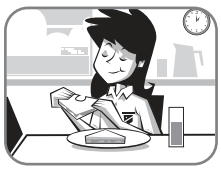
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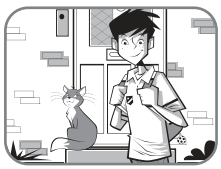
Lesson 4 Grammar 2 and Speaking

1 **Napisz pytania i odpowiedzi zgodne z ilustracjami. Powiedz, o której godzinie wykonujesz czynności przedstawione na ilustracjach.**

1 
6:00
7:30

Do you get up at six o'clock?
No, I don't. I get up at half past seven.

2 
12:00
1:00

3 
3:30
5:00

4 
9:00
9:30

2 2.36 **Uzupełnij tekst piosenki *My day*. Zaśpiewaj tę piosenkę.**

It's my day, my typical day.

That's what I do every day.

I get up at seven o'clock (7:00).

I have breakfast  and I ____ 

.

I have lunch at ____ (1:00).

I play with my friends. It's cool.

I have dinner at ____ (6:00).

I ____ my ____  and say 'goodnight'.

I go to bed at ____ (9:00).

I read a book and turn out the light.

Lesson 5 Vocabulary 2

1 **Podpisz ilustracje wyrazami z ramki i ponumeruj je we właściwej kolejności. Wymień kolejno pory dnia.**

night ~~evening~~ midnight morning midday afternoon

a 

in the evening

b 

in the

c 

at

d 

at

e 

at

f 

1

in the

2 **Napisz, o jakiej porze wykonujesz podane czynności. Zadaj pytania koledze lub koleżance i zaznacz (✓) czynności, które wykonujecie o tej samej porze.**

in the morning in the afternoon in the evening

When do you ...?	Me	My friend
have a shower	in the	○
brush your teeth		○
do sports		○
do your homework		○
use a computer		○



I do sports in the morning, in the afternoon and in the evening.

Lesson 6 CLIL

1 **Przeczytaj zdania i dopasuj do nich oznaczenia miast na mapie.**



1. Alice lives in Edinburgh. a
2. Emma lives in Melbourne. ____
3. Tom lives in Boston. ____

2 **Która godzina i jaka pora dnia jest w podanych miastach? Przelicz według wzoru i uzupełnij zdania.**





Boston		Edinburgh		Melbourne
7:00	= + 5 hours	12:00	= + 9 hours	9:00
in the morning		midday		in the evening

When it's **eight o'clock in the morning** in Boston ...

1. it's one o'clock in the afternoon in Edinburgh.
2. it's _____ in the _____ in Melbourne.

When it's **nine o'clock in the evening** in Boston ...

3. it's _____ at _____ in Edinburgh.
4. it's _____ in the _____ in Melbourne.



Lesson 7 Unit review

1 **Jakie czynności wykonuje chłopiec? Podpisz ilustracje.**

1 

2 

3 

put on your pyjamas

4 

5 

6 

7 

8 

9 

10 

2 **Napisz pytania dotyczące czynności ukazanych na zdjęciach. Dopisz własne odpowiedzi: *Yes, I do* lub: *No, I don't*.**

1 

Do you brush your teeth every day?

2 

3 

4 

3 **Napisz, którą godzinę wskazują zegary.**

a 

It's nine o'clock.

b 

c 

d 

4 Uzupełnij zdania nazwami pór dnia. Odczytaj pełne zdania. Powiedz, które zdania odnoszą się także do Ciebie.

1. I have a shower ...
2. I have lunch ...
3. I do my homework ...
4. I brush my teeth ...
5. My mum reads books ...
6. My dad goes to bed ...

a. at _____  12:00.

b. at _____  12:00.

c. in the _____ 

and in the _____ .

d. in the evening .

e. at _____ .

f. in the _____ .

5 Uzupełnij dialog wyrazami z ramki. Odegraj dialog z kolegą lub koleżanką.

right please ready ~~time~~ lunch past

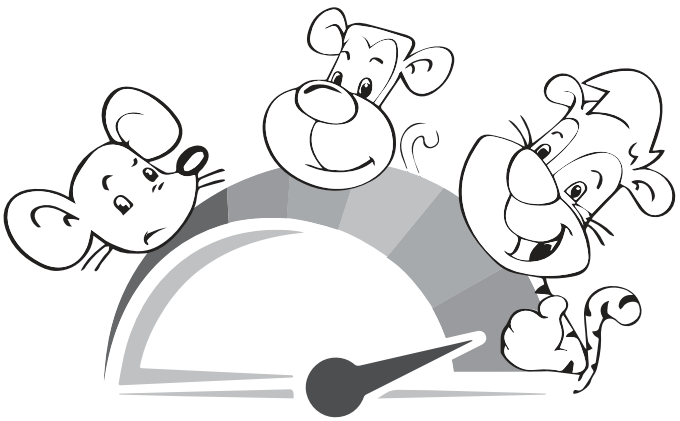


What time is it, _____?

It's half _____ twelve. It's time for _____.

All _____. I'm nearly _____.

6 Jak oceniasz swoją pracę w rozdziale 4.? Pokoloruj wybraną postać.



Ocenianie kształtujące



Project

1 **Przeczytaj notatki i projekt Nasima. Napisz podobny tekst o sobie.**

▶ VIDEO 10



My notes

- where I live – London in England
- my daily school routine – get up 7:00, breakfast 7:30, go to school 8:00, lunch 1:00, go home 4:00
- what I do after school – homework, TV, play with friends, dinner 6:30, go to bed 9:30



A day in the life ...

I live in London in England.

I get up at seven o'clock in the morning. I have breakfast at half past seven. I go to school at eight o'clock. At school I have lunch at one o'clock. I go home at four o'clock in the afternoon.

After school I do my homework and watch TV. I also play with my friends. I have dinner at half past six. I go to bed at half past nine.

by Nasim

My notes

- where I live –
- my daily school routine –
- what I do after school –

A day in the life ...

I live in

I

After school

1 **Zaplanuj swój idealny dzień. Zaznacz godziny na tarczach zegarów i napisz, jakie czynności wtedy wykonujesz.**

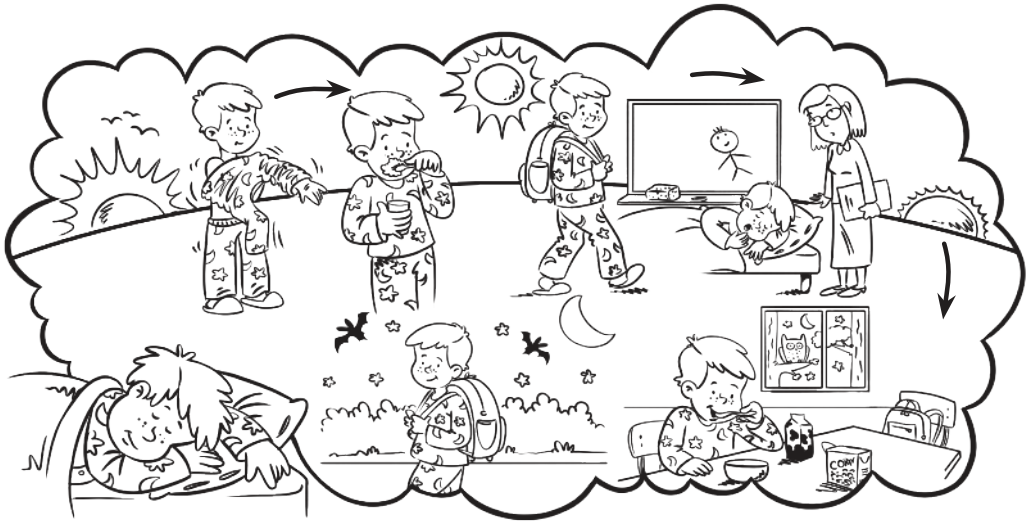
My perfect day







2 **Popatrz na ilustrację i opisz dziwny sen chłopca.**



In my strange dream, I put on my pyjamas in the morning.

Tiger Review 2



Tiger and Friends

1 Uzupełnij wypowiedzi postaci zgodnie z treścią historyjki.

1



I want some sandwiches for _____ at school, too.

2

Six sandwiches, _____, salad, _____ strawberries ...

It's eight _____. Let's go to school.

3

What's the matter, _____?

You've got a lot of _____ in your bag.

4

A _____ lunch? But you've got a big packed _____!

5



Let's go _____. Wait! Where's Monkey?

6

I love sandwiches, _____, salad ...

Monkey, the _____ is fantastic!

