KSIĄŻKA UCZNIA

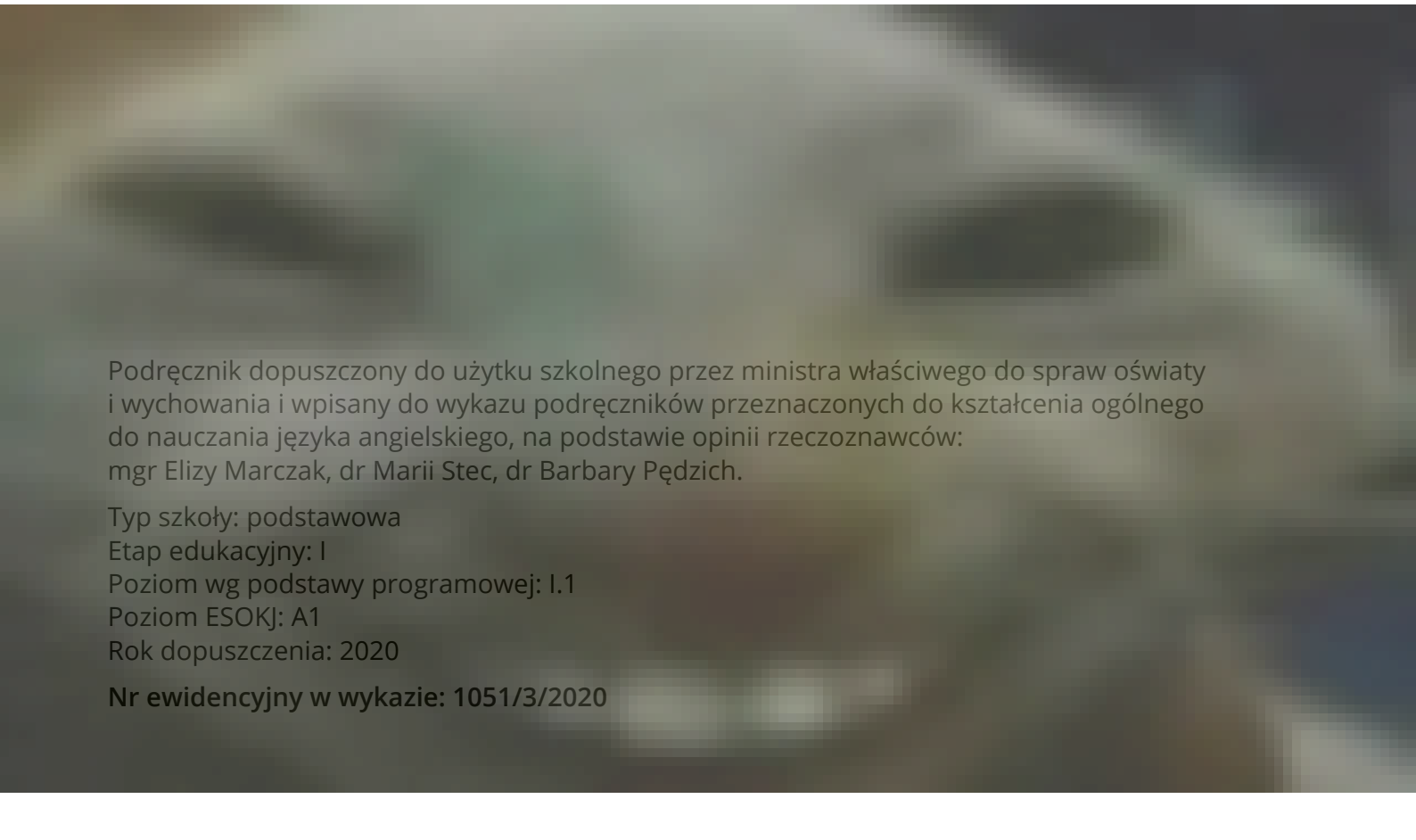
TIGER & FRIENDS 3



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Nr MEN 1051/3/2020

Carol Read, Mark Ormerod
with Magdalena Kondro



Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców:
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KSIĄŻKA UCZNIA

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Carol Read Mark Ormerod
with Magdalena Kondro



English	Polish
Act out	Odegraj
Answer	Odpowiedz
Ask	Zapytaj
Check	Sprawdź
Choose	Wybierz
Close	Zamknij
Cover	Przykryj / Zasłoń
Find	Znajdź
Guess	Zgadnij
Invent	Wymyśl
Listen	Posłuchaj
Look	Popatrz
Make	Zrób / Przygotuj
Match	Połącz
Mime	Pokaż za pomocą gestów
Play	Zagraj
Point	Wskaż
Repeat	Powtórz
Say	Powiedz
Sing	Zaśpiewaj
Work with a friend	Pracuj z kolegą / koleżanką
Write	Napisz



Welcome to the Tiger Street Club!

Lesson 1

1 1.3 **Listen and read. Ask and say.**



2 1.4 **Listen and answer the questions. Check.**

3 1.5 **Listen and sing *Welcome to the Tiger Street Club*.**

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

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



Lesson 2

1 1.8 Look, read and say. Listen and check.

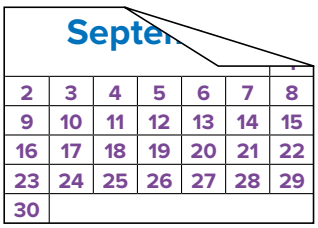


Tiger's Quiz

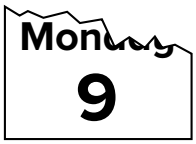
1 What number is it?

70

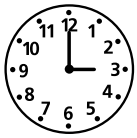
2 What month is it?



3 What day of the week is it?



4 What time is it?



5 We're in the ...



6 I've got a ...



7 I'm wearing ...



8 I want to play ...



9 I've got a ...



10 I want to go to the ...



2 1.9 Listen, point and repeat. Cover and say.



1 

Can you help me, please?

2 

Can you repeat that, please?

3 

What does it mean?

4 

I don't understand.

5 

I don't know.

6 

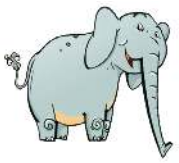
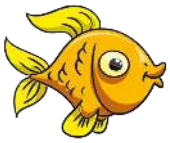
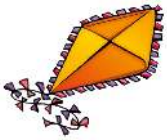
Can I go to the toilet, please?

3 Work with a friend. Mime and guess.



Lesson 3

1 1.10 Listen, point and repeat. Play *A is for ...*.

A apple 	B ball 	C car 	D doll 	E elephant 
F fish 	G giraffe 	H hamster 	I insect 	J jumper 
K kite 	L lamp 	M mouse 	N nose 	O orange 
P pen 	Q queen 	R ruler 	S sofa 	T tiger 
U uniform	V vet	W water 	X x-ray 	Y yoghurt 	Z zoo 

2 1.11 Listen and point. Sing *The alphabet* rap.

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



3 Make the alphabet cards.

Lesson 4

1 1.14 1.15 **Listen, point and repeat. Listen and say the missing letters.**

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



2 1.16 **Listen, find and point. Who wins the game?**



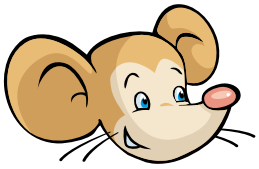
fish
lamp
nose
water

jumper
pen
sofa
ruler



3 **Play *Tiger's word scramble*.**

4 1.17 **Listen and repeat. Work with a friend. Ask and answer.**



How do you spell 'Tiger'?

T-I-G-E-R



5 **Can you do this in English? Choose and point.**





mówię, jak mam na imię, ile mam lat i gdzie mieszkam



mówię, gdzie znajdują się przedmioty



literuję wyrazy



proszę o przeliterowanie wyrazów



śpiewam piosenki



1 A Computer for the Club

Lesson 1 Vocabulary

1 1.18 **Listen, look and repeat.**

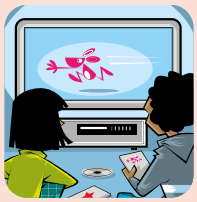
2 1.19 **Listen, point and say *The Tiger Street word* rap.**



1 play games



2 listen to music



3 watch films



4 use a computer



5 go on excursions



6 take photos



7 help people



8 paint pictures



9 make things



10 do sports

3 **Guess, point and say. Play *Faster, faster*.**



a



b



c



d



e



f



g



h



i



j

4 **Spell with Mouse and Monkey.**



How do you spell 'do sports'?

D-O S-P-O-R-T-S



5 **Work with a friend. Play *Spell, draw or mime*.**



Language: *Free time activities*

Lesson 2 Story

1 1.20 **Listen and read *A Laptop for the Club*. Act out the story.**

1 The Tiger Street Club meet in a shed in Ben's garden. The children listen to music and play games. One day ...





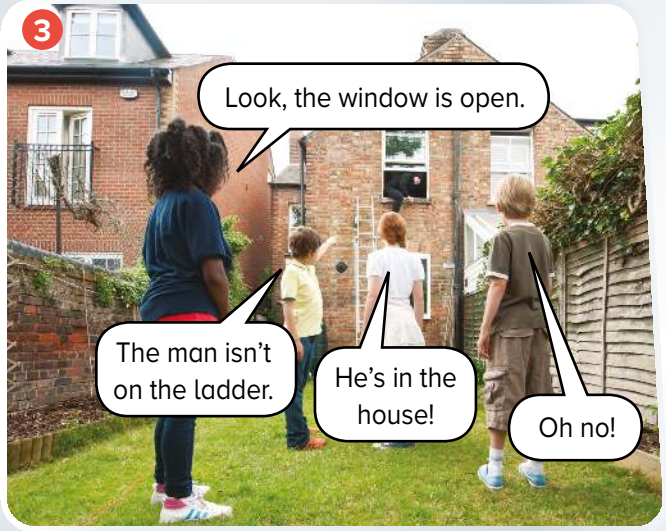






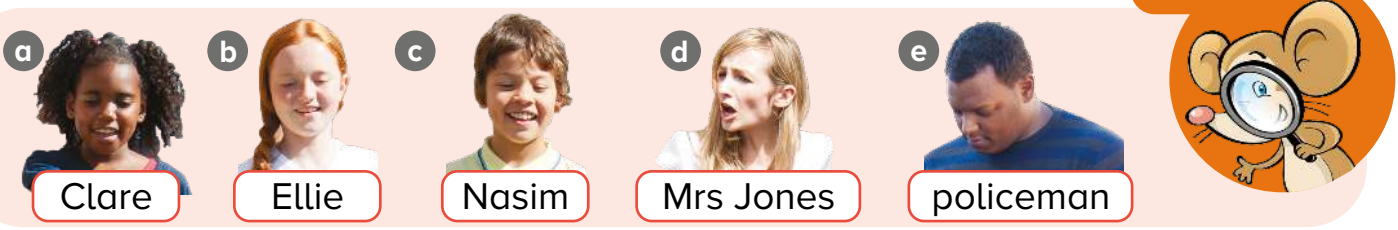


Photo story: *window cleaner, ladder, thief, laptop, kind*





2 1.21 Listen, find and point. Say.



Mouse Mystery

3 1.22 Read and say *True* or *False*. Listen and check.

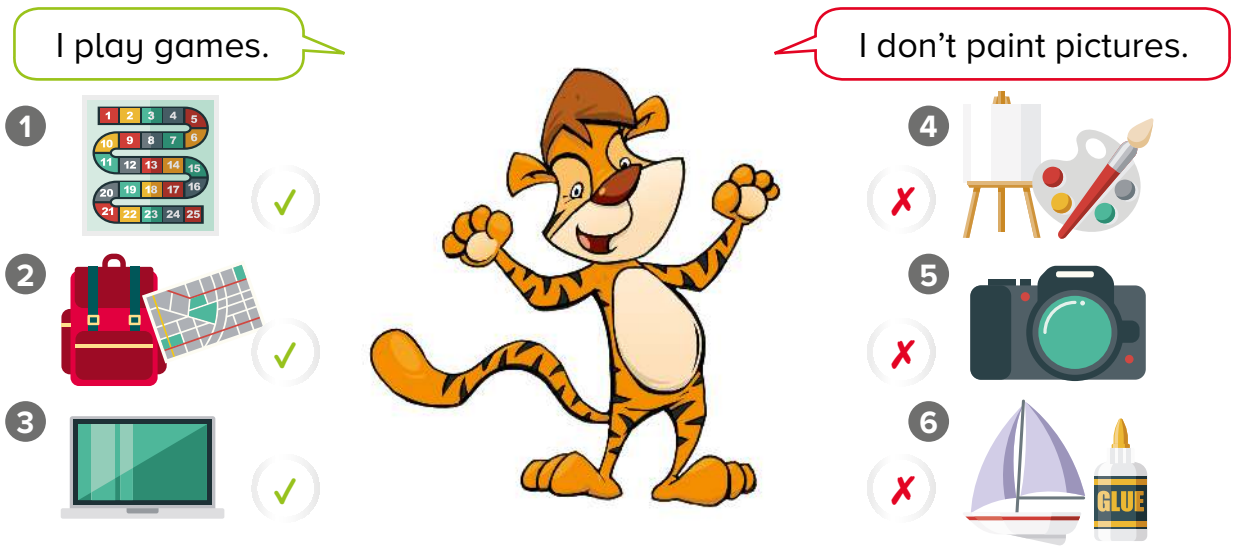
1. The new magazine is called *Tiger Team*.
2. The man on the ladder is a window cleaner.
3. The thief takes Mrs Jones's laptop.
4. Mrs Jones gives her old laptop to the club.



Tiger Street Club Values: *Help other people.*

1 Lesson 3 Grammar 1 and Speaking

1 1.23 Listen, point and repeat. Stand up if it's true about you.



2 Choose and say. Guess.



I don't paint pictures.
I take photos.
I don't make things.

You're Nasim!

	paint pictures	take photos	make things
Ben	✓	✗	✓
Clare	✗	✓	✓
Ellie	✓	✓	✗
Nasim	✗	✓	✗

3 Make the mini-cards. Play *The right order*.

What do you do in your free time?

I do sports. I play games. I don't take photos.



Is this right?

Yes, it is!



Language: *I (play games), I don't (paint pictures).*

Lesson 4 Grammar 2 and Speaking

1 1.24 Listen, point and repeat. Answer the questions.



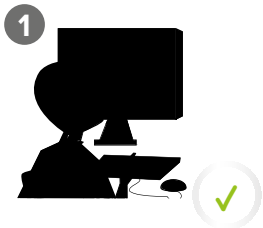
Do you use a computer?

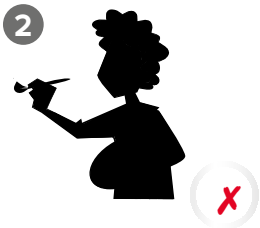
Do you paint pictures?

Yes, I do.

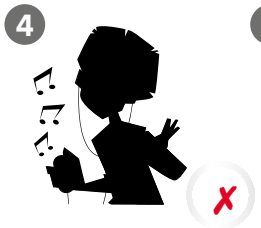
No, I don't.

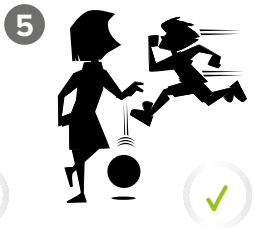












2 Ask and say.



Do you listen to music?

Yes, I do.



3 1.25 Listen and read. Sing *What do you do in your free time?*.

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 **do sports** and **use a computer**.
I read books and **listen to music**, too.
I **watch films** and **paint pictures**.
They're all great fun to do.



4 Work with a friend.

1. Say what you do and don't do in your free time.
2. Ask your friend what activities he/she does.

5 1.28 Read, listen and repeat. Say.

Tiger Twister



Do you usually use a computer after school?

Language: *Do you (use a computer)? Yes, I do./ No, I don't.*
Pronunciation: /uː/: *do, you, usually, use, computer, school*

1 Using a computer

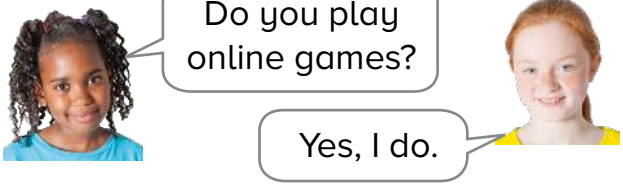
Lesson 5 Vocabulary 2

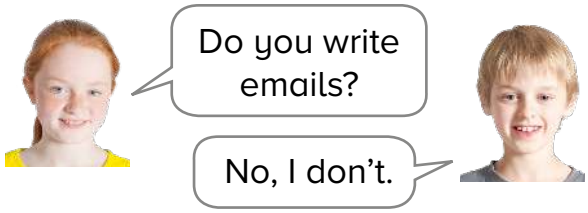
1 1.29 **Listen, point and repeat. Cover and play *Word or number?*.**



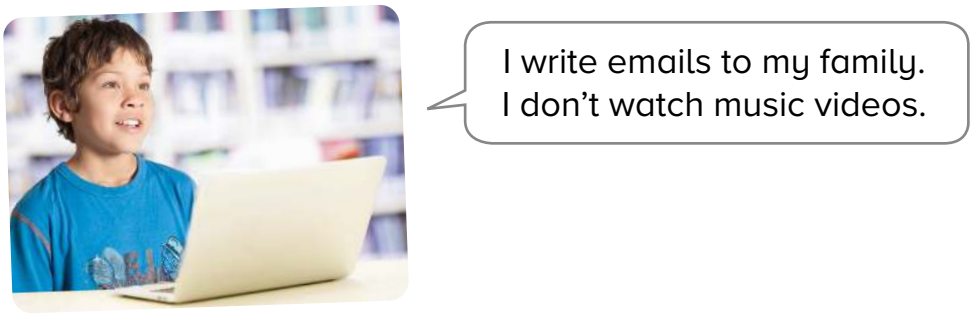
play online games | write emails | watch music videos | write for a class blog | do projects | find out information

2 **Play *Question chain*.**





3 **Say what you *do* and *don't do*.**



4 1.30 **Listen, read and point. Act out the story.**



5 **Close your books. Can you remember six computer activities?**

Language: *Computer activities*

Lesson 6 CLIL

1 1.31 Listen and read. Match with your fingers.

a 

b 

c 

AT OUR SCHOOL

1 We use laptops or computers to write emails.
2 We use mobile phones to take photos.
3 We use tablets to find out information on the Internet.