2 Przeczytaj wyrazy i uzupełnij brakujące litery. Ułóż litery w odpowiedniej kolejności, aby utworzyć hasło.

bitter sandwi__hes ice cream have bre__kfast

__ave a shower fruit juice in the aftern__on at midnigh__

crisps g__ to bed sa__ty get up

Hasło: c h _ _ _ _ _ _ _ e

3 Odpowiedz na pytania z pamięci. Następnie sprawdź rozwiązania z podręcznikiem lub z pomocą nauczyciela, zaznacz (✓) prawidłowe odpowiedzi i sprawdź swój wynik.

Quiz – Units 3 and 4

1. What four food items do you like?
2. What is the dessert made of in the story in Unit 3?
3. What three fun ways to eat fruit can you name?
4. Who has a hot lunch at school: Jack or Ben?
5. What five things do you do every day?
6. What is more important than gold for King Midas in the story in Unit 4?
7. What time do you go to bed every day?
8. How many time zones has the world got?

Good answers: 1–3 = OK. 4–6 = Very good! 7–8 = Brilliant!

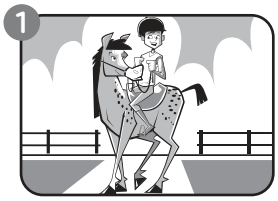
5 Sports Star

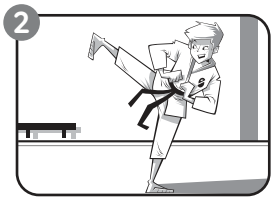
Lesson 1 Vocabulary 1

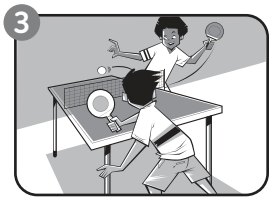
1 **Znajdź i zakreśl nazwy 10 czynności sportowych. Podpisz ilustracje.**

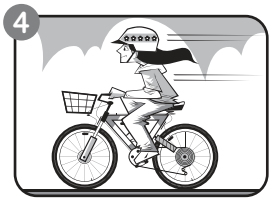
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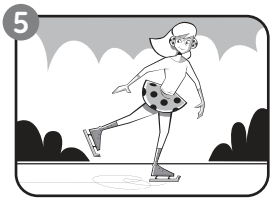
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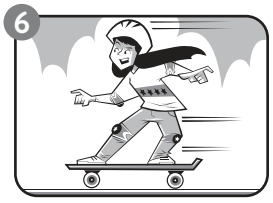
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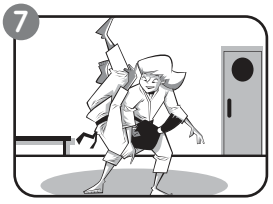
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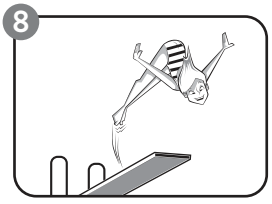
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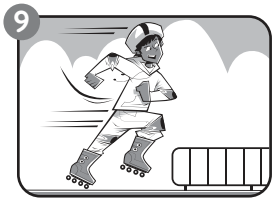
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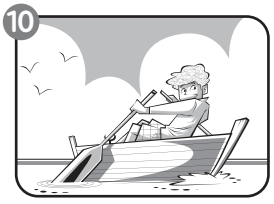
6 

7 

8 

dive

9 

10 

2 **Uzupełnij zdania. Zaznacz (✓) te, które odnoszą się także do Ciebie.**

1 I can do karate. ◯

2 I can _____. ◯

3 I can _____. ◯

4 I can _____. ◯

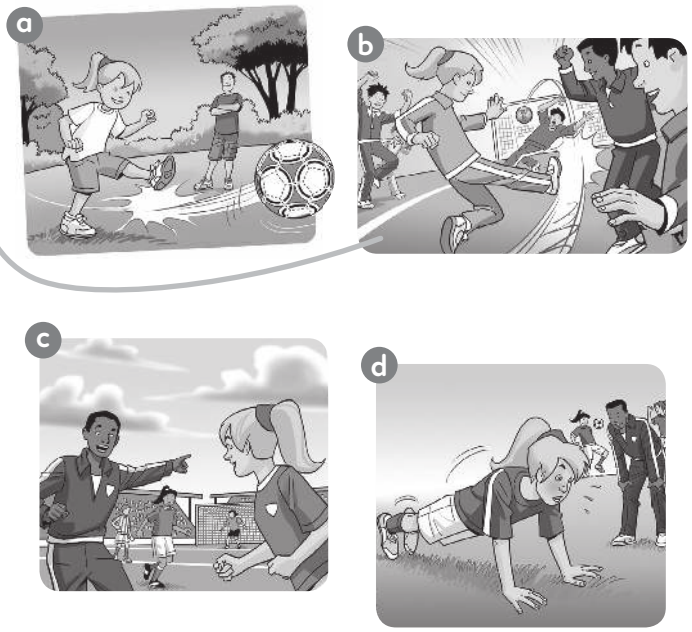
5 I can _____. ◯

6 I can _____. ◯

Lesson 2 Story

1 **Połącz dymki ze scenkami z historyjki. Kto wypowiada zdania zapisane w dymkach?**

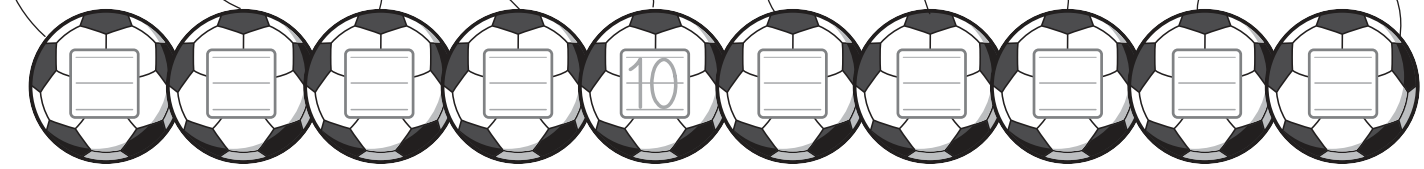
1. I think girls can play football.
2. Can you play for the team today, Lily?
3. I can kick the ball!
4. How many press-ups can you do?



2 **Wpisz w piłki odpowiednie liczby. Zakryj wyrazy i powiedz na głos zapisane liczby.**

ten | thirty | fifty | seventy | ninety

twenty | forty | sixty | eighty | a hundred



3 **Przeczytaj zdania i narysuj postacie wykonujące opisane czynności.**

1. I can kick a ball.
2. I can do press-ups.

Talk about what we can do.



Lesson 3 Grammar 1 and Speaking

1 **Co dzieci potrafią, a czego nie potrafią robić? Uzupełnij zdania zgodnie z treścią tabeli.**

Ben	Ellie	Clare	Nasim
✓	✓	✓	✓
✗	✗	✗	✗

1. Ben can rollerblade. He can't ice-skate.
2. Ellie _____ play table tennis. She _____ rollerblade.
3. Clare _____. She _____.
4. Nasim _____. He _____.

2 **Co potrafisz, a czego nie potrafisz robić? Uzupełnij zdania tak, aby mówiły o Tobie.**

1.  I _____.
2.  I _____.
3.  I _____.

3 **Zaznacz w tabeli (✓ lub ✗), co potrafisz, a czego nie potrafisz robić. Poproś 3 osoby, aby opowiedziały o swoich umiejętnościach. Zapisz ich imiona i zaznacz odpowiedzi.**

Name	You			
	○	○	○	○
	○	○	○	○
	○	○	○	○

Lesson 4 Grammar 2 and Speaking

1 **Uzupełnij pytania. Napisz własne odpowiedzi: *Yes, I can* lub: *No, I can't*.**

1  Can you play table tennis? _____

2  Can you _____? _____

3  Can _____? _____

4  _____ _____

5  _____ _____

2 3.11 **Uzupełnij tekst piosenki *I can play football*.**
Zaśpiewaj tę piosenkę.

I can play football and ride a bike .

I can swim and _____ , too.

I can't play tennis or _____ .

Tell me, what can you do?

My sister can dance and _____ .

She can _____  and _____ , too.

She can't play tennis or basketball.

Tell me, what can you do?

My brother can _____  and _____ .

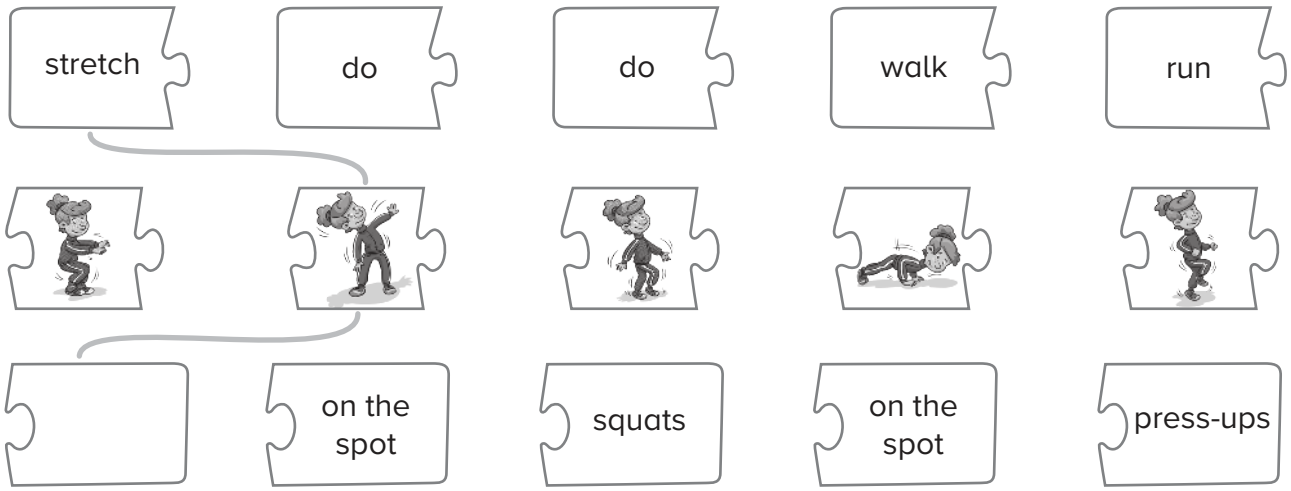
He can _____  and play basketball, too.

He can't do judo or karate.

Tell me, what can you do?

Lesson 5 Vocabulary 2

1 Połącz po 3 puzzle, aby utworzyć poprawne wyrażenia.



2 Uzupełnij zdania zgodnie z treścią ilustracji.

1  She can walk on the spot.

2  He can't _____.

3  She can _____.

4  She _____.

5  She _____.

3 Przeczytaj pytania. Napisz własne odpowiedzi: *Yes, I can* lub: *No, I can't.*

1 Can you do 20 squats?

_____

2 Can you run on the spot for 1 minute?

_____

3 Can you do 8 press-ups?

_____



Lesson 6 CLIL

1 **Podpisz zdjęcia. Przy ćwiczeniach, które lubisz wykonywać, narysuj ☺. Przy ćwiczeniach, których nie lubisz wykonywać, narysuj ☹.**

climbing dancing gymnastics ~~running~~ swimming

1 

running

2 

3 

4 

5 

2 **Połącz początki i końcówki zdań.**

1 Exercise helps you ...
2 Workouts help ...
3 Exercise is good for ...
4 Workouts are ...
5 Warm up before you ...

a do sports.
b good for you.
c you concentrate at school.
d stay healthy.
e you.

3 **Zaplanuj krótką rozgrzewkę.**

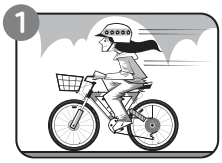


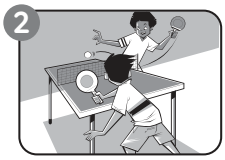
1 run on the spot for 1 minute
2
3
4

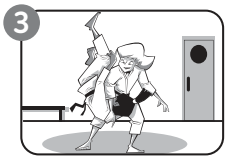
Lesson 7 Unit review



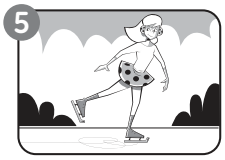
1 Jakie czynności wykonują dzieci? Podpisz ilustracje.

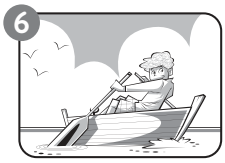

1 ride a bike

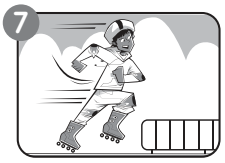

2

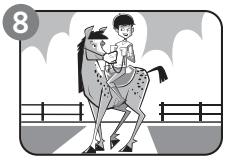

3


4


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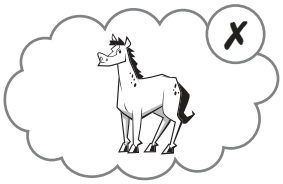
2 Popatrz na ilustracje i napisz, jakie czynności dzieci potrafią, a jakich nie potrafią wykonywać.

1 
Clare

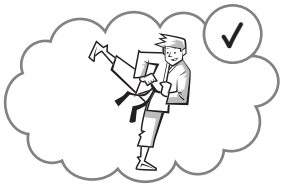


Clare can swim.

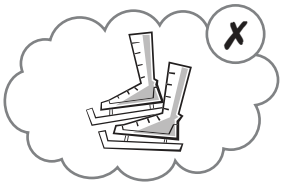
2 
Ben



3 
Ellie



4 
Nasim



3 Napisz pytania i odpowiedzi zgodne z ilustracjami.

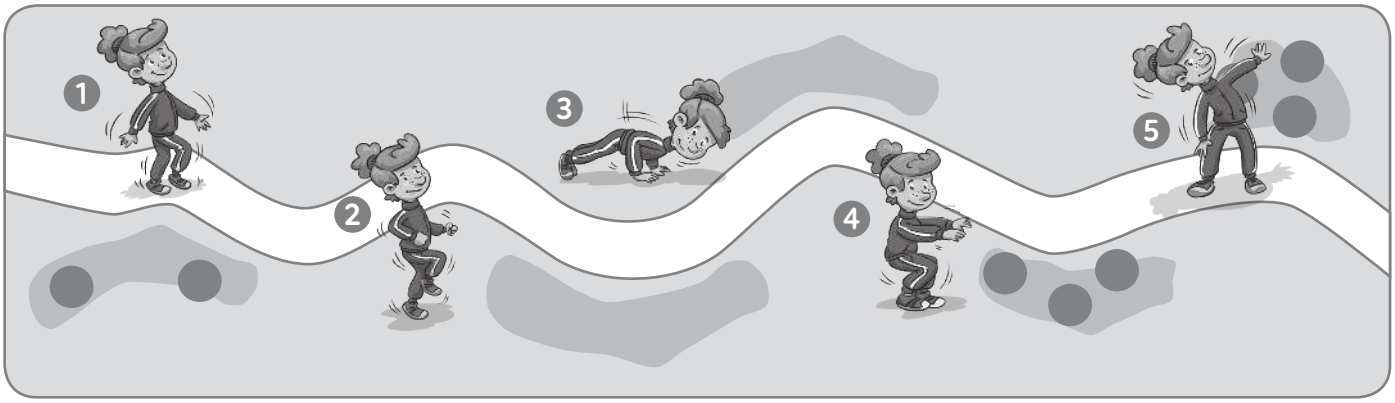
1 
Can you rollerblade? ✓ Yes, I can.

2 
✗

3 
✓

4 
✗

4 Popatrz na plan ścieżki zdrowia i uzupełnij legendę nazwami ćwiczeń.



1 walk on the spot
2 _____
3 _____
4 _____
5 _____

5 Ułóż wypowiedzi z rozsypanych wyrazów. Odegraj dialog z kolegą lub koleżanką.



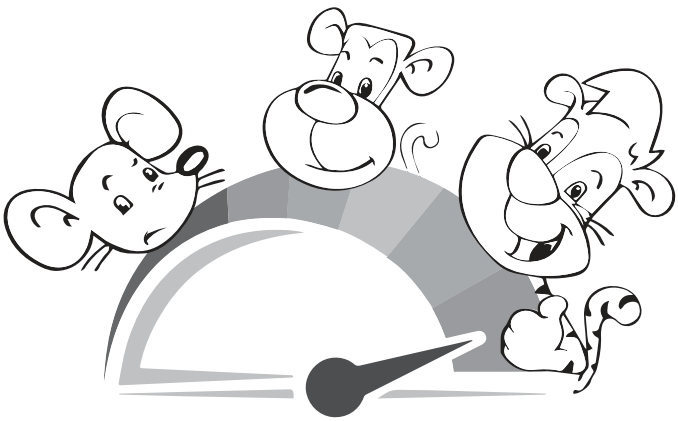
I can't do number 2.
me, / Can / help / please / you / ?
Can you help me, please?

right / Yes, / all / .
_____ I think the answer is 'warm up'.

that / please / Can / say / you / again, / ?

Yes, / course / of / .
It's 'warm up'.

6 Jak oceniasz swoją pracę w rozdziale 5.? Pokoloruj wybraną postać.



Ocenianie kształtujące



Project

1 **Przeczytaj notatki i projekt Bena. Napisz podobny tekst o sobie.**

▶ VIDEO 12



My notes

- what I do in PE at school – football, basketball, races, exercise in the gym, swim
- what I can/can't do – swim ✓, basketball ✓, football ✗
- exercise I do after school – judo (Tuesday), karate (Thursday)

My exercise

In PE we play football and basketball. We have races and do exercise in the gym. We also swim.