2 1.32 Listen, point and repeat. Listen, read and say *True* or *False*.

a 

b 

c 

d 

1 Laptops haven't got a keyboard.
2 Mobile phones have got a camera.
3 Tablets have got a screen.
4 Mobile phones have got a mouse.

3 1.33 Read the quiz and choose. Listen and check.

How techie are you?



1 Mobile phone screens are made of **paper** / **glass**.
2 A computer mouse is about **10** / **50** years old.
3 Tablets **have got** / **haven't got** a camera.
4 The name of the @ symbol on a keyboard is **monkey** / **at**.
5 You **can** / **can't** use the Internet on a laptop.
6 There is a small **computer** / **toy** in a mobile phone.

QUIZ

Find out what 'www' stands for.

Language: *Electronic equipment and its parts*

1 Lesson 7 Unit review

1 1.34 Listen, find and point. Say. Write in your notebook.

Example: a. I use a computer.

a 

I ...

b 

I don't ...

c 

...

d 

...

e 

...

f 

...

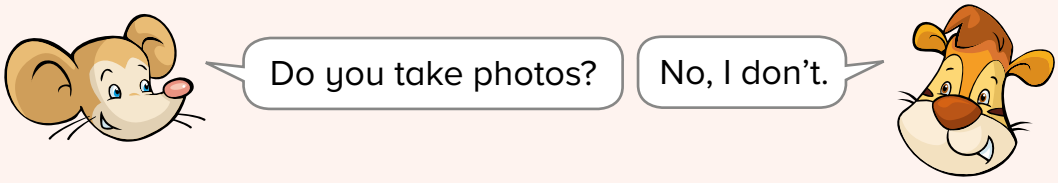
2 1.35 Ask and answer *Yes, I do* or *No, I don't*. Listen and check.

1 

2 

3 

4 



3 1.36 Read, look and say. Listen and check.



I use a computer at home and at school.

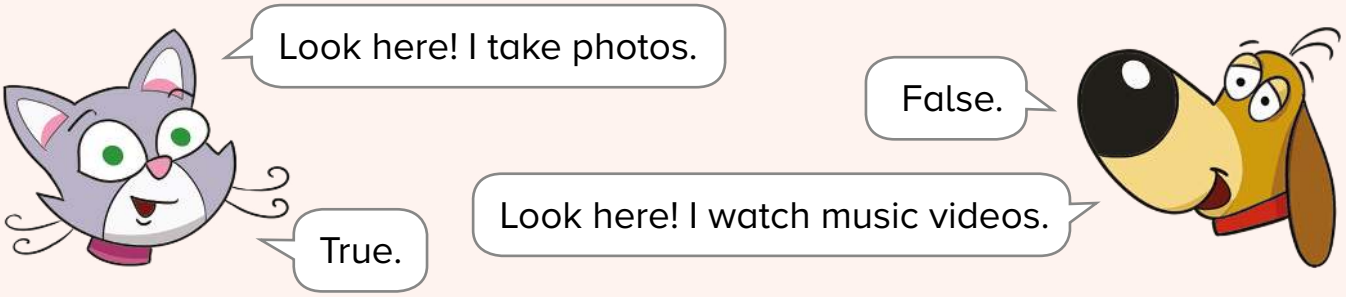
At home, I 1  and 2 

.

At school, I 3 

and 4 

4 Play *True or False?*.



5 Can you do this in English? Choose and point.

- znam czynności wykonywane w czasie wolnym
- znam czynności wykonywane na komputerze
- znam urządzenia elektroniczne i ich części
- mówię, co robię i czego nie robię w wolnym czasie
- pytam, co ktoś robi w wolnym czasie
- mówię, do czego używam komputera
- śpiewam piosenkę



6 1.37 Listen and repeat. Act out the dialogue.





→ Go to the Picture Dictionary on page 80.

Tiger Team Magazine

1 1.38 Listen and read. Answer the question.



In the UK ...

- At school, many children use a computer to find out information and do projects.
- At home, many children use a computer to do homework and play games.

What about Poland?

2 Read and choose.

How do you use a computer?



How I use a computer

I use a computer at home, at school and at the Tiger Street Club.
At home, I use a computer to play online games.
At school, I use a computer to find out information and do projects.
At the club, I use a computer to write emails.

by Ben

a 

b 

c 

d 

e 

f 

PROJECT

3 Do a project about how you use a computer. Present your project.

Write about:

- where you use a computer – I use a computer to ...
- what activities you do on a computer – At home, I use a computer to ...

Language: *I use a computer at (home). I use a computer to (play online games).*

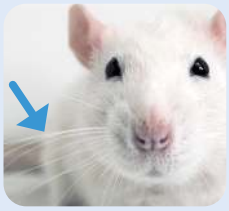
2 Animal World

Lesson 1 Vocabulary 1

1 1.39 **Listen, look and repeat.**

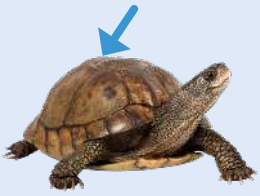
2 1.40 **Listen, point and say *The Tiger Street word* rap.**

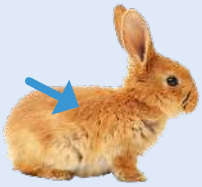


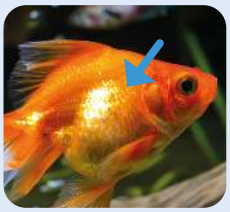


1 teeth 2 tail 3 claws 4 feathers 5 whiskers



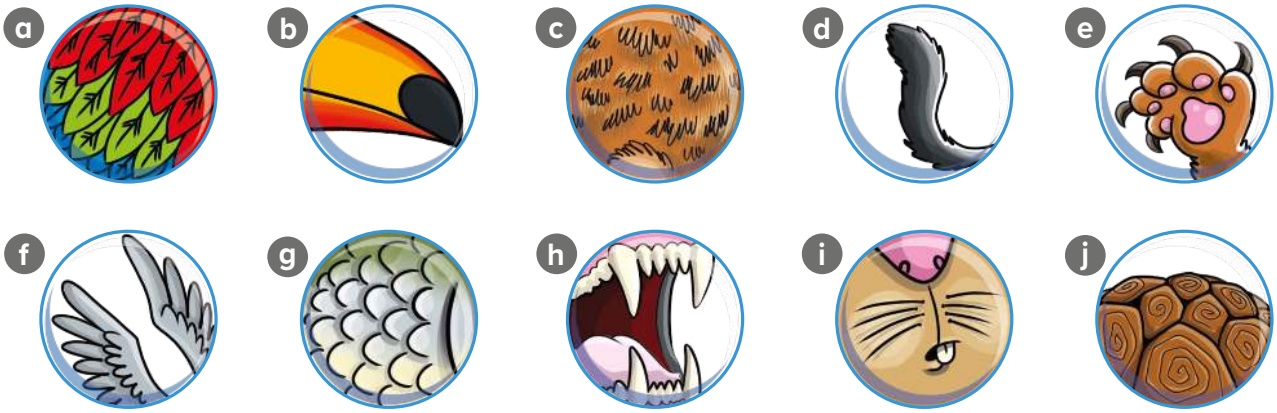




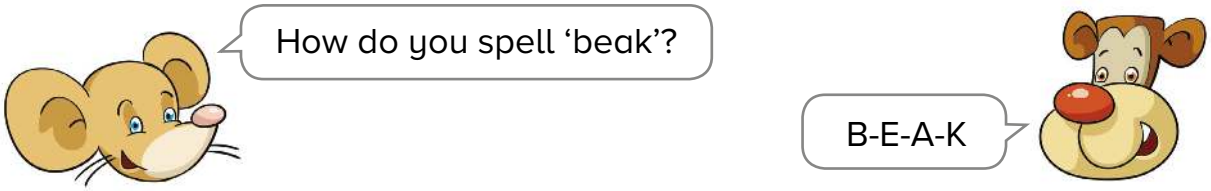


6 wings 7 shell 8 fur 9 beak 10 scales

3 **Guess, point and say. Play *Faster, faster*.**



4 **Spell with Mouse and Monkey.**

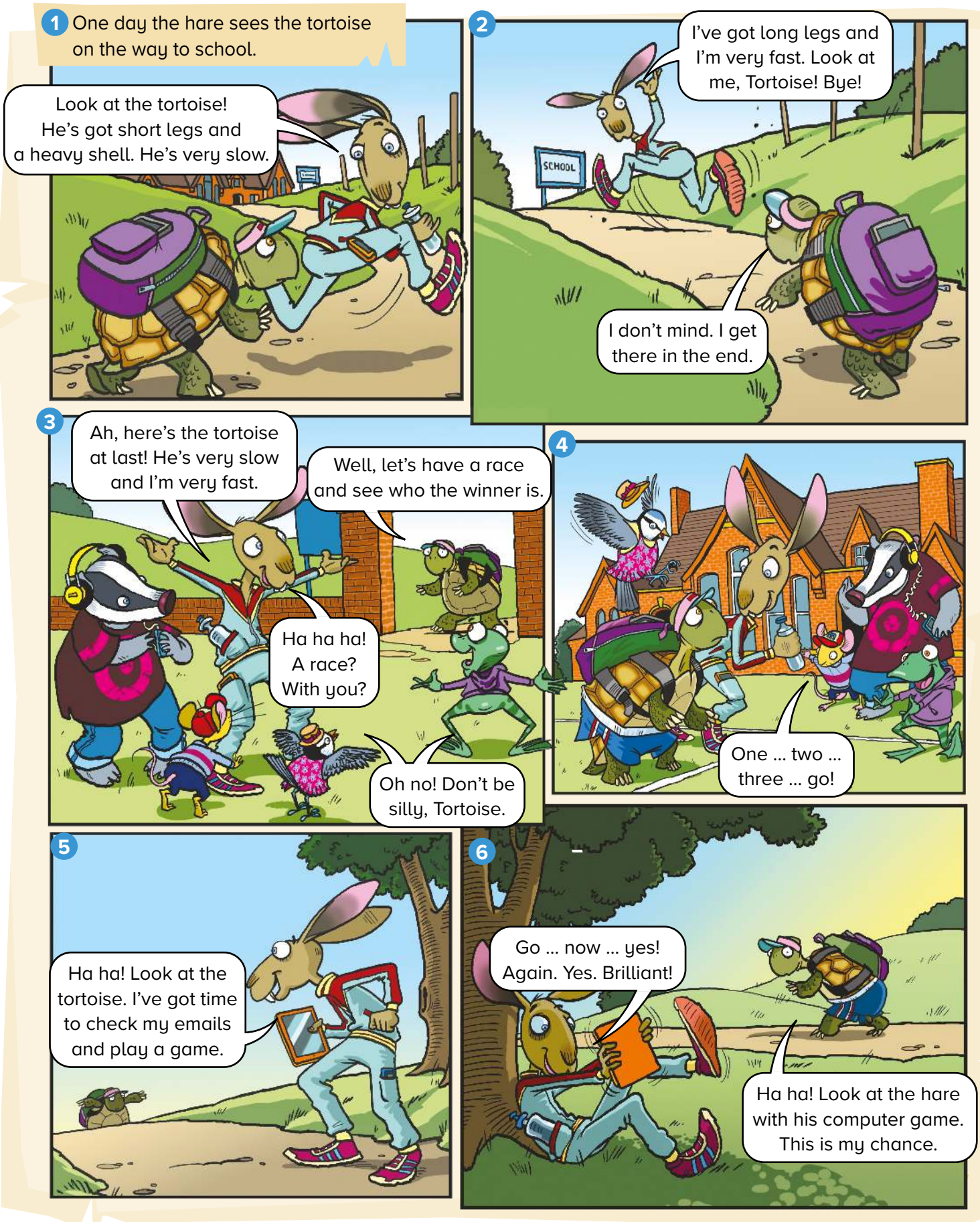


5 **Work with a friend. Play *Spell, draw or mime*.**

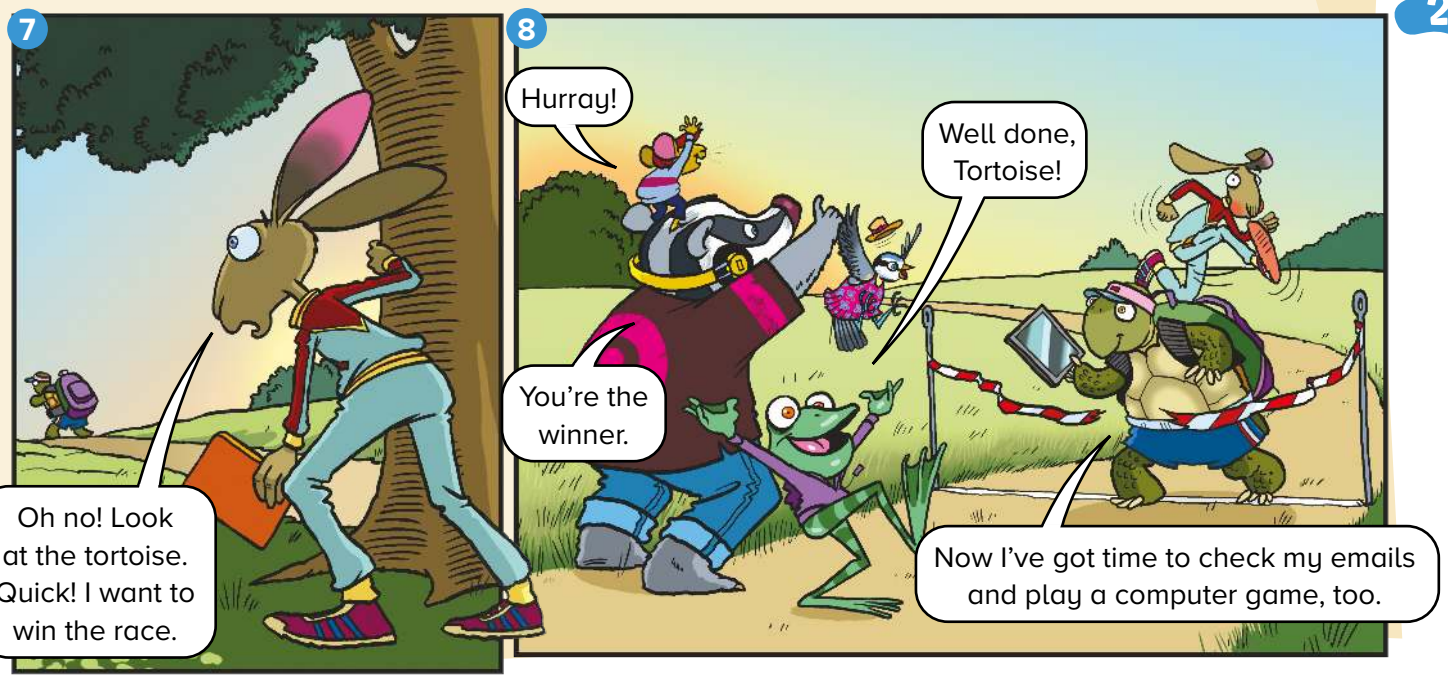
Language: *Animal body parts*

2 Lesson 2 Story

1 1.41 Listen and read *The Tortoise and the Hare*. Act out the story.



Fable: *hare, tortoise, race, winner, fast, slow, He's got (short legs). I've got (long legs).*



2 1.42 Listen, find and point. Say.





3 1.43 Read and answer the questions. Listen and check.

1. Has the tortoise got long legs?
2. Is the tortoise slow?
3. Has the hare got a shell?
4. Who wins the race?

Do you finish what you start?
Do you use your time well?



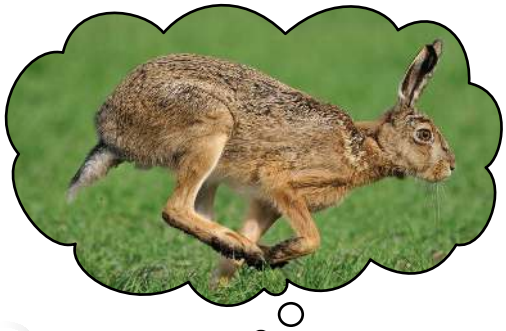
Tiger Street Club Values: *Use your time well.*

2 Lesson 3 Grammar 1 and Speaking

1 1.44 Listen, point and repeat. Say.