I can swim and I can play basketball. I can't play football.

After school on Tuesday, I do judo. After school on Thursday, I do karate.

by Ben

My notes

- what I do in PE at school –
- what I can/can't do –
- exercise I do after school –

My exercise

In PE we

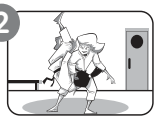
I can

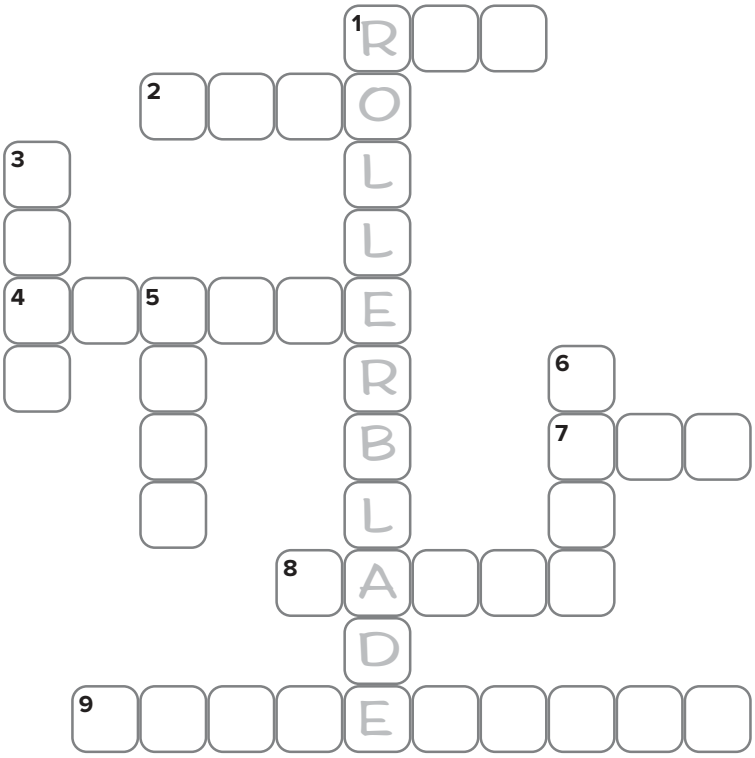
After school

Early Finish 5

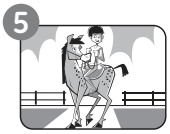
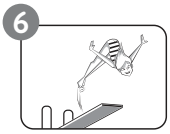
1 Rozwiąż krzyżówkę.

→

1. 
2.  do ...
4.  do ...
7.  ...-skate
8.  play ... tennis
9. 



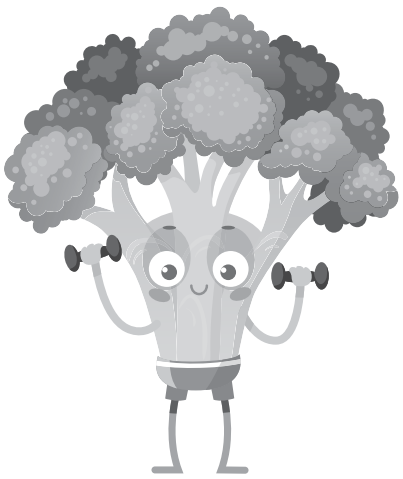
↓

1. 
3.  ride a ...
5.  ... a horse
6. 

2 Odpowiedz na pytania: *Yes* lub: *No*. Dopisz własne pytanie do quizu.

HOW MUCH DO YOU KNOW ABOUT KEEPING FIT?

1. Is dance a type of workout?
2. Can workouts help you sleep well?
3. Is drinking water good after a workout?
4. Is it bad to exercise every day?
5. Is reading books a type of workout?
6. Is it good to stretch after a workout?
7. _____



6 At the Beach

Lesson 1 Vocabulary 1

1 Jakie czynności wykonują dzieci? Podpisz ilustracje.

1 collecting shells

2 putting on

3 playing

4 playing

5 playing

6 making a

7

8

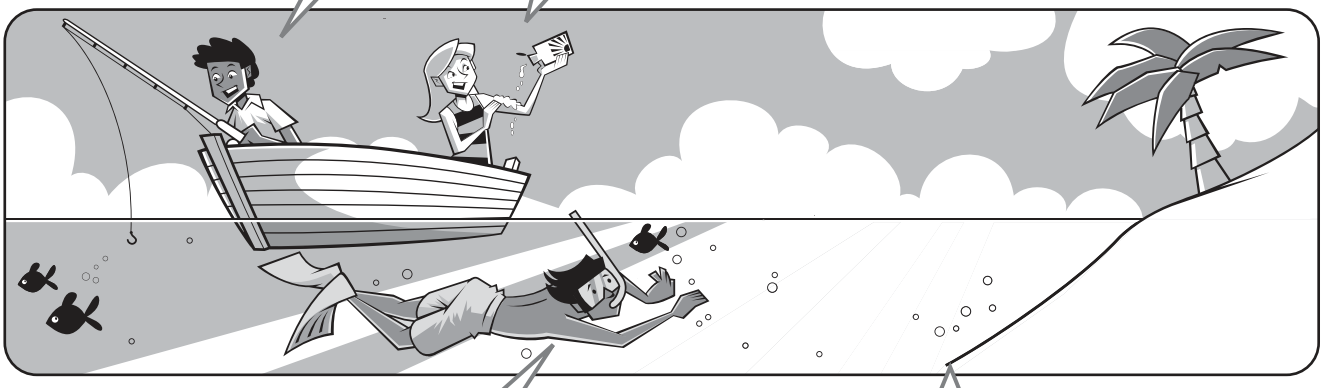
9

10 flying a

2 Dokończ wypowiedzi dzieci. Dorysuj siebie na plaży lub w morzu i napisz, co robisz na rysunku.

1 I'm fishing.

2 I'm .



3 I'm .

4 I'm .

Lesson 2 Story

1 Uzupełnij wypowiedzi narratora i dzieci na podstawie historyjki.

snorkelling ~~beach~~ fish sandcastle swimming
amazing shark shells volleyball

1 It's summer. Some children are having fun on the beach.

2 I'm collecting _____.

3 I'm making a _____.

4 We're playing _____.

5 Two children, Lia and Sam, are _____ in the sea.

6 Wow! Look at the _____.

7 Yes. They're _____!

8 Oh no! It's a _____.

9 It's got big teeth and it's _____ towards us.







2 Połącz początki i końcówki zdań.

1 Lia and Sam are snorkelling ... e
2 The shark is swimming towards ... d
3 The dolphins are swimming and ... a
4 The dolphins are making ... b
5 Lia and Sam ... c

a jumping in the water.
b noises to scare the shark.
c are safe.
d Lia and Sam.
e in the sea.

Talk about what we're doing now.



Lesson 3 Grammar 1 and Speaking

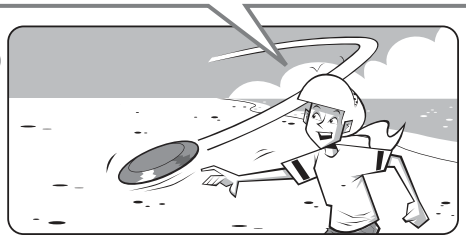
1 Uzupełnij wypowiedzi dzieci ukazanych na ilustracjach 1–2. Napisz, co robią postacie ukazane na ilustracjach 3–6.

I'm making a sandcastle.



1

I'm _____.



2



3 He's _____.



4 She's _____.

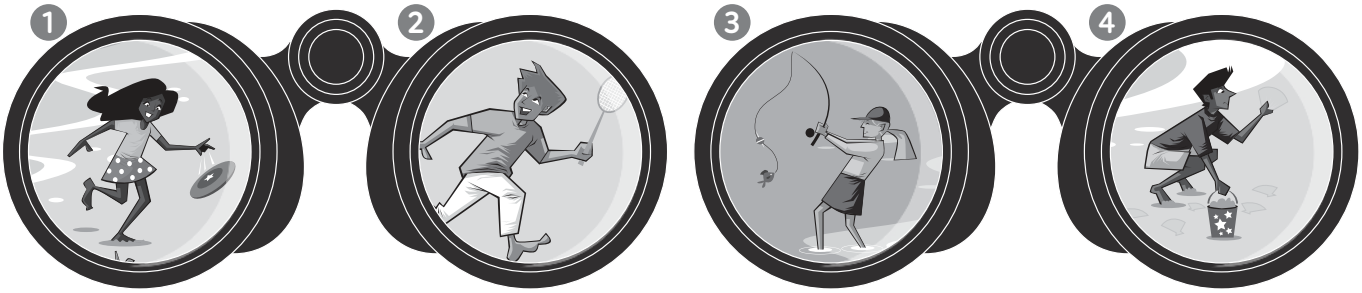


5



6

2 Co robią dzieci? Przyjrzyj się ilustracjom i napisz zdania.



1 She's playing Frisbee.

2 _____

3 _____

4 _____

Lesson 4 Grammar 2 and Speaking

1 **Uzupełnij wypowiedzi postaci ukazanych na ilustracjach 1–2. Napisz, co robią postacie ukazane na ilustracjach 3–4.**

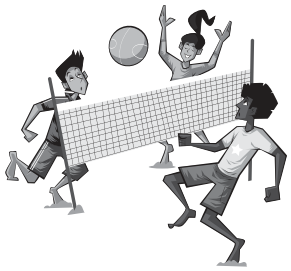
1 We're fishing.



2 We're _____.



3



They're _____.

4



_____

2 3.35 **Z rozsypanych liter ułóż wyrazy i uzupełnij nimi tekst piosenki *It's summer time*. Zaśpiewaj tę piosenkę.**

It's summer time, it's summer time.

We're playing on the beach (baceh) and having fun.

I'm making a _____ (sadncstlae).

You're _____ (lpaynig) volleyball.

He's collecting _____ (sehsll).

She's playing _____ (bmadniotn).

I'm flying a _____ (ktie).

You're _____ (lpaynig) Frisbee.

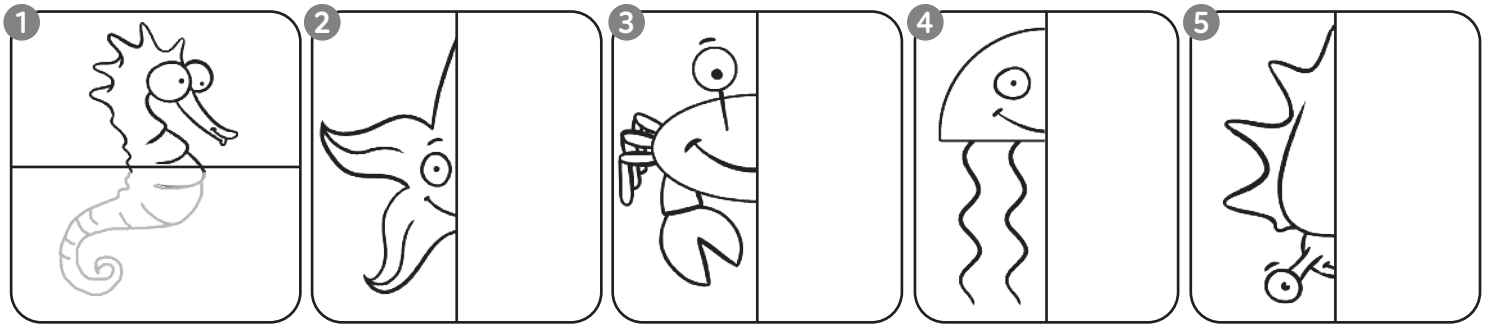
She's _____ (ptutnig) on sun cream.

He's _____ (siwmmgin) in the sea.

Lesson 5 Vocabulary 2

1 **Znajdź i zakreśl nazwy 5 zwierząt morskich. Dokończ rysunki i podpisz je.**

seahorseanbcrabkdwjellyfishjlnsnaildrtstarfishswe

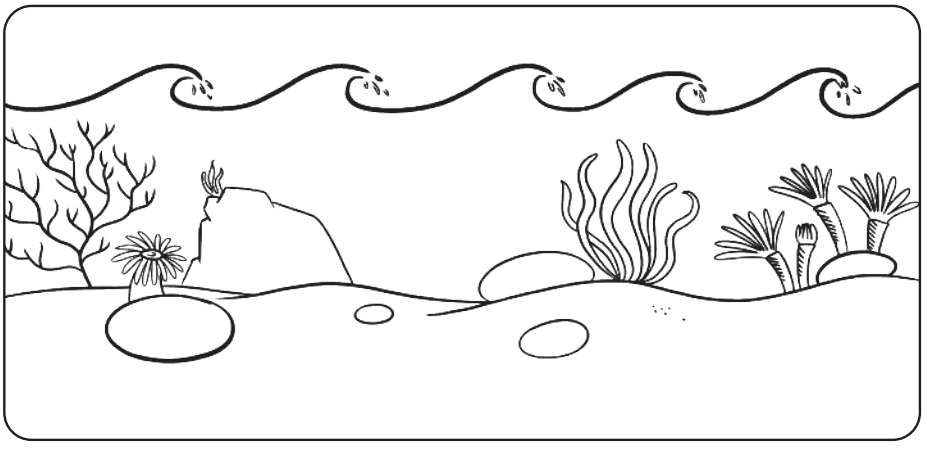


seahorse

2 **Uzupełnij nazwy zwierząt morskich.**

1. S e a h o r s e s haven't got teeth.
2. C s eat plants and meat.
3. J y h haven't got blood.
4. Some s s can live 25 years.
5. S f h have got eyes.

3 **Narysuj zwierzę morskie, które chciałbyś/chciałabyś zobaczyć. Uzupełnij wypowiedź Ping.**





Lesson 6 CLIL

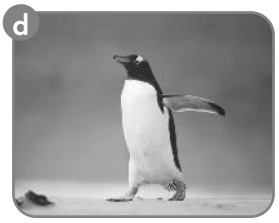
1 **Znajdź w diagramie nazwy 8 zwierząt morskich i zakreśl je.**
Dorysuj brakujące dwa zwierzątka i podpisz wszystkie ilustracje.

a 

crab

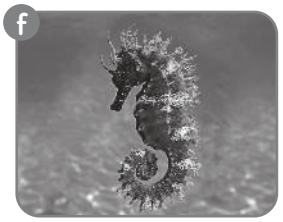
b 

c 

d 

e 

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

f 

g

h

2 **Dopasuj zdjęcia do tekstów. Zakreśl właściwe odpowiedzi.**

a 

b 

c 

1 [c] This is a whale. It's **hiding** / **swimming** slowly.
A whale is a **mammal** / **fish**.

2 [ ] This is a penguin. It's **walking** / **catching** fish.
A penguin is a **bird** / **reptile**.

3 [ ] This is a shark. It's **eating** / **looking** for food.
A shark is **an amphibian** / **a fish**.



Lesson 7 Unit review

1 Jakie czynności przedstawiają cienie? Podpisz ilustracje.

1

2 

3

playing Frisbee

4 5 6

7 

8

9 

2 Uzupełnij zdania wyrazami z ramki.

swimming ’s ~~he~~ playing you ’m

1 He ’s flying a kite.
2 I ’m fishing.
3 She’s playing Frisbee.
4 You ’re playing volleyball.
5 She ’s snorkelling.
6 He’s swimming.

3 Napisz, co robią postacie ukazane na zdjęciach .

1 

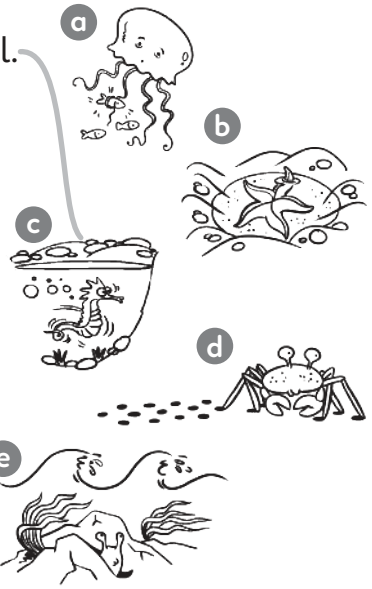
He’s collecting shells.

2 

3 

4 Jakie zwierzęta morskie widzisz na ilustracjach? Uzupełnij zdania nazwami tych zwierząt i połącz je z właściwymi ilustracjami.

1. The s e a h o r s e is swimming in the rock pool.
2. The _____ is relaxing on the beach.
3. The _____ is walking sideways.
4. The _____ is catching small fish.
5. The _____ is hiding here.