TIGER TIP

it's got = it has got

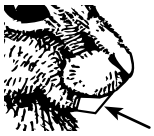


It's got whiskers.

It hasn't got a shell.

1  ✓

2  ✓

3  ✓

4 ✗ 

5 ✗ 

6 ✗ 



2 Read, look and guess. Say.

1 It hasn't got fur. It hasn't got legs. It's got scales. **It's a ?.**

2 It hasn't got arms. It's got feathers and a beak. **It's a ?.**

3 It's got fur, claws and a long tail. **It's a ?.**



hamster



parrot



fish



frog



turtle



kitten

3 Make the mini-cards. Play *Animal riddles*.

It's got fur.
It hasn't got a beak.

Is it a rabbit?



No, it isn't.

It's got claws.
It hasn't got a shell.

Is it a tiger?



Yes, it is.

Language: *It has got (whiskers). It hasn't got (a shell).*

Lesson 4 Grammar 2 and Speaking

1 1.45 Listen, point and repeat. Answer the questions.



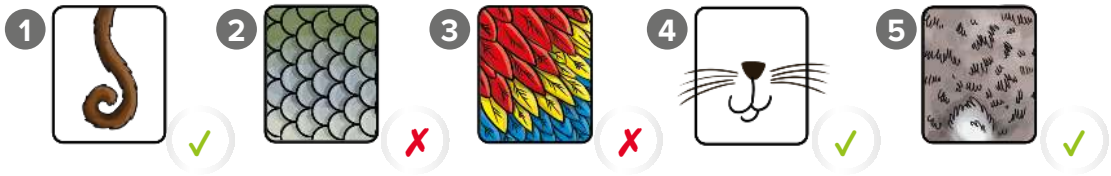
Has it got a tail?

Has it got scales?

Yes, it has.

No, it hasn't.





2 Ask and answer. Guess.



Has it got teeth?

Has it got a tail?

No, it hasn't.

Yes, it has.



3 1.46 Listen and read. Sing *A tiger has got sharp teeth.*

A tiger has got sharp **teeth**.
A monkey has got a long **tail**.
A bird has got **feathers**.
And a fish has got **scales**.

An elephant has got big ears.
A cat has got **whiskers** and **claws**.
A rabbit has got soft **fur**.
And a crocodile has got jaws.



4 Work with a friend.

1. Say what body parts an animal has and hasn't got.
2. Ask your friend what body parts an animal has got.

5 1.49 Read, listen and repeat. Say.

Tiger Twister

Has a **wh**ite **w**olf got **wh**ite **wh**iskers?



Language: *Has it got (a tail)? Yes, it has./ No, it hasn't.*
Pronunciation: /w/: *white, wolf, whiskers*

2 Amazing animals

Lesson 5 Vocabulary 2

1 1.50 **Listen, point and repeat. Cover and play *Word or number?*.**

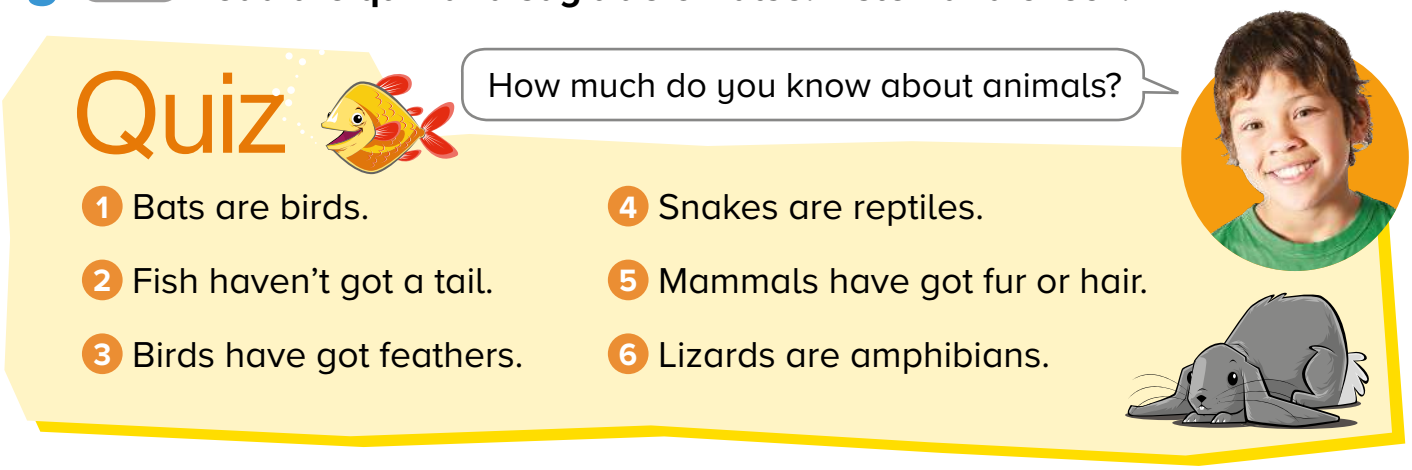


mammals reptiles amphibians birds fish

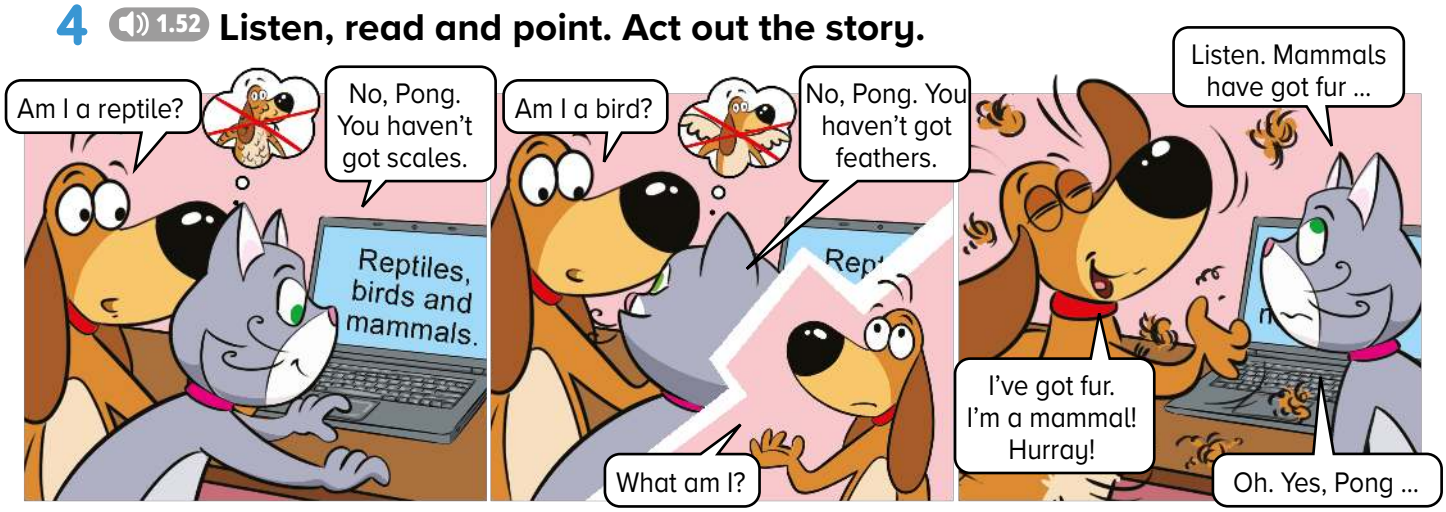
2 **Play *What are they?*.**



3 1.51 **Read the quiz and say *true* or *false*. Listen and check.**



4 1.52 **Listen, read and point. Act out the story.**



5 **Close your books. Can you rememeber five animal groups?**

Language: *Animal groups*

Lesson 6 CLIL

1 1.53 Listen, point and repeat. Answer the question.

a 

cat

b 

tortoise

c 

polar bear

d 

snake

e 

monkey

f 

chameleon

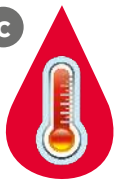
Is it a mammal or a reptile?

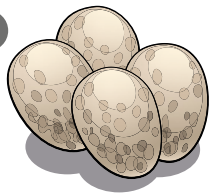
2 1.54 Listen and read. Match with your fingers.

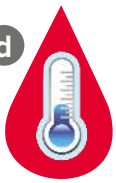
1 Mammals have got **warm blood**, and they've got fur or hair. Baby mammals **drink their mother's milk**. Cats, polar bears and monkeys are mammals.

2 Reptiles have got **cold blood**. Snakes, chameleons and turtles are reptiles. Snakes have got scales. Turtles have got a shell. Most reptiles **lay eggs**.

a 

c 

b 

d 

3 1.55 Read and choose. Listen and check.

1 Which animals have got warm blood?
a crocodiles b giraffes

2 Which animals drink their mother's milk?
a polar bears b tortoises

3 Which animals have got cold blood?
a elephants b chameleons

4 Which animals lay eggs?
a tigers b turtles

4 Talk about your favourite animal.



My favourite animal is a jaguar.
It's a mammal. It's got fur and claws.

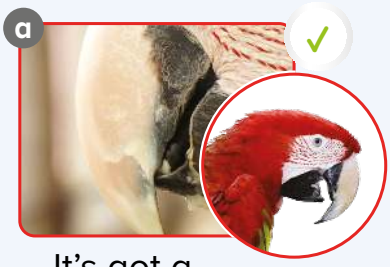
Is a dolphin a fish or a mammal?

Language: *Differences between mammals and reptiles*

2 Lesson 7 Unit review

1 1.56 Listen, find and point. Say. Write in your notebook.

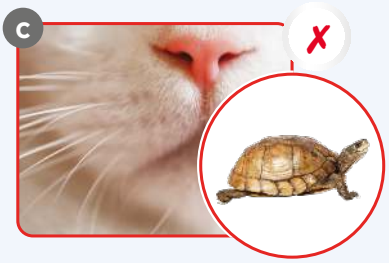
Example: a. It's got a beak.

a  ✓

It's got a ...

b  ✗

It hasn't got ...

c  ✗

...

d  ✓

...

e  ✗

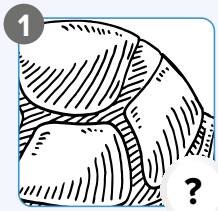
...

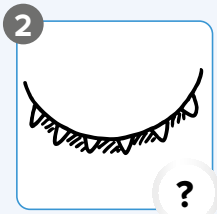
f  ✓

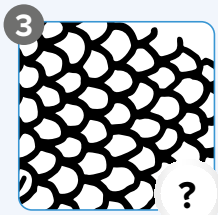
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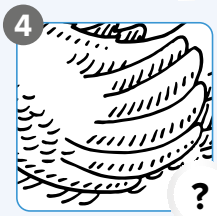
2 1.57 Ask and answer *Yes, it has* or *No, it hasn't*. Listen and check.



1 

2 

3 

4 

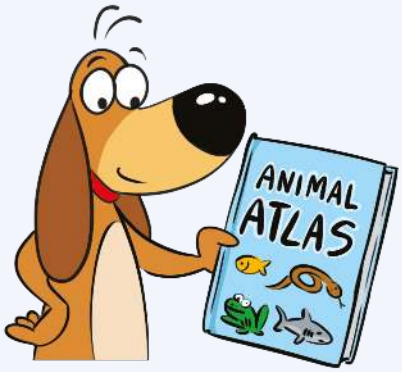


Has it got a shell?

No, it hasn't.

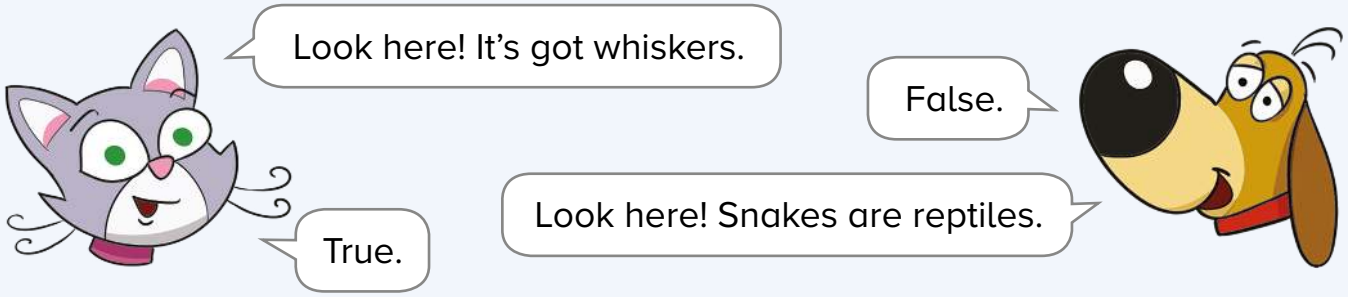


3 1.58 Read, choose and say. Listen and check.



1. *Fish* / *Birds* have got feathers.
2. *Reptiles* / *Mammals* have got cold blood.
3. Frogs are *amphibians* / *birds*.
4. *Amphibians* / *Mammals* have got fur or hair.
5. Sharks are *fish* / *reptiles*.

4 Play *True or False?*.



5 Can you do this in English? Choose and point.

znam części ciała zwierząt

znam gromady zwierząt

mówię, jakie części ciała ma dane zwierzę, a jakich nie ma

pytam, czy wskazane zwierzę ma daną część ciała

mówię, do jakiej gromady należy dane zwierzę

śpiewam piosenkę



6 1.59 Listen and repeat. Act out the dialogue.

Classroom language



→ **Go to the Picture Dictionary on page 81.**

Tiger Team Magazine

1 1.60 Listen and read. Answer the question.



In the UK ...

- There are many farms and wildlife parks.
- Children visit them on school trips or with their family.

What about Poland?

2 Read and choose.

Tell me about an animal you like.



An animal from the UK

Name: Shetland pony
Animal group: mammal
A Shetland pony is a very small horse.
It's got a small head, short legs and thick fur.
It lives in the Shetland Isles in Scotland.
It eats grass and hay. It loves carrots and apples.

by Ellie



PROJECT

3 Do a project about an animal from Poland. Present your project.



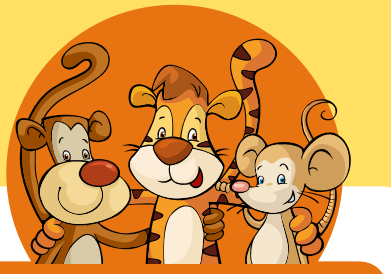


Talk about

- the name and the animal group – *It's a ...*
- what body parts the animal has got – *It's got ...*
- where it lives – *It lives ...*
- what it eats – *It eats ...*

Language: *It's a (mammal). It's got (a small head). It lives in (Scotland), It eats (grass).*

Tiger Review 1



Tiger and Friends

1 **What animals can you see in your hometown?**

2 2.1 **Listen to the story and point.**



3 **Answer the questions. Act out the story.**

4 2.2 **Guess and say. Ask and answer *Yes, I do* or *No, I don't*. Listen and check.**



Do you go on excursions?

Yes, I do.



1  ✓

2  ✗

3  ✗

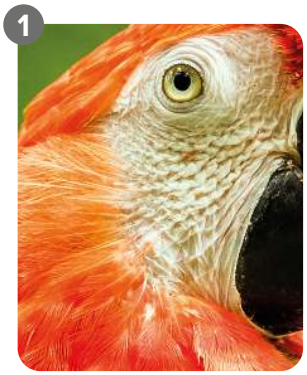
4 

✓

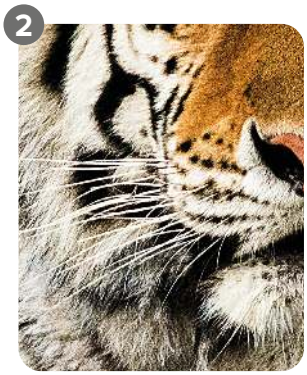
5  ✓

6  ✗

5 2.3 **Look, choose and say. Listen and check.**

1 

mammal / bird

2 

amphibian / mammal

3 

fish / bird

4 

reptile / amphibian

It's got feathers. It's a bird.