5 Ułóż wypowiedzi z rozsypanych wyrazów. Odegraj dialog z kolegą lub koleżanką.

doing / are / What / you / ? What are you doing?

reading / I'm / a / book / . _____

you / What / doing / are / ? _____

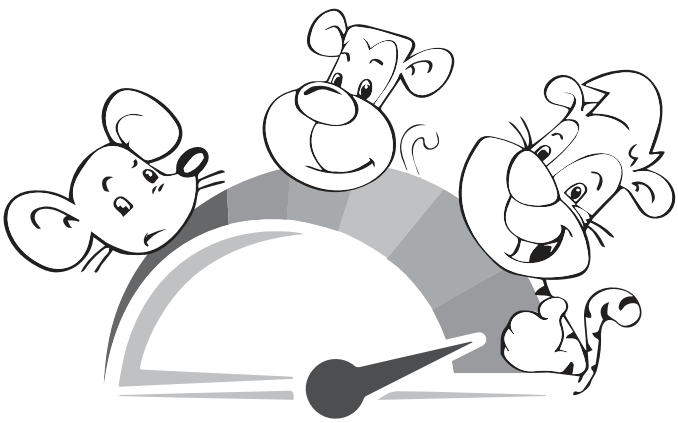


ruler / I'm / my / for / looking / . _____

you / Thank / . _____

is / it / Here / . _____

6 Jak oceniasz swoją pracę w rozdziale 6.? Pokoloruj wybraną postać.



Ocenianie kształtujące



Project

1 **Przeczytaj notatki i projekt Ellie. Napisz podobny tekst o swoich wakacjach.**

▶ VIDEO 14



My notes

- where I am – the countryside
- where I'm staying – bed and breakfast
- the weather – cloudy and raining
- what other people and I are doing –
  me: writing postcards
  Mum: reading a book
  Dad: watching TV

A holiday postcard

Dear Uncle Harry,

I hope you're well. I'm having a great time in the countryside.

We're staying in a bed and breakfast. It's brilliant!

Today it's cloudy and raining. I'm writing postcards. Mum is reading a book. Dad is watching TV.

See you soon.

Love from

Ellie



My notes

- where I am –
- where I'm staying –
- the weather –
- what other people and I are doing –

A holiday postcard

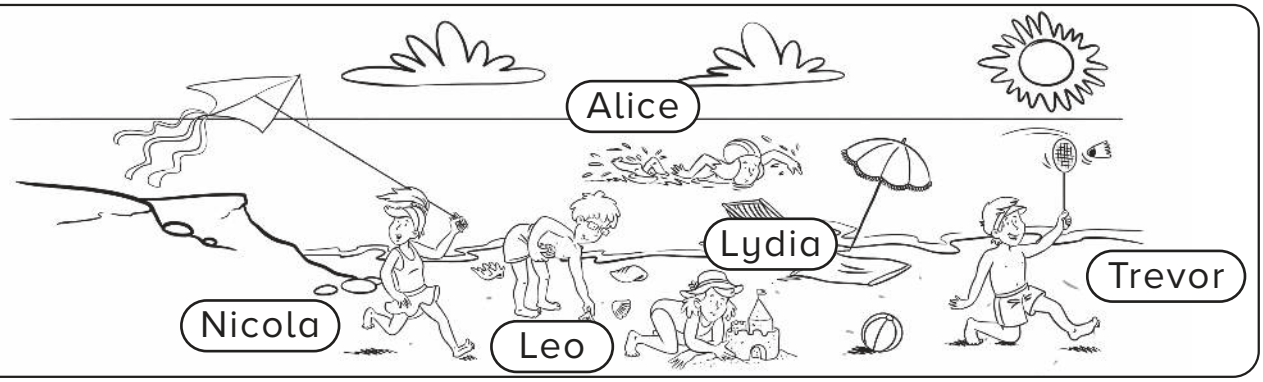
Dear _____,

Love from _____

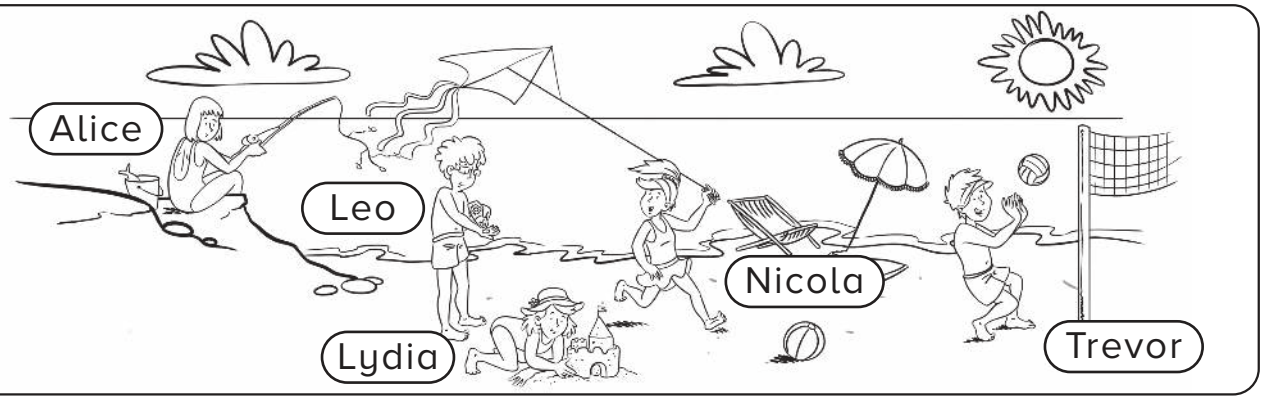
Early Finish 6

1 Znajdź i wypisz 3 różnice między ilustracjami.

1



2



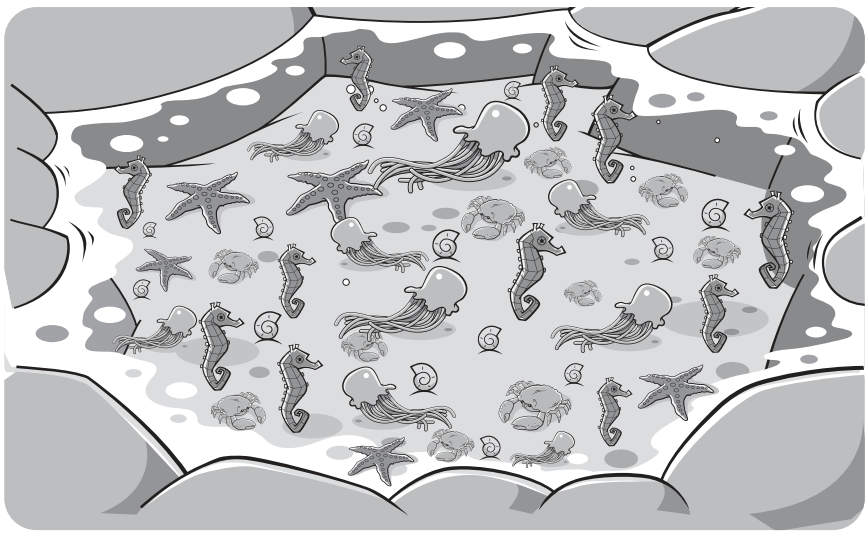
In picture 1 ...

Alice is swimming.

In picture 2 ...

Alice is fishing.

2 Policz, ile zwierząt każdego gatunku jest na ilustracji. Napisz nazwy zwierząt przy odpowiednich liczbach.



6 – starfish

9 –

10 –

11 –

13 –

Tiger Review 3



Tiger and Friends

1 Uzupełnij wypowiedzi postaci zgodnie z treścią historyjki.

1

Can you swim, Mouse?

Yes, I _____!

2

I'm _____ a sandcastle ...

I'm _____ shells ...

3

Great! We need to plan the _____.

4

Let's do some _____.

Yippee! We're in _____.

But ... it's _____ here.

5

When it's _____ in Europe,

it's _____ in Australia.

6

I'm _____.

Don't _____! No _____,

but we can make a snow castle!

2 Przeczytaj wyrazy i uzupełnij brakujące litery. Ułóż litery w odpowiedniej kolejności, aby utworzyć hasło.

ice-sk__te

seahorse

roller__lade

ride a bi k e

fishing

st__etch

do squ__ts

sn__rkelling

j__llyfish

flying a ki__e

do judo

Hasło: ɔ k _____ d

3 Odpowiedz na pytania z pamięci. Następnie sprawdź rozwiązania z podręcznikiem lub z pomocą nauczyciela, zaznacz (✓) prawidłowe odpowiedzi i sprawdź swój wynik.

Quiz – Units 5 and 6

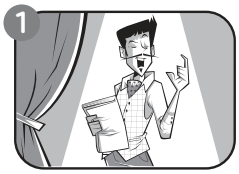
1. What three sports activities can you do? _____ ◯
2. How many press-ups can Lily do in the story in Unit 5? _____ ◯
3. What three physical exercises can you name? _____ ◯
4. Why are workouts good for you? Write one thing. _____ ◯
5. What four beach activities can you name? _____ ◯
6. What are Lia and Sam doing in picture 2 in the story in Unit 6? _____ ◯
7. Which animals help Lia and Sam? _____ ◯
8. What three animals can you find in the sea? _____ ◯

Good answers: 1–3 = OK. 4–6 = Very good! 7–8 = Brilliant!