6 1.25 1.46 **Sing a song from Unit 1 or Unit 2.**

3 Food We Like

Lesson 1 Vocabulary 1

1 2.6 **Listen, look and repeat.**

2 2.7 **Listen, point and say *The Tiger Street word* rap.**


1 fruit juice


2 water


3 sandwiches


4 chicken


5 salad


6 yoghurt

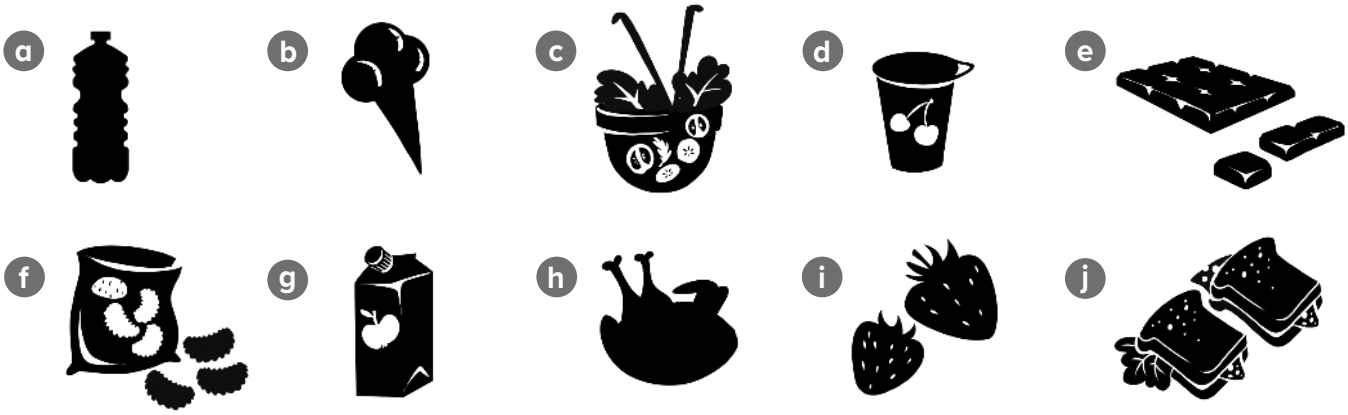

7 crisps


8 chocolate

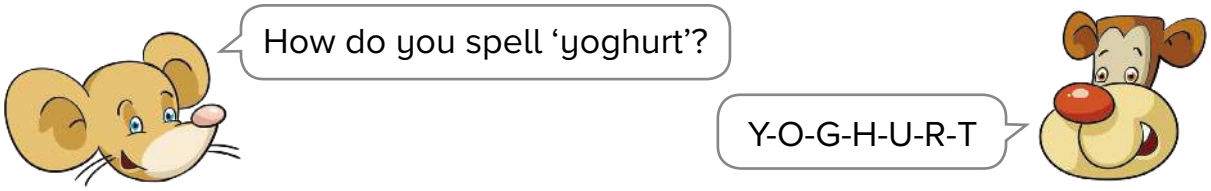

9 strawberries


10 ice cream

3 **Guess, point and say. Play *Faster, faster*.**



4 **Spell with Mouse and Monkey.**



5 **Work with a friend. Play *Spell, draw or mime*.**

Language: *Food and drink*

3 Lesson 2 Story

1 2.8 Listen and read *Tasty and healthy*. Act out the story.

1 Oliver and Sarah make breakfast for their little sister, Lily.



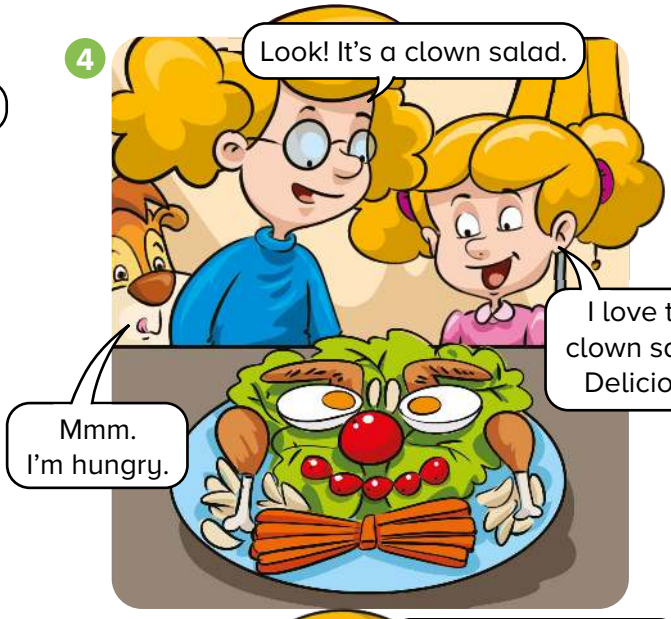
2



3



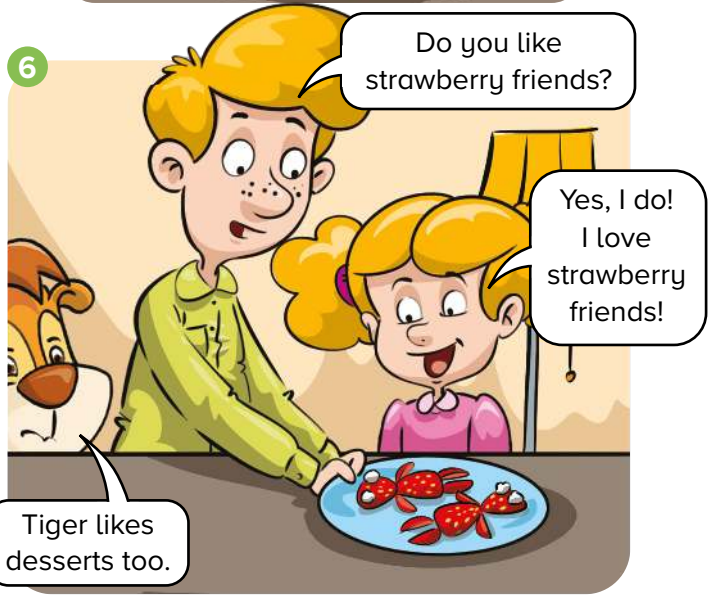
4



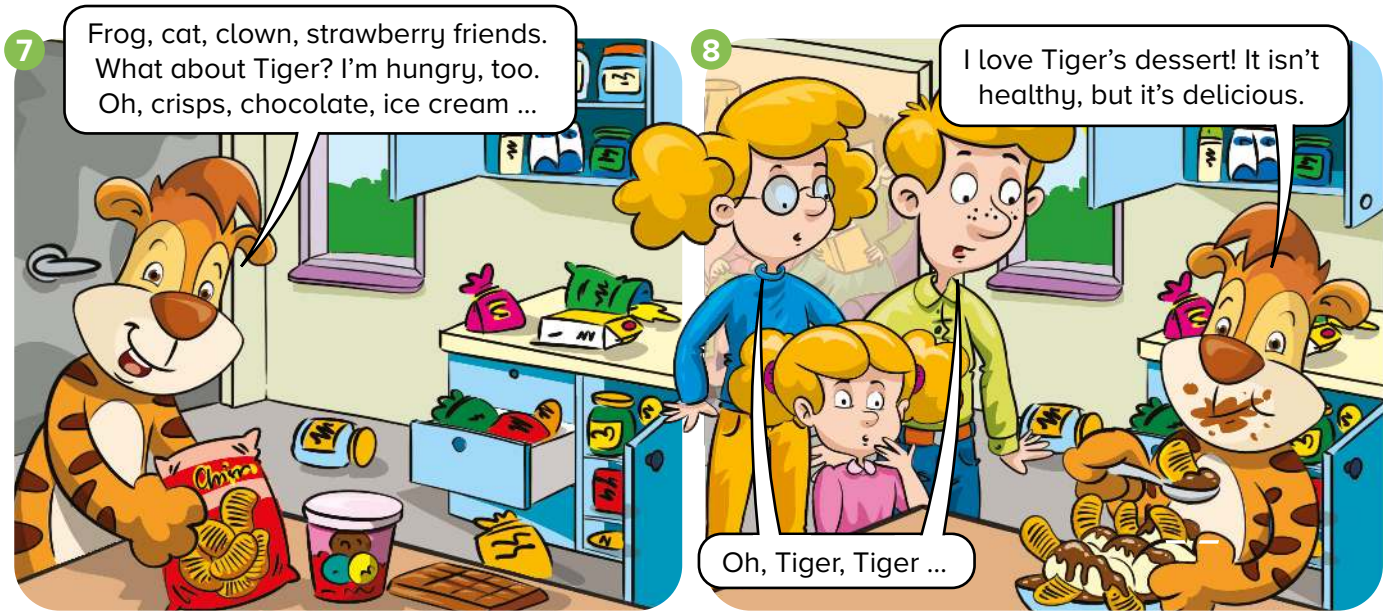
5



6



Comic: *healthy, dessert, delicious; I (like) (sandwiches). Do you like (chicken salad)? Yes, I do./No, I don't.*



2 2.9 Listen, find and point. Say.

Mouse Mystery


a Oliver


b Sarah


c Lily


d Tiger



3 2.10 Read and say *True* or *False*. Listen and check.

1. Sarah makes animal sandwiches for Lily.
2. Lily likes the clown salad.
3. Tiger isn't hungry.
4. Tiger's dessert is ice cream with chocolate and crisps.

Is it important to eat healthy food? What healthy food do you eat?





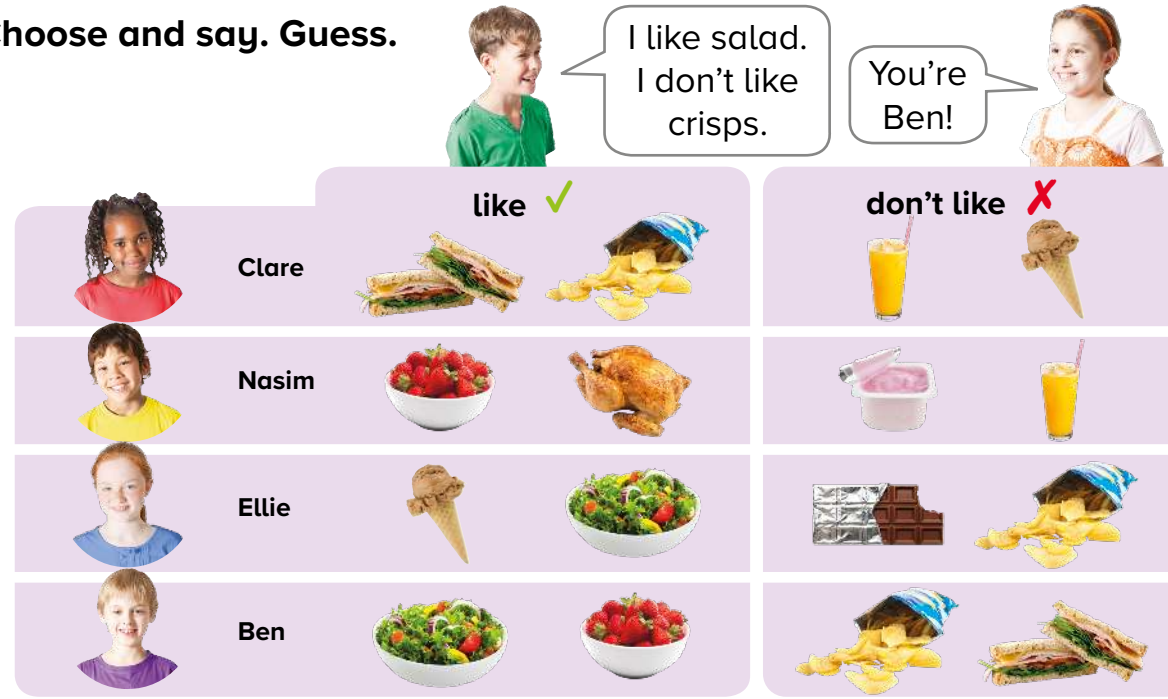

Tiger Street Club Values: *Eat healthy food.*

Lesson 3 Grammar 1 and Speaking

1 2.11 Listen, point and repeat. Stand up if it's true about you.



2 Choose and say. Guess.



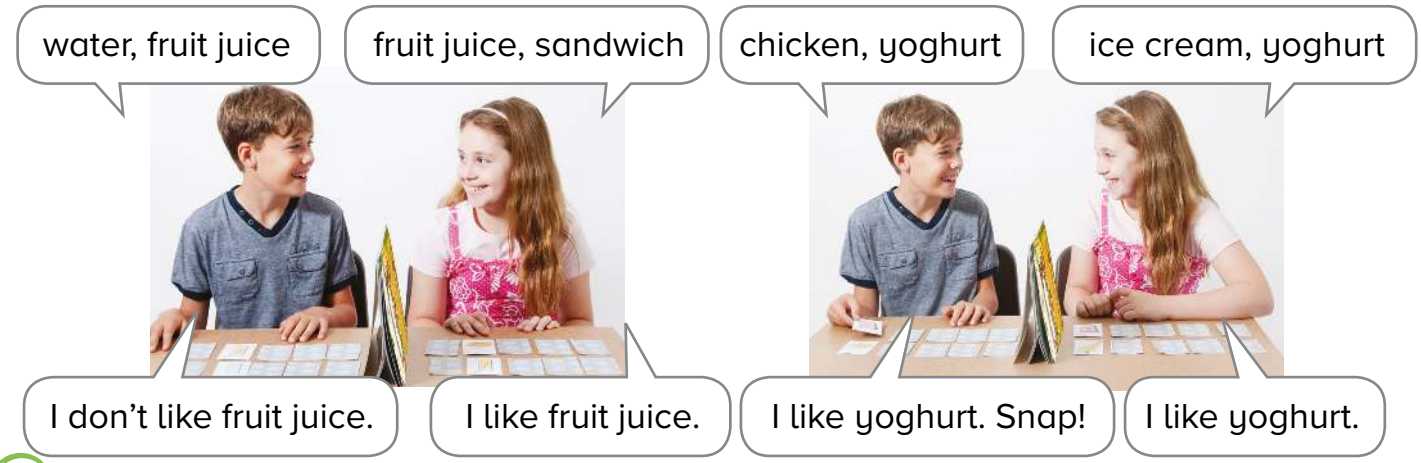
3 Say what each child likes. Play *Can you remember?*.



TIGER TIP

I like salad. = He/She likes salad.

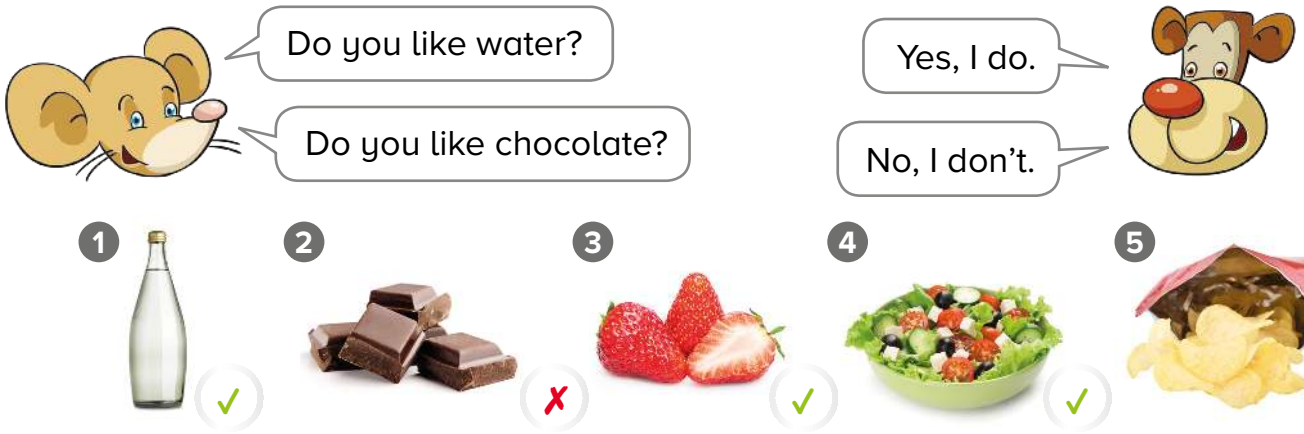
4 Make the mini-cards. Play *Snap*.



Language: *I like (sandwiches). I don't like (fruit juice). (Clare) likes (crisps).*

Lesson 4 Grammar 2 and Speaking

1 2.12 Listen, point and repeat. Answer the questions.



2 Guess and say. Ask and answer.



3 2.13 Listen and read. Sing *I like food*.

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 love **strawberries**. I like **chocolate**, too.
But I don't like **chicken**. What about you?

I love **salad**. I like **sandwiches**, too.
But I don't like **crisps**. What about you?



4 Work with a friend.

1 Say what food you like and don't like. 2 Ask your friend what food he/she likes.

5 2.16 Read, listen and repeat. Say.

Tiger Twister

Tiger likes ice cream and white mice like rice.

Language: *Do you like (chocolate)? Yes, I do./ No, I don't.*
Pronunciation: /aɪ/: *tiger, like, ice cream, white, mice, rice*

3

Tasty and healthy

Lesson 5 Vocabulary 2

1 2.17 **Listen, point and repeat. Cover and play *Word or number?*.**

1 
sweet

2 

salty

3 
sour

4 
bitter

2 **Say what you think.**

1 
orange juice

2 
coffee

3 
chocolate

4 
apples

5 
crisps

6 
grapefruit

7 
strawberries

8 
lemons


I think orange juice is sweet.

I think orange juice is sour.


3 2.18 **Listen, read and guess. Play *Puzzles*.**

It's brown. It's sour and bitter.

They're yellow. They're salty.

4 2.19 **Listen, read and point. Act out the story.**



5 **Close your books. Can you rememeber four tastes?**

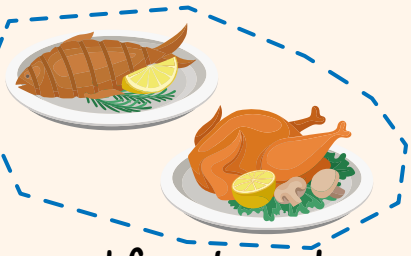
Language: *Food tastes*

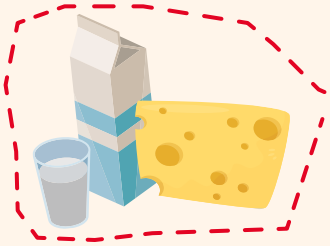
Lesson 6 CLIL

1 2.20 Listen, read and answer.