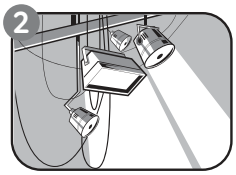
End-of-Year Show

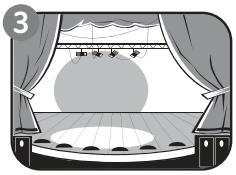
1 **Znajdź w diagramie nazwy 10 przedmiotów i postaci związanych z teatrem. Podpisz ilustracje.**

▶ VIDEO 15

1 

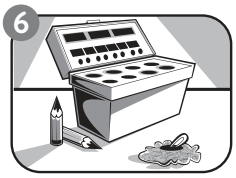
actor

2 

3 

4 

5 

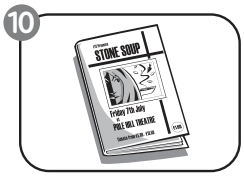
6 

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

7 

8 

9 

10 

2 **Z rozsypanych liter ułóż wyrazy i uzupełnij nimi zdania. Połącz zdania z właściwymi zdjęciami.**

a 

b 

c 

d 

e 

f 

1 I'm printing the tickets (tciktse).

2 I'm helping with the _____ (amke-pu).

3 I'm writing the _____ (prgormame).

4 I'm helping with the _____ (cstouesm).

5 I'm designing the _____ (opsetr).

6 I'm helping with the _____ (lghist).

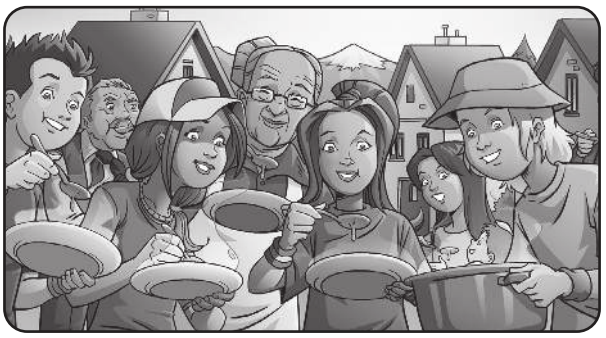
3 Uzupełnij streszczenie historyjki wyrazami z ramki.

stones village meat food ~~hikers~~ soup carrots hungry

▶ VIDEO 16

The story of the stone soup

Anton, Dina, Boris and Klara are ❶ hikers. They walk in the mountains for many days. They're very ❷ _____. They arrive in a ❸ _____ and ask for food. But the people don't want to share their ❹ _____, so the hikers put water and ❺ _____ in a pot on their camping stove. The people of the village come and watch. The hikers ask them for onions,



❻ _____, potatoes and ❼ _____ to go in the pot. The stone ❽ _____ is delicious!

4 Odpowiedz na pytania dotyczące historyjki.

❶ Who are Anton, Boris, Dina and Klara?

They are hikers.

❷ What do they ask for in the village?

They ask _____.

❸ What do they put in a pot on their camping stove?

They _____.

❹ What does the soup need?

It needs _____.

❺ What do the people in the village think of the soup?

They think _____.

Goodbye!



1 **Wykonaj zadanie Tygrysa.**

I can ...

1. ... write two things I don't do in my free time.
2. ... write two things I do on the computer.
3. ... name two body parts of a mouse.
4. ... name two mammals and two birds.
5. ... name two foods I don't like.
6. ... write what I do in the evening.
7. ... name three sports I can do.
8. ... write what time I get up.
9. ... name one workout activity.
10. ... name two sea animals.



Halloween



1 **Znajdź i zakreśl 10 wyrazów związanych z Halloween. Podpisz ilustracje.**

treatsplanternasepbateawitchidcostumetomonsterwacatpeghostreskeletonispider

1 
treats

2 

3 

4 

5 

6 

7 

8 

9 

10 

2 4.8 **Zakreśl właściwe odpowiedzi i uzupełnij tekst piosenki *Come to the Halloween party!*. Zaśpiewaj tę piosenkę.**

Come to the Halloween **party** / **play** tonight.

It's **scary** / **dangerous** and fun.

Please **get** / **don't get** a fright!

Come as a witch , a  or a .

Come as a , a  or a .

3 **Narysuj siebie w stroju na przyjęcie z okazji Halloween. Opisz swój strój.**



I'm wearing _____.

I've got _____.



Christmas



1 **Co przedstawiają zdjęcia? Podpisy pod zdjęciami zapisano wspak. Zapisz je prawidłowo.**

1 

tfig

gift

2 

rekcarc

3 

rehtaF

Christmas

4 

nworc

5 

eert

Christmas

6 

rats

7 

ekalfwons

8 

lleb

9 

gnikcots

10 

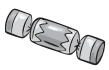
eldnac

Christmas

2 4.12 **Uzupełnij tekst piosenki *The cracker song*. Zaśpiewaj tę piosenkę.**

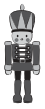
Crackers are for Christmas.

Listen to the pop, pop, pop!

Let's pull a Christmas cracker .

And see what it's got.

A paper , a funny ,

A small  or .

Crackers are for Christmas.

They bring fun and joy!

3 **Wybierz jeden polski zwyczaj bożonarodzeniowy i wykonaj do niego ilustrację. Opisz swój rysunek.**

In Poland, at Christmas we

EARTH DAY



1 **Uzupełnij samogłoskami nazwy czynności sprzyjających ochronie środowiska.**

LET'S PROTECT THE EARTH!



1. Us__ cl__th b__gs
2. R__ __s__
3. T__rn __ff th__ l__ght
4. Pl__nt tr__ __s
5. P__ck __p l__tt__r
6. R__cy__l__

2 4.16 **Uzupełnij tekst rapowanki** ***The Earth needs your help*****. Powiedz tę rapowankę.**

It's Earth Day today.
Turn off the light.
Do it _____ day!

It's Earth Day today.
Recycle and _____.
Use things again
and _____.

It's Earth Day today.
_____ trees!
The Earth needs
your _____!

3 **Napisz, co robisz w trosce o naszą planetę.**

I _____



Picture Dictionary

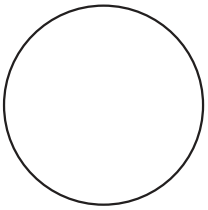
Unit 1





























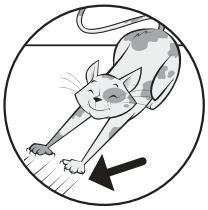




Unit 2



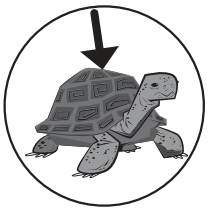


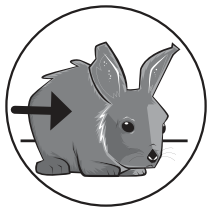




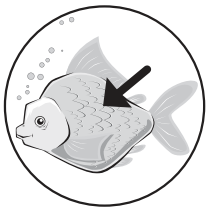














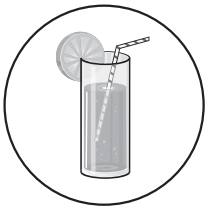


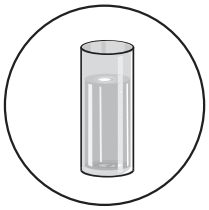


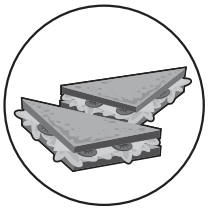




Unit 3





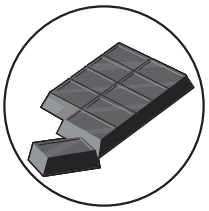


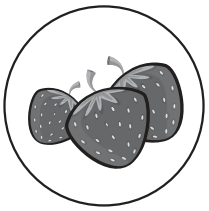








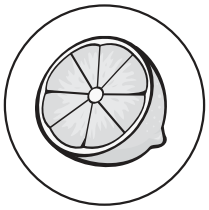












Unit 4

































Unit 5

























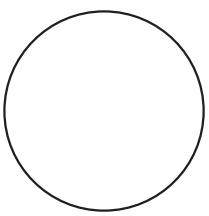




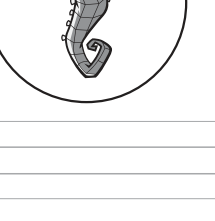


Unit 6



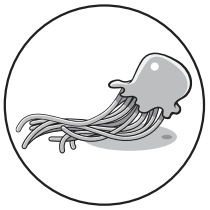




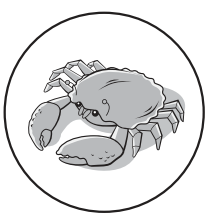












Basic Vocabulary

Days of the week

Monday



Seasons



Numbers

1 o
2 t
3 t
4 f
5 f
6 s
7 s
8 e
9 n
10 t
11 e
12 t
13 t
14 f
15 f
16 s
17 s
18 e
19 n
20 t
30 t
40 f
50 f
60 s
70 s
80 e
90 n
100 a h



Months

J
F
M
A
M
J
J
A
S
O
N
D

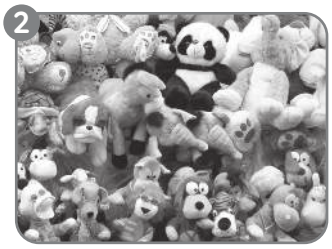
Tiger's Project

1 **Podpisz zdjęcia nazwami sklepów z ramki.**

market ~~clothes shop~~ pet shop bookshop bakery toy shop

1 

clothes shop

2 

3 

4 

5 

6 

2 **Popatrz na ilustrację i uzupełnij dialog. Odegraj podobne dialogi z kolegą lub koleżanką.**



Hello, I'd like this kite, please.

Here _____ are.

How _____ is it?

It's _____ euros.

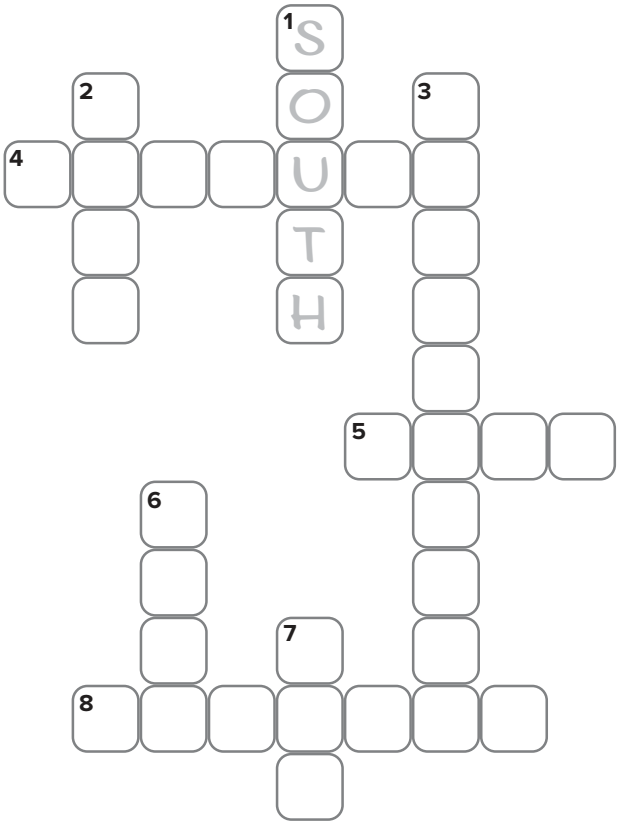
Here's _____ euros. Thank _____.

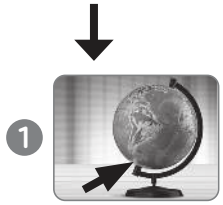
_____ you.

Reading Extension 1

INCREDIBLE ICE!

1 Co przedstawiają zdjęcia? Rozwiąż krzyżówkę.




1 ... Pole


2 polar ...


3


6


7


4


5 North ...


8

2 Zakreśl właściwe odpowiedzi: a albo b. Sprawdź odpowiedzi, odwracając zeszyt ćwiczeń.

1 The North Pole is in ...
a the Antarctic. b the Arctic.

2 Winter is from March to September at ...
a the South Pole. b the North Pole.

3 There is no land under the ice at ...
a the South Pole. b the North Pole.

4 Polar bears have got ... skin.
a black b white

5 Polar bears have got ... teeth.
a 22 b 42

6 Penguins eat ...
a plants. b fish.

7 Penguins ... swim underwater.
a can b can't

8 Seals ... sleep underwater.
a can b can't

Answers: 1b, 2a, 3b, 4a, 5b, 6b, 7a, 8a

Reading Extension 2

Water Sports

1 **Znajdź i zakreśl 8 wyrazów związanych ze sportami wodnymi. Podpisz zdjęcia.**

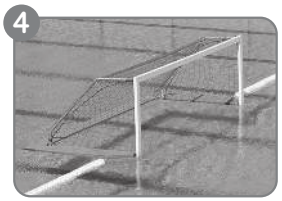
scl i f e j a c k e t c h e l m e t o m b o d y b o a r d r e f g o a l o p o w a v e s q u p a d d l e b e r i v e r d o b o a t e

1 

life jacket

2 

3 

4 

5 

6 

7 

8 

2 **Przeczytaj tekst i zakreśl właściwe odpowiedzi.**



Snorkelling is swimming in water with ❶ **a mask** / **sunglasses** and a special tube, which is called a snorkel. It helps you breathe when your head is underwater. Snorkelling is great fun because you can observe the underwater world. But be careful: use ❷ **a hat** / **sun cream** in the water. The sun can burn your skin. Watch out for ❸ **motor boats** / **helmets**. They often go very fast and can hit a snorkeller.
In the picture, the boy is wearing fins on his ❹ **hands** / **feet**. It's ❺ **hot** / **cold** in the water and he's wearing a wetsuit to keep warm. He's looking at ❻ **fish and shells** / **a sandcastle**.

Teksty piosenek i rapowanek

Welcome to the Tiger Street Club!

Welcome to the Tiger Street Club

Welcome to the Tiger Street Club.
Hello, everyone!
Let's learn and _____ together.
It's exciting and fun!

We speak and _____ in English.
We do amazing projects, too.
_____ and join the Tiger
Street Club.
We want to be friends with _____!

The alphabet

A B C D E – Sing the rap with me.
F G H I J – Sing it every _____.
K L M N O – Rap with me, let's _____.
P Q R S T – Spell your _____
to me.
U V W X Y Z – Can you _____ the
alphabet?

Unit 1

What do you do in your free time?

What do you do in your free time?
What do you do every _____?
Do you _____ other people?
Do you study and _____?

I do sports and _____ a computer.
I read books and listen to
_____, too.
I watch _____ and paint pictures.
They're all great _____ to do.

Unit 2

A tiger has got sharp teeth

A tiger has got sharp teeth.
A monkey has got a long _____.
A bird has got _____.
And a fish has got _____.

An elephant has got big _____.
A cat has got whiskers and _____.
A rabbit has got soft _____.
And a crocodile _____ got jaws.



Unit 3

I like food

I like food when it's delicious.

I like food when it's nutritious.

Some food is _____ for me to eat.

And some food is a special treat!

I love ice _____.

I like bananas, too.

But I don't like _____.

What about you?

I love strawberries.

I like _____, too.

But I don't like _____.

What about you?

I love _____.

I like sandwiches, too.

But I don't like _____.

What about you?

Unit 4

My day

It's my day, my typical day.

That's what I do _____ day.

I _____ up at seven o'clock.

I have breakfast and I _____ to school.

I have _____ at one o'clock.

I _____ with my friends. It's cool.

I have _____ at six o'clock.

I _____ on my pyjamas and say 'goodnight'.

I go to _____ at nine o'clock.

I read a _____ and turn out the light.

Unit 5

I can play football

I can play football and ride a bike.

I can _____ and skateboard, too.

I can't play _____ or ride

a horse.

Tell me, what can you do?

My sister can dance

and ice-_____.

She can do _____ and karate, too.

She can't play tennis

or _____.

Tell me, what _____ you do?

My brother can _____

and rollerblade.

He can _____ and play

basketball, too.

He can't do judo or _____.

Tell me, what can you do?

Unit 6

It's summer time

It's summer time,

it's summer time.

We're playing on the beach

and having fun.

I'm _____ a sandcastle.

You're _____ volleyball.

He's _____ shells.

She's _____ badminton.

I'm _____ a kite.

You're _____ Frisbee.

She's _____ on sun cream.

He's _____ in the sea.

Festivals

Come to the Halloween party!

Come to the Halloween party tonight.

It's _____ and fun.

Please don't get a fright!

Come as a witch, a _____ or a cat.

Come as a skeleton, a _____ or a bat.

Come to the Halloween party tonight.

It's scary and _____.

Please don't get a fright!

The cracker song

Crackers are for Christmas.

Listen to the pop, pop, pop!

Let's pull a Christmas _____.

And see what it's got.

A paper _____, a funny joke,

A small gift or toy.

_____ are for Christmas.

They bring fun and joy!

The Earth needs your help

It's Earth Day today.

Turn off the light.

Do it every day!

It's Earth Day today.

Recycle and _____.

Use things again and again.

It's Earth Day today.

_____ trees!

The Earth needs your help!

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