What you eat is important for your health.

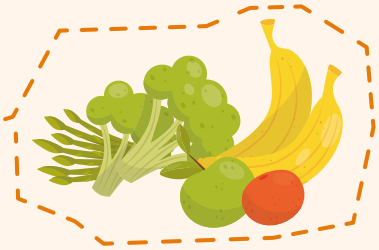
1 Meat and fish help you grow.





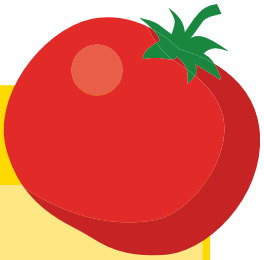
2 Milk and cheese are good for strong bones.

3 Fruit and vegetables help you stay healthy.



What do you eat?

2 2.21 Listen and read. Match with your fingers.



Five-a-day the fun way!

Eat five portions of fruit and vegetables every day to stay healthy. Here are five fun ways to eat fruit and vegetables.

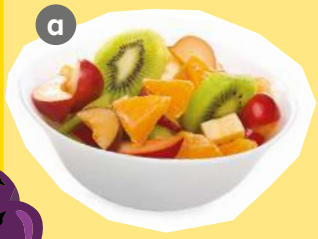
1 Make ice fruit lollies. You can use fruit or fruit juice.

2 Make a sweet smoothie of fruit, milk and yoghurt. Delicious!

3 Make a fruit salad. Mix sweet and sour fruit.

4 Make a funny face with salad. Use different vegetables and meat or fish.

5 Make vegetable sticks. Eat them with cheese. Yummy!

a 

b 

c 

d 

e 

3 Read and answer.

1 What are some fun ways to eat fruit?

2 What are some fun ways to eat vegetables?

4 Think about a fun way to eat fruit or vegetables. Show and say.



Make a fruit snake. Use bananas and strawberries.

What vitamins do we get from fruit and vegetables?

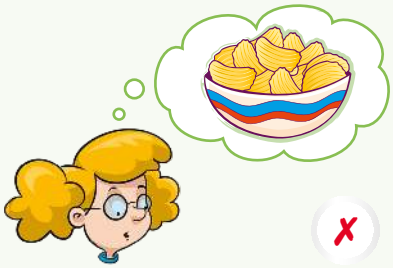
Language: *Fun ways to eat fruit and vegetables*

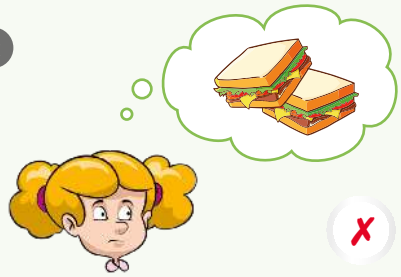
Lesson 7 Unit review

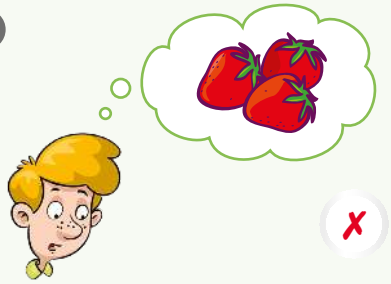
1 2.22 Listen, find and point. Say. Write in your notebook.

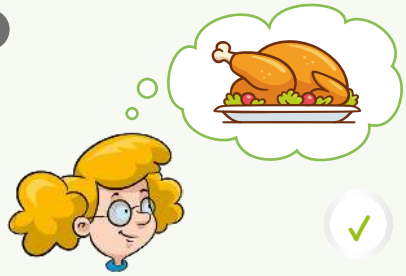
Example: a. I like salad.

a 
I like ...

b 
I don't like ...

c 
...

d 
...

e 
...

f 
...

2 2.23 Look and say. Listen and check.



1 Oliver likes salad.

2 Sarah likes ...

3 Lily ...

3 2.24 Ask and answer *Yes, I do* or *No, I don't*. Listen and check.




Do you like water?

Yes, I do.

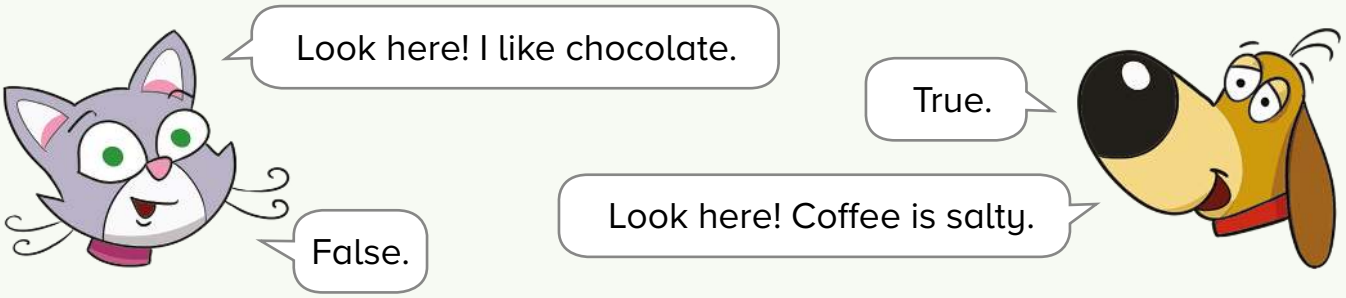

4 2.25 Guess. Listen and check. Say.


I think ...

1 lemons are ...
2 coffee is ...
3 crisps are ...
4 ice cream is ...

sweet
sour
bitter
salty

5 Play *True or False?*.



6 Can you do this in English? Choose and point.

- znam produkty spożywcze
- znam smaki
- mówię, co lubię, a czego nie lubię jeść
- mówię, co ktoś lubi jeść
- pytam, czy ktoś coś lubi jeść
- mówię, jaki smak ma dany produkt
- śpiewam piosenkę



7 2.26 Listen and repeat. Act out the dialogue.





→ Go to the Picture Dictionary on page 82.

Tiger Team Magazine

1 2.27 Listen and read. Answer the question.



In the UK ...

- Lots of children have lunch at school.
- Some children have a packed lunch. They bring food in a lunch box.
- Other children have a hot lunch.

What about Poland?

2 Read and say.

What do you have for lunch at school?



Lunch at my school

I have a hot lunch at school. I like vegetable soup and shepherd's pie. I don't like pasta.

My friend Jack has a packed lunch at school. He likes chicken sandwiches, sweet apples, yoghurt and orange juice.

by Ben



PROJECT

3 Do a project about what you eat at school. Present your project.

Write about:

- the food you have at school – I have a ...
- what you like – I like ...
- what you don't like – I don't like ...
- the food your friend likes – My friend likes ...

Language: *I have a (hot) lunch at school. I (don't) like (pasta). My friend likes (yoghurt).*

4 Things We Do Every Day

Lesson 1 Vocabulary 1

1 2.28 **Listen, look and repeat.**

2 2.29 **Listen, point and say *The Tiger Street word* rap.**


1 get up


2 have breakfast


3 brush your teeth



4 go to school


5 have lunch


6 go home


7 have dinner


8 have a shower


9 put on your pyjamas


10 go to bed

3 **Guess, point and say. Play *Faster, faster*.**

a 

b 

c 

d 

e 

f 

g 

h 

i 

j 

4 **Spell with Mouse and Monkey.**


How do you spell 'have lunch'?

H-A-V-E L-U-N-C-H.



5 **Work with a friend. Play *Spell, draw or mime*.**



Language: *Daily activities*

Lesson 2 Story

1 2.30 Listen and read *King Midas*. Act out the story.

1 King Midas is a greedy man. He loves gold more than his daughter, Princess Zoe.

Go away, Zoe. I want to count my gold. I want to be rich.

2 One day, King Midas meets a genie.

You can have one wish.

I want everything I touch to turn into gold.

Oh no, Father. That's a silly wish!

3 The next day, King Midas wakes up at seven o'clock.

He gets up.

Wow! The clock is gold. Fantastic!

My hairbrush is gold. This is brilliant!

4 King Midas has breakfast at half past seven.

Oh no! My food is gold. Never mind. I'm rich!

King Midas has lunch at one o'clock.

Oh dear! I'm hungry and I can't eat.

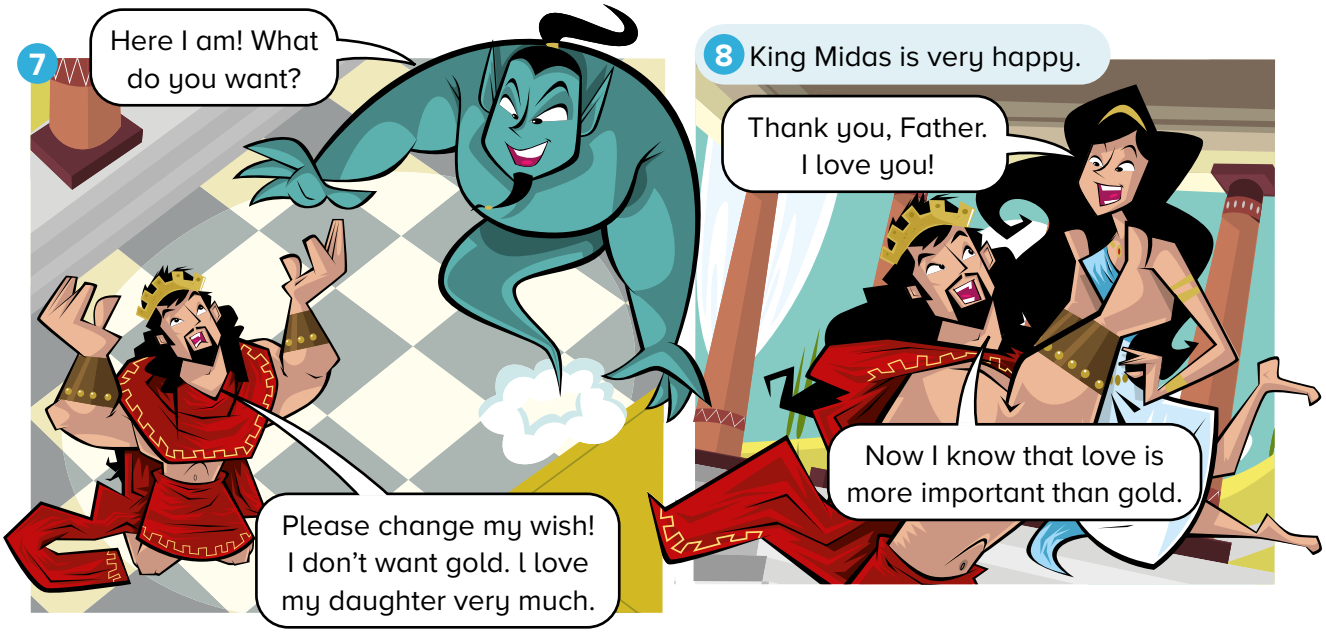
5 Princess Zoe is sad. Her father only loves gold.

Hello, Zoe. What's the matter? Come here. Let me give you a hug.

6

Oh no! My daughter is gold. Help! Genie!

Myth: *king, greedy, gold, princess, genie, wish, clock, at (seven) o'clock*



2 2.31 Listen, find and point. Say.

Mouse Mystery



a 
King Midas

b 
Princess Zoe

c 
genie

3 2.32 Read and match with your fingers. Listen and check.

1 King Midas gets up ...
2 King Midas has breakfast ...
3 King Midas has lunch ...

a at one o'clock.
b at seven o'clock.
c at half past seven.



What is more important than money? Are you ever greedy?






Tiger Street Club Values: *Don't be greedy.*

Lesson 3 Grammar 1 and Speaking

1 2.33 Listen and match with your fingers. Say.


What time is it?

It's half past one.


two o'clock | half past one | half past eleven

a 1:30 b 2:00 c 6:30 d 8:00 e 9:30 f 11:30

half past six | eight o'clock | half past nine

2 2.34 Listen, point and repeat. Say *Me too* or *I don't*.

1 7:00 
I get up at seven o'clock.

2 7:30 

3 8:00 

4 6:00 

5 8:30 

6 9:00 

3 Choose and say. Guess.


I get up at seven o'clock.
I go to bed at half past eight.

You're Nasim!


				
 Ben	7:00	8:30	6:00	9:00
 Ellie	7:30	8:00	7:00	9:30
 Nasim	7:00	8:00	7:00	8:30

4 Make the mini-cards. Play *Find the same*.

I get up at half past seven.



I get up at eight o'clock.

I brush my teeth at nine o'clock.



Me too!

Language: *I (get up) at (half past six).*

Lesson 4 Grammar 2 and Speaking

1 2.35 Listen, point and repeat. Answer the questions.



Do you have breakfast at half past seven?

Do you brush your teeth at nine o'clock?

Yes, I do.

No, I don't.





1 ✓ 7:30



2 ✗ 9:00



3 ✗ 9:30



4 ✓ 12:00



5 ✗ 10:00

2 Guess. Ask and answer.



Do you get up at half past seven?



No, I don't. I get up at seven o'clock.



3 2.36 Listen and read. Sing *My day*.

It's my day, my typical day.
That's what I do every day.

I **get up** at seven o'clock.
I **have breakfast** and I **go to school**.
I **have lunch** at one o'clock.
I play with my friends. It's cool.

I **have dinner** at six o'clock.
I **put on my pyjamas** and say 'goodnight'.
I **go to bed** at nine o'clock.
I read a book and turn out the light.



4 Work with a friend.

1. Say what you do at different times.
2. Ask your friend what he/she does at different times.

5 2.39 Read, listen and repeat. Say.

Tiger Twister

At half past nine I put on my pyjamas
with red stars and green cars.



Language: *Do you (have breakfast) at (half past seven)? Yes, I do./No, I don't.*
Pronunciation: /a:/: *half, past, pyjamas, stars, cars.*

4 A typical day

Lesson 5 Vocabulary 2

1 2.40 **Listen, point and repeat. Cover and play *Word or number?*.**



in the morning | at midday | in the afternoon | in the evening | at night | at midnight

2 **Play *When do you do that?*.**



I have breakfast ...

... in the morning.



3 **Ask and answer. Say.**

When do you ...

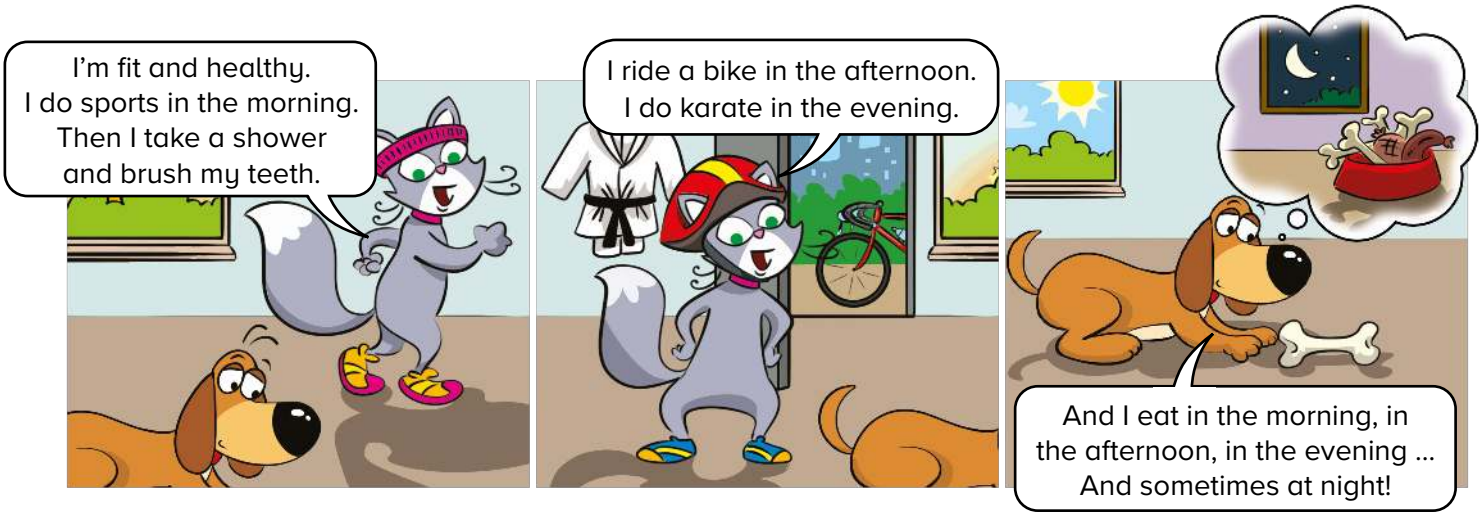
1. have a shower?
2. brush your teeth?
3. do sports?
4. use a computer?
5. listen to music?
6. watch films?

a in the morning

b in the afternoon

c in the evening

4 2.41 **Listen, read and point. Act out the story.**



5 **Close your books. Can you remember six times of the day?**

Language: *Times of the day*

Lesson 6 CLIL

1 2.42 Listen and read. Match with your fingers. Answer.

1 Boston is in the USA, in North America. 2 Edinburgh is in Scotland, in Europe.
3 Melbourne is in Australia.



2 2.43 Listen and read. Say the missing words.

Time zones

The world has got 24 time zones. When you get up in the morning, it's time for people on the other side of the world to go to bed.



I'm Tom. I live in Boston. It's seven o'clock in the morning in Boston. I get up at seven o'clock.



I'm Emma. I live in Melbourne. It's nine o'clock in the evening in Melbourne. I go to bed at nine o'clock.



I'm Alice. I live in Edinburgh. It's twelve o'clock midday in Edinburgh. I have lunch at twelve o'clock.

1 The world has got ? time zones.
2 Tom gets up at ?.
3 Alice has lunch at ?.
4 Emma lives in ?.

3 Look and answer the questions.

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

What time is it in Warsaw when it's ten o'clock at night in London?

A It's twelve o'clock midday in Edinburgh.
1 What time is it in Boston?
2 What time is it in Melbourne?

B It's nine o'clock in the morning in Boston.
1 What time is it in Edinburgh?
2 What time is it in Melbourne?

Language: *Time zones*

4 Lesson 7 Unit review

1 Look. Ask and answer.

a 6:00 b 10:30 c 11:00 d 7:30



What time is it?

It's six o'clock.



2 2.44 Listen, find and point. Say. Write in your notebook.

Example: a. I have breakfast at eight o'clock.

a 8:00



I ... at ...

b 8:30



I ... at ...

c 3:30



...

d 9:00



...

3 2.45 Ask and answer *Yes, I do* or *No, I don't*. Listen and check.

1 7:30



2 12:00



3 6:30



4 8:00





Do you get up at half past seven?

No, I don't.



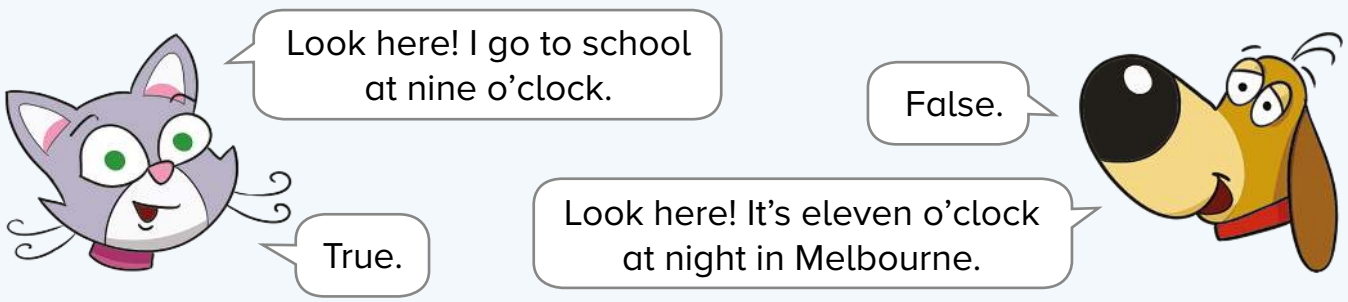
4 2.46 Read, look and say. Listen and check.

1 It's 9:00 in the  in Boston.

2 It's 2:00 in the  in Edinburgh.

3 It's 11:00 at  in Melbourne.

5 Play *True or False?*.



6 Can you do this in English? Choose and point.

znam codzienne czynności

znam pory dnia

mówię, co robię o danej godzinie

pytam, czy ktoś coś robi o danej godzinie

mówię, która jest godzina w danym miejscu na świecie

śpiewam piosenkę



7 2.47 Listen and repeat. Act out the dialogue.

Classroom language



→ **Go to the Picture Dictionary on page 83.**

Tiger Team Magazine

1 2.48 Listen and read. Answer the question.



In the UK ...

- Lots of children start school at nine o'clock.
- Lunch is at twelve o'clock.
- Children usually go home at half past three.
- They go to bed at nine o'clock.

What about Poland?

2 Read and choose.

What is your school day like?



A day in the life ...

I live in London in the UK. I get up at half past seven in the morning. I have breakfast at eight o'clock. I go to school at half past eight. I start lessons at nine o'clock. I have lunch at twelve o'clock. I go home at half past three. In the afternoon, I do my homework and I play football. I have dinner at seven o'clock. I go to bed at half past eight.

by Clare

a 

b 

c 

d 

e 

f 

PROJECT

3 Make a clock. Present your project and talk about your day.



Talk about:

- what time you go to school – *I go to school at ...*
- what time you have breakfast/lunch/dinner – *I have breakfast at ...*
- what time you go to bed – *I go to bed at ...*

Language: *I live in (London) in (the UK). I (get up) at (half past seven) (in the morning).*

Tiger Review 2



Tiger and Friends

1 **What food can you take on a picnic?**

2 2.49 **Listen to the story and point.**



3 **Answer the questions. Act out the story.**

4 2.50 Guess and say. Ask and answer *Yes, I do* or *No, I don't*. Listen and check.



Do you like sandwiches?

Yes, I do.



1  ✓

2  ✗

3  ✗

4  ✓

5  ✗

6  ✓

5 2.51 Read, look and say. Listen and check. Answer.

1 I  at 7:00.

2 I  at 7:30.

What about you?

3 I  at 8:00.

4 I  in the morning and in the evening.

6 2.13 2.36 Sing a song from Unit 3 or Unit 4.

5 Sports Star

Lesson 1 Vocabulary 1

1 3.3 **Listen, look and repeat.**

2 3.4 **Listen, point and say *The Tiger Street word* rap.**


1 dive


2 row


3 play table tennis


4 do judo


5 do karate


6 ride a bike


7 ride a horse


8 skateboard


9 rollerblade


10 ice-skate

3 **Guess, point and say. Play *Faster, faster*.**

a 

b 

c 

d 

e 

f 

g 

h 

i 

j 

4 **Spell with Mouse and Monkey.**



How do you spell 'skateboard'?

S-K-A-T-E-B-O-A-R-D



5 **Work with a friend. Play *Spell, draw or mime*.**



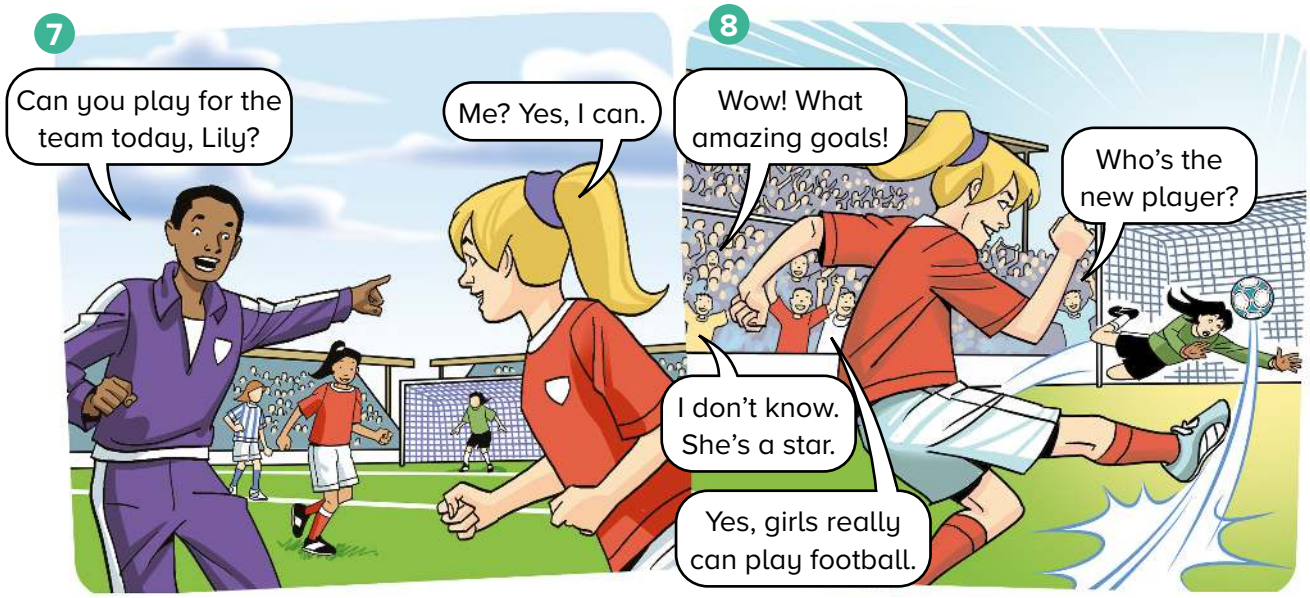
Language: *Sports*

5 Lesson 2 Story

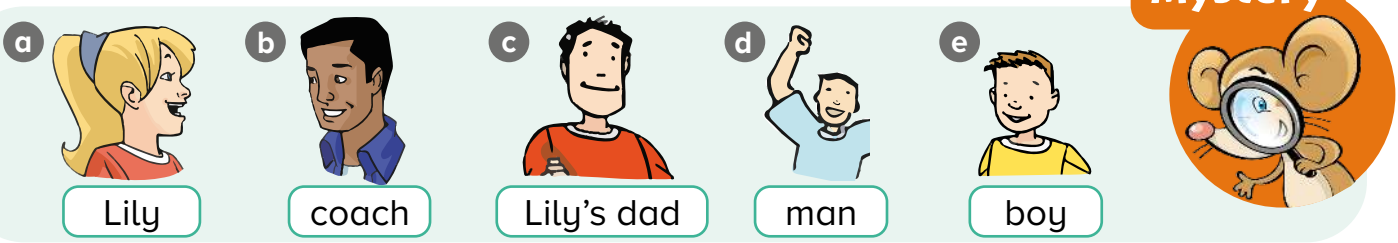
1 3.5 **Listen and read *Lily's story*. Act out the story.**



Sports story: numbers 10–100, *(Girls) can (play football).; Can you (play for the team)? Yes, I can.*



2 3.6 Listen, find and point. Say.



Mouse Mystery

3 3.7 Read and say *True* or *False*. Listen and check.

1. Little Lily can't kick the ball well.
2. Lily wants to play football with the boys.
3. Lily can do a hundred press-ups.
4. Lily can't play for the team in the match.

Can girls and boys do the same things? What can you do?





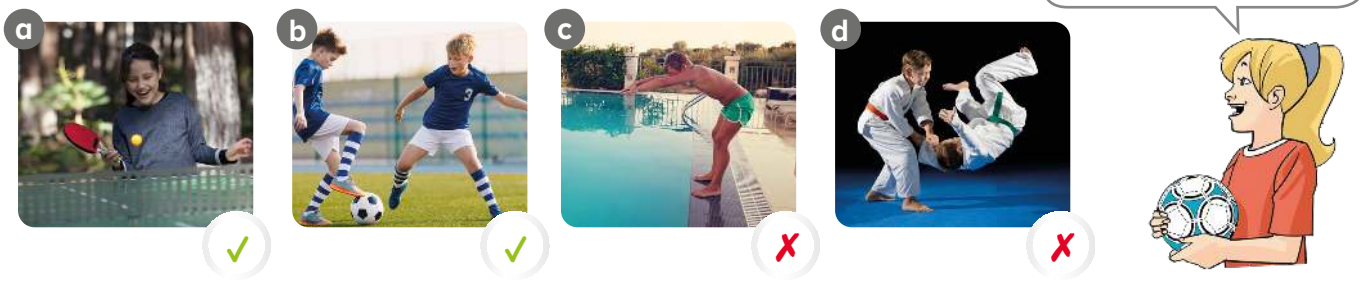




Tiger Street Club Values: *Boys and girls can play the same sports.*

5 Lesson 3 Grammar 1 and Speaking

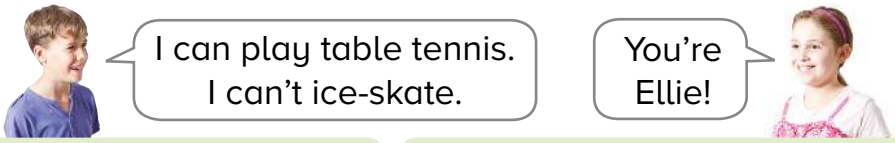
1 3.8 Listen and repeat. Find and point. Say.



2 3.9 Listen, point and repeat. Say.

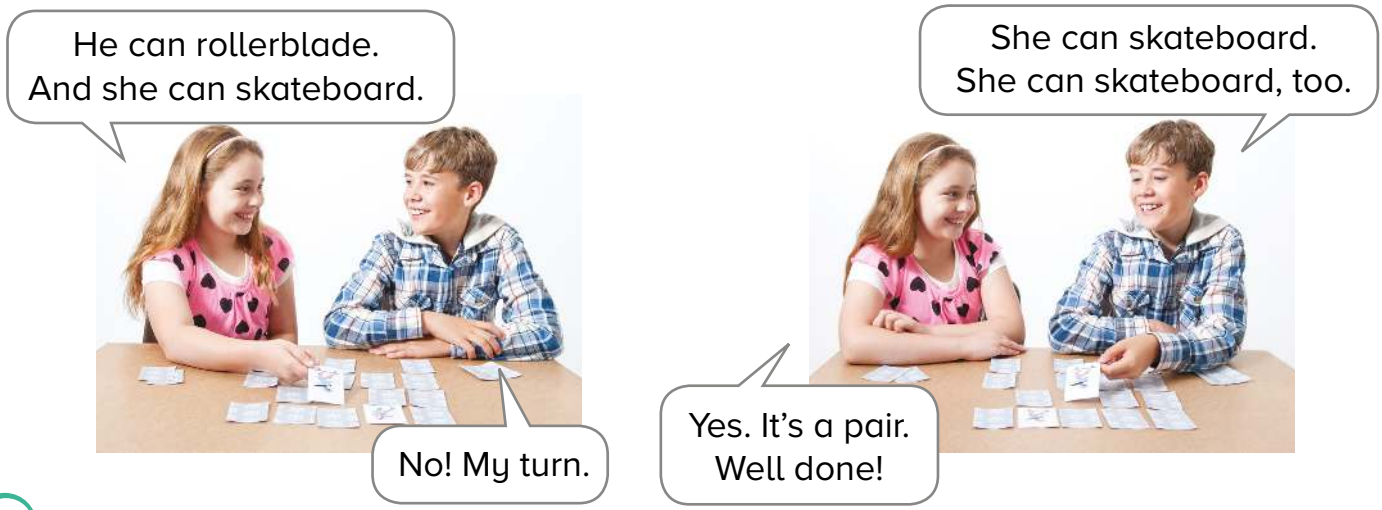


3 Choose and say. Guess. Play *Can you remember?*.



	can ✓	can't ✗
Ben		
Nasim		
Ellie		
Clare		

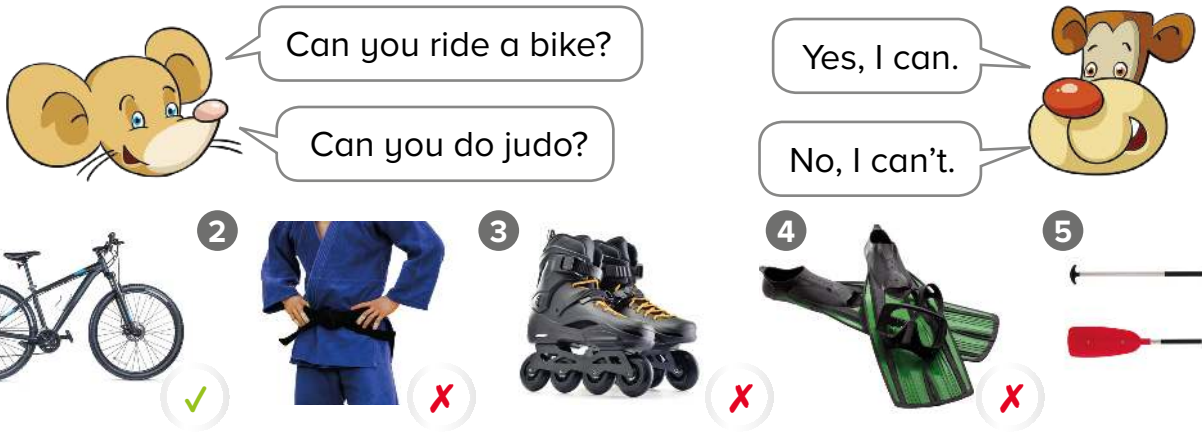
4 Make the mini-cards. Play *Memory*.



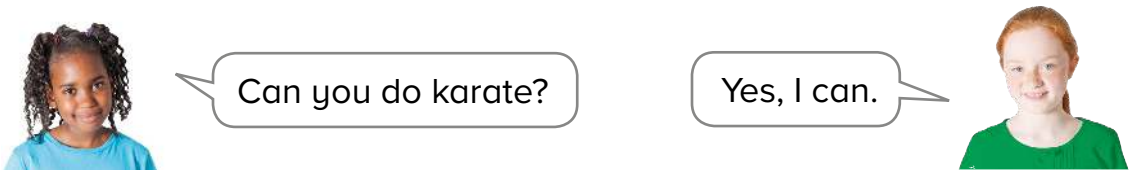
Language: *(I) can/can't (play table tennis). (Tiger) can/can't (row).*

Lesson 4 Grammar 2 and Speaking

1 3.10 Listen, point and repeat. Answer the questions.



2 Ask and answer.



3 3.11 Listen and read. Sing *I can play football*.

I can play football and **ride a bike**.
I can swim and **skateboard**, too.
I can't play tennis or **ride a horse**.
Tell me, what can you do?

My sister can dance and **ice-skate**.
She can **do judo** and **karate**, too.
She can't play tennis or basketball.
Tell me, what can you do?

My brother can **dive** and **rollerblade**.
He can **row** and play basketball, too.
He can't do **judo** or **karate**.
Tell me, what can you do?



4 Work with a friend.

1. Talk about what you and your friend can and can't do.
2. Ask your friend what sports he/she can do.

5 3.14 Read, listen and repeat. Say.

Tiger Twister

Jordan can't skateboard or ride a horse,
but he can do other sports.

Language: *Can you (ride a bike)? Yes, I can./No, I can't.*
Pronunciation: /ɔ:/: *Jordan, skateboard, or, horse, sports*

5

Workouts for kids

Lesson 5 Vocabulary 2

1 3.15 **Listen, point and repeat. Cover and play *Word or number?*.**



1 
do squats

2 
do press-ups

3 
walk on the spot

4 
run on the spot

5 
stretch

2 **Ask and answer *Yes, I can* or *No, I can't*.**

Can you ...

1. **do 5 press-ups?**
2. **stretch in one position for 1 minute?**
3. **run on the spot for 30 seconds?**
4. **do 15 squats?**
5. **walk on the spot for 1 minute?**





Can you do five press-ups?

Yes, I can.

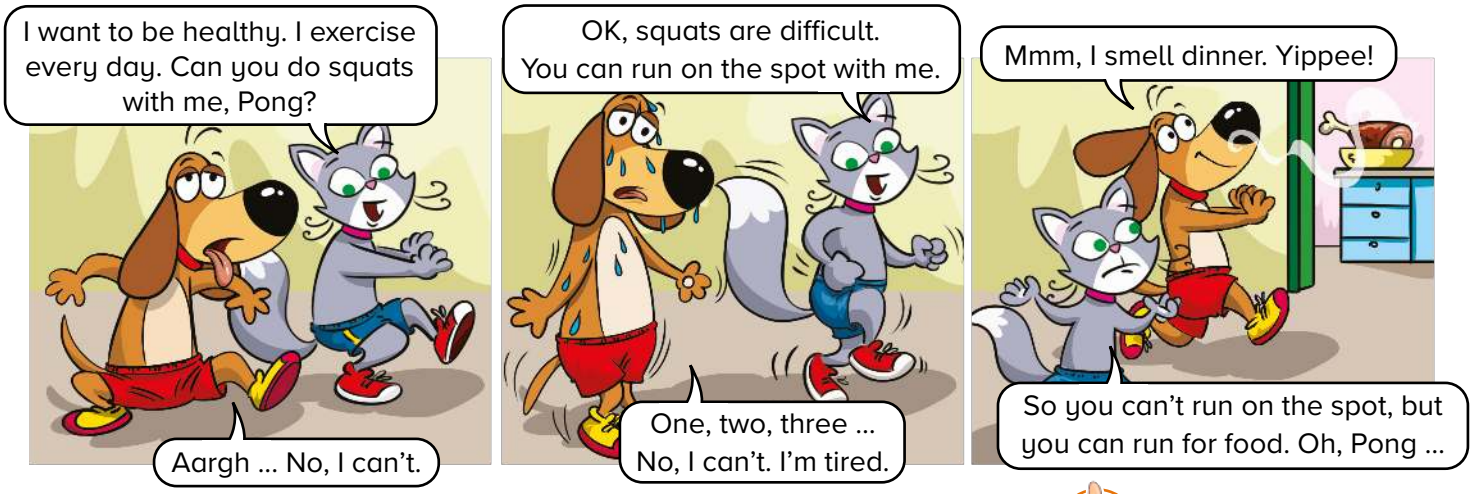


3 **Say what your friend can and can't do.**



Ben can do five press-ups. He can't stretch in one position for one minute.

4 3.16 **Listen, read and point. Act out the story.**



5 **Close your books. Can you rememeber five exercises?**



Language: *Physical exercises*

Lesson 6 CLIL

1 3.17 Listen, read and match with your fingers. Answer.

There is lots of different exercise, for example:

1 running
2 climbing
3 gymnastics
4 dancing
5 swimming

What's your favourite type of exercise?



2 3.18 Read and listen. Answer.

Exercise for kids

Exercise is good for you. It helps your body to stay healthy and strong. It helps you to sleep well and concentrate at school.

Remember! Before you do sports, you need to warm up. You can do a short workout. For example, you can run on the spot, do ten squats and five press-ups. Remember to stretch after a workout.



Do you like workouts?

Do you do workouts every day?

3 3.19 Read and say *True* or *False*. Listen and check.

1. Exercise is bad for you.
2. Exercise helps you sleep well.
3. You need to warm up before you do sports.
4. Don't stretch after a workout.

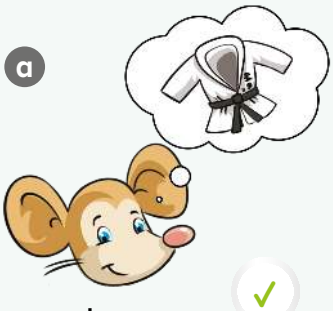
What is a handstand?

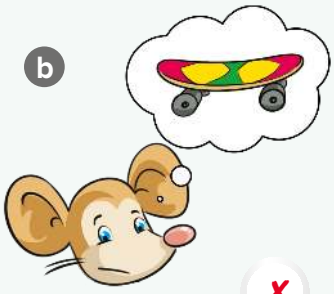
Language: *Exercise for kids*

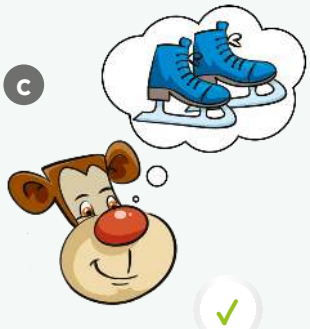
Lesson 7 Unit review

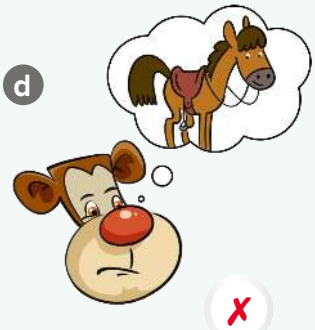
1 3.20 Listen, find and point. Say. Write in your notebook.

Example: a. I can do karate.

a 
I can ... ✓

b 
I can't ... ✗

c 
... ✓

d 
... ✗

2 3.21 Look and say. Listen and check.



Mouse can do karate.

Mouse can't ...

Monkey can ...

Monkey can't ...

3 3.22 Ask and answer *Yes, I can* or *No, I can't*. Listen and check.

1 
✗

2 
✓

3 
✗

4 
✓



Can you row?

No, I can't.



4 3.23 Read, guess and say. Listen and check.



Here's a short workout for you.

1 ? on the spot for 1 minute. 

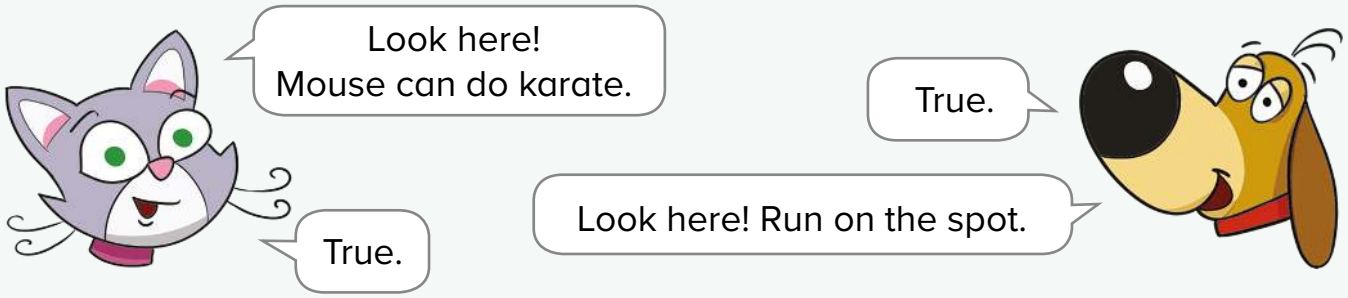
2 ? on the spot for 1 minute. 

3 Do five ? . 

4 Do three ? . 

5 Don't forget to ? ! 

5 Play *True or False?*.



6 Can you do this in English? Choose and point.

znam czynności sportowe

znam podstawowe ćwiczenia wykonywane na treningu



mówię, co potrafię, a czego nie potrafię robić

mówię, co ktoś potrafi, a czego nie potrafi robić

pytam, czy ktoś coś potrafi robić

śpiewam piosenkę

7 3.24 Listen and repeat. Act out the dialogue.

Classroom language



→ **Go to the Picture Dictionary on page 84.**

Tiger Team Magazine

1 3.25 Listen and read. Answer the question.



In the UK ...

- Children do two hours of PE every week.
- Some PE lessons are in the school gym.
- Other PE lessons are on the school playing field.

What about Poland?

2 Read and choose.



My exercise

PE is my favourite lesson.
In PE we have races and play games in the gym.
We also do workouts and dance hip-hop.
I can dance well, but I can't run fast.
After school on Mondays and Wednesdays,
I play football. On Fridays, I swim.

by Ellie

a 
b 
c 
d 
e 
f 

PROJECT

3 Do a project about the sports and activities you do. Present your project.

Write about:

- what you do in PE at school – In PE we ...
- what you can and can't do – I can ..., but I can't ...
- what exercise you do after school – After school on ..., I ...

Language: *In PE we (have races). I can (dance hip hop), but I can't (run fast). After school on (Wednesdays), I (play football).*

6 At the Beach

Lesson 1 Vocabulary 1

1 3.26 **Listen, look and repeat.**

2 3.27 **Listen, point and say *The Tiger Street word* rap.**


1 collecting shells


2 making a sandcastle


3 playing volleyball


4 playing Frisbee


5 playing badminton


6 swimming


7 fishing


8 snorkelling


9 putting on sun cream


10 flying a kite

3 **Guess, point and say. Play *Faster, faster*.**

a 

b 

c 

d 

e 

f 

g 

h 

i 

j 

4 **Spell with Mouse and Monkey.**


How do you spell 'fishing'?

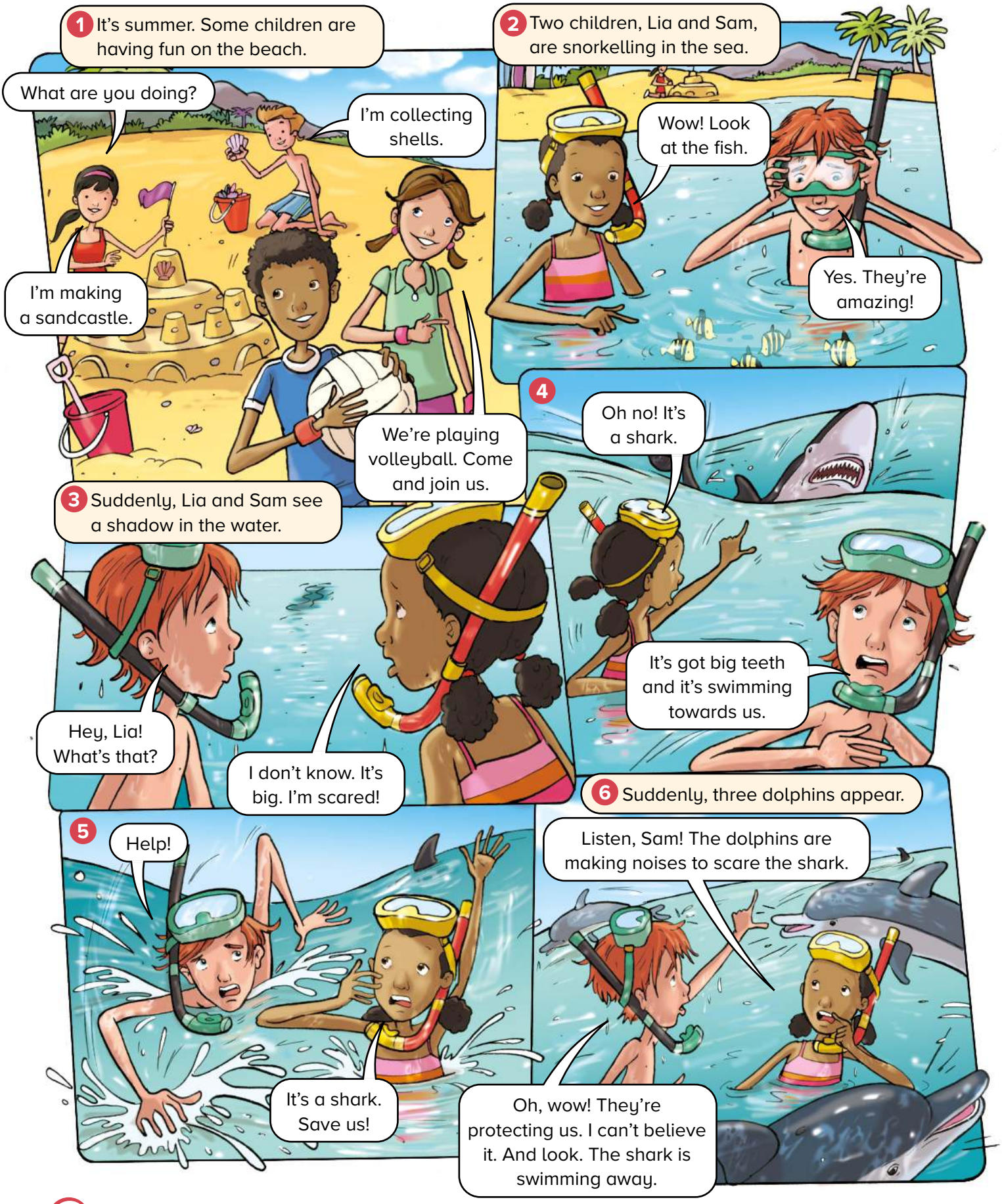
F-I-S-H-I-N-G


5 **Work with a friend. Play *Spell, draw or mime*.** 

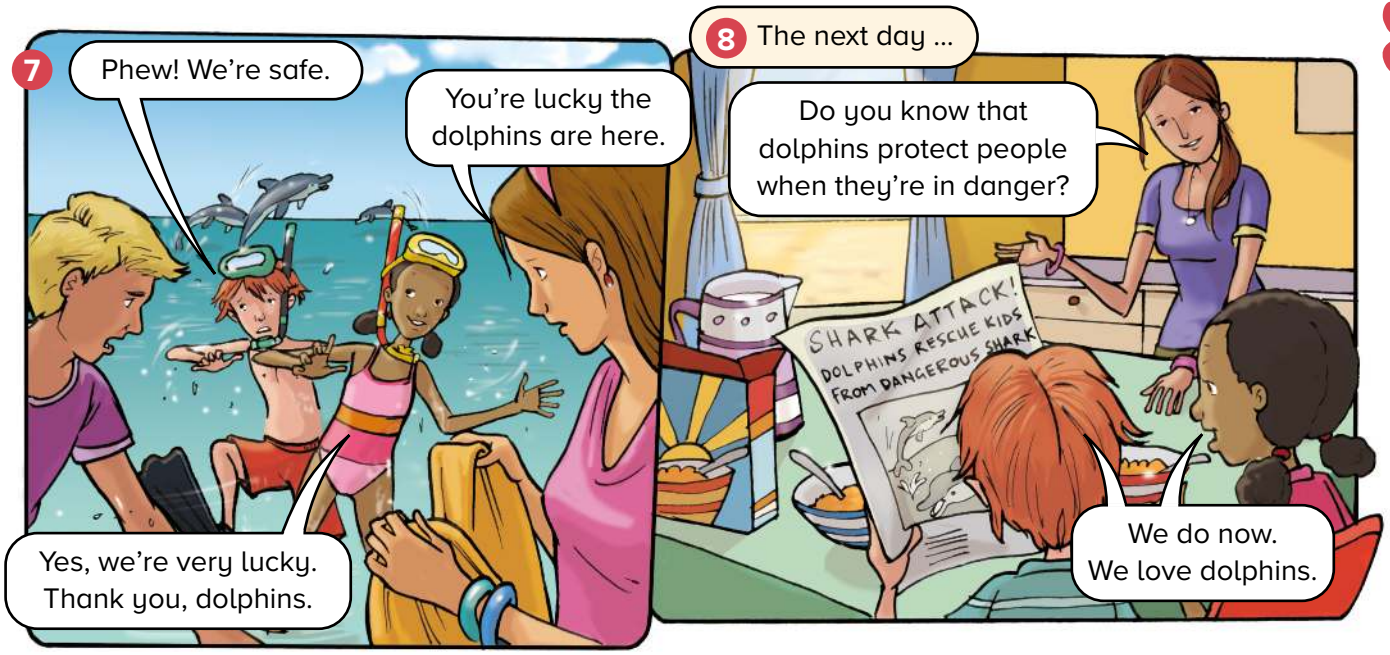
Language: *Beach activities*

6 Lesson 2 Story

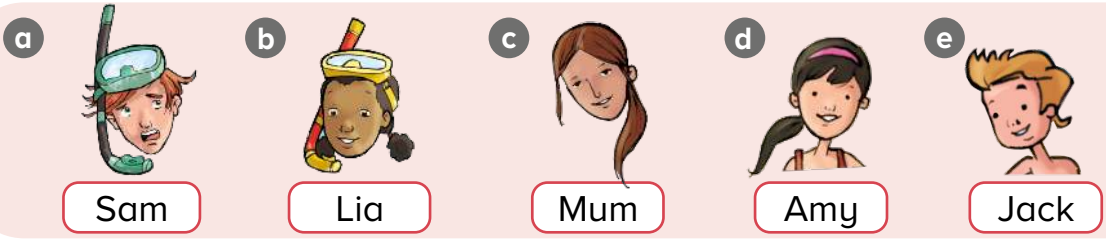
1 3.28 Listen and read *Shark attack!*. Act out the story.



Adventure story: *shark, dolphin, lucky; I'm (making a sandcastle). We're (playing volleyball). It's (swimming).*



2 3.29 Listen, find and point. Say.



Mouse Mystery



3 3.30 Read and answer the questions. Listen and check.

1. What are Sam and Lia doing in the sea?
2. What is the shadow in the water?
3. What are the dolphins doing?
4. Do Sam and Lia like dolphins?

Is it important to keep safe? How do you keep safe?









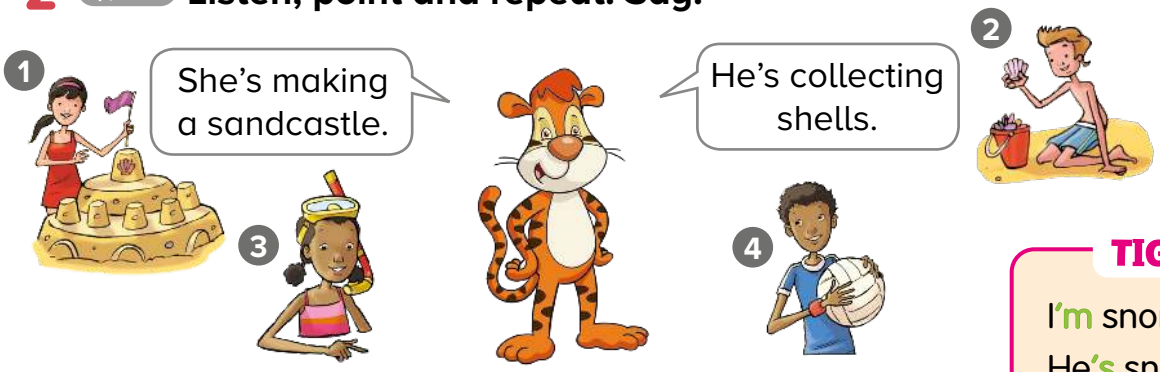
Tiger Street Club Values: *Keep safe.*

6 Lesson 3 Grammar 1 and Speaking

1 3.31 Listen, point and repeat.



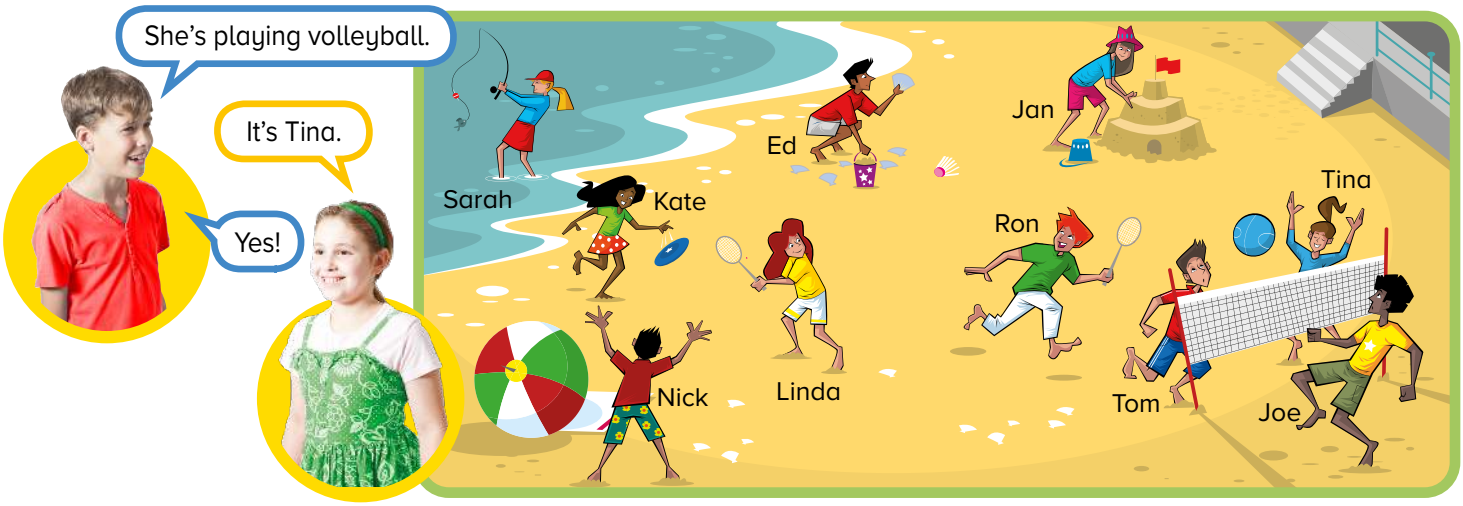
2 3.32 Listen, point and repeat. Say.



TIGER TIP

I'm snorkelling.
He's snorkelling.
She's snorkelling.

3 Play *Guess who!*.



4 Make the mini-cards. Play *Say and arrange*.

Number two. She's putting on sun cream.



Number five. He's snorkelling.



OK! Let's check.

Language: *I'm (swimming). He's/She's (snorkelling).*

Lesson 4 Grammar 2 and Speaking

1 3.33 Listen, point and repeat. Say.



TIGER TIP

We're fishing.
You're fishing.
They're fishing.

2 Say what Tiger and Mouse are doing.

Play *Mime and guess*.

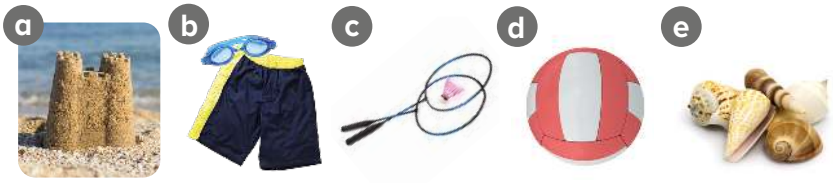


They're fishing.

3 3.34 Point and say. Listen to the sounds and guess.



They're making a sandcastle.



4 3.35 Listen and read. Sing *It's summer time*.

It's summer time,
it's summer time.
We're playing on the beach
and having fun.

I'm **making a sandcastle**.
You're **playing volleyball**.
He's **collecting shells**.
She's **playing badminton**.

I'm **flying a kite**.
You're **playing Frisbee**.
She's **putting on sun cream**.
He's **swimming** in the sea.



5 Work with a friend.

Imagine you're at the seaside.

1 Say what you're doing.

2 Say what other children are doing.

6 3.38 Read, listen and repeat. Say.

Tiger Twister

Vicky's visiting **V**ictor in his **v**illage and they're playing **v**olleyball.

Language: *We're/You're/They're (fishing).*
Pronunciation: /v/: *Vicky, visiting, Victor, village, volleyball*

6 At the seaside

Lesson 5 Vocabulary 2

1 3.39 **Listen, point and repeat. Cover and play *Word or number?*.**



1 starfish 2 snail 3 jellyfish 4 seahorse 5 crab

2 Find, point and say.





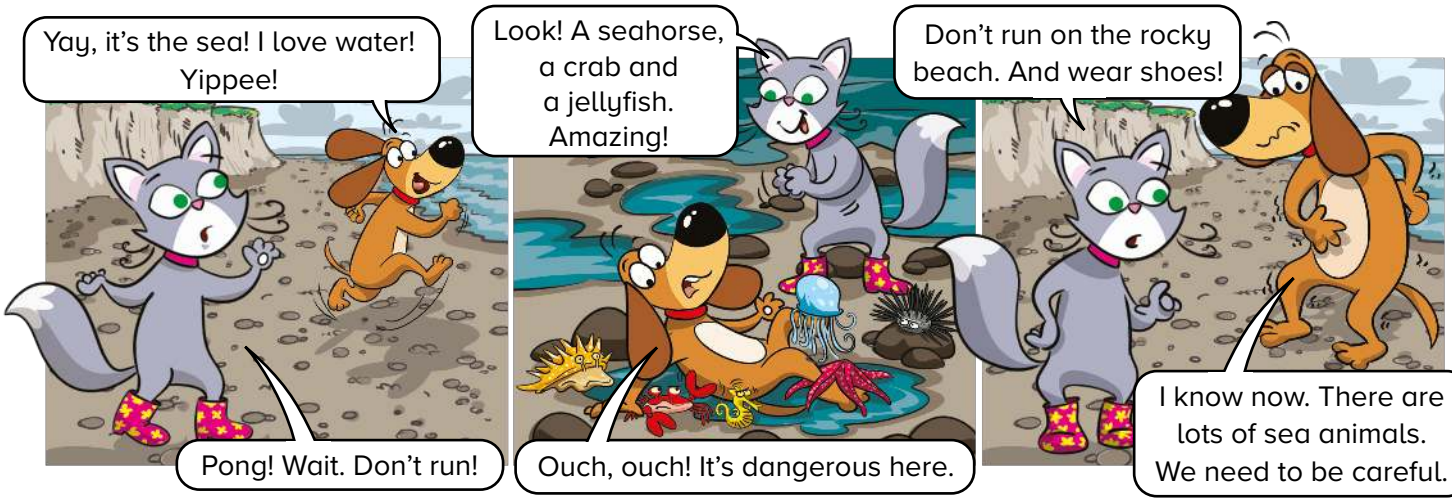
3 3.40 **Read and say *True* or *False*. Listen and check.**

QUIZ

1 Seahorses have got teeth.
2 Some snails can live 25 years.
3 Jellyfish haven't got blood.
4 Crabs eat only plants.
5 Starfish haven't got eyes.



4 3.41 **Listen, read and point. Act out the story.**



5 Close your books. Can you remember five sea animals?

Language: *sea animals*

Lesson 6 CLIL

1 3.42 Listen and read. Answer and check.

a



Is a **whale** a fish or a mammal?

b



Is a **penguin** a mammal or a bird?

c



Is a **turtle** an amphibian or a reptile?

d



Is a **shark** a fish or an amphibian?

2 3.43 Listen and read. Match with your fingers.

Lots of amazing animals live in the sea: fish, mammals, reptiles and even birds.

1 This is a whale.
It's swimming slowly.

2 This is a penguin.
It's catching fish.

3 This is a shark.
It's looking for food.

You can see lots of sea life in rock pools next to the sea.

4 This is a crab.
It's walking sideways.

5 This is a seahorse.
It's hiding here.

a



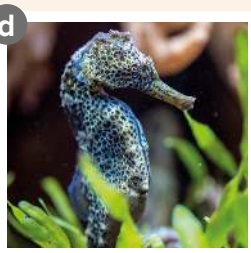
b



c



d



e



3 Play *Name the animal*.



It's walking sideways.

It's the crab.

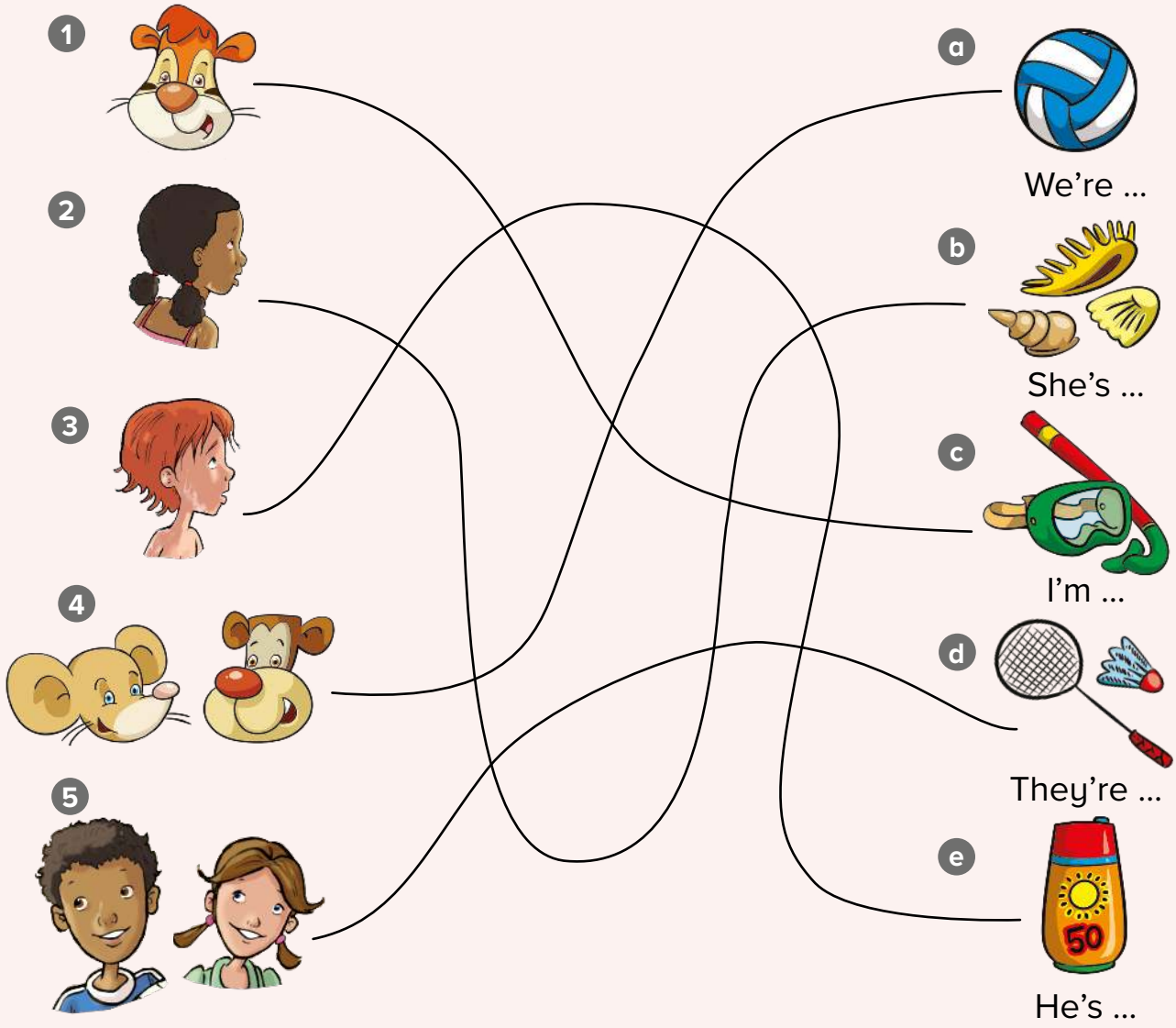


Language: *Sea life*

Lesson 7 Unit review

1 3.44 Find and say. Listen and check. Write in your notebook.

Example: 1. I'm snorkelling.



2 3.45 Look and say. Read, listen and check.



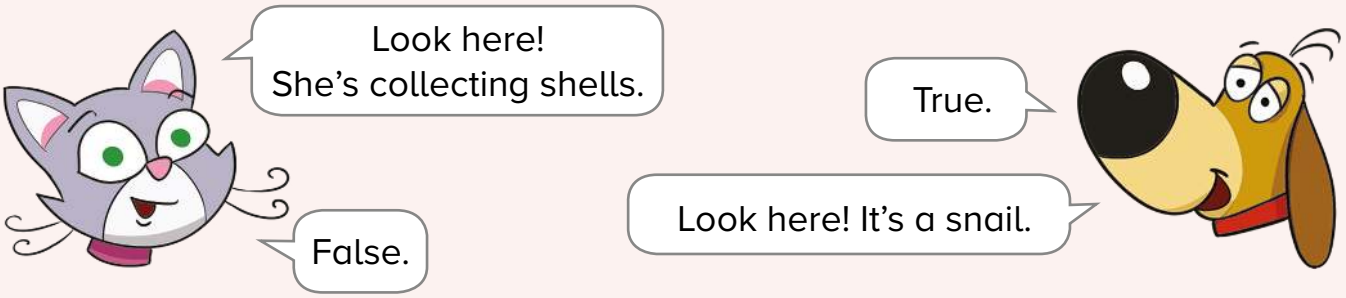
I'm at a rock pool. I can see a , a 

and a . They're hiding here. And there's

a  too. It's swimming slowly. Look at this .

It's walking sideways.

3 Play *True or False?*.



4 Can you do this in English? Choose and point.

znam czynności wykonywane na plaży

znam zwierzęta morskie

mówię, co robię w tej chwili

mówię, co inne osoby robią w tej chwili

mówię, co w danej chwili robią morskie zwierzęta

śpiewam piosenkę



5 3.46 Listen and repeat. Act out the dialogue.

Classroom language



→ Go to the Picture Dictionary on page 85.

Tiger Team Magazine

1 3.47 Listen and read. Answer the question.



In the UK ...

- Lots of children go to the seaside in the summer.
- They do fun activities on the beach.
- When it's rainy, they visit interesting places.

What about Poland?

2 Read and say.

Dear Aunt Jane,
I hope you're well.
I'm at the seaside with Mum and Dad.
We're staying in a hotel near the beach. It's fantastic.
Today it's cloudy and rainy.
We're visiting a search and rescue centre. It's fun!
See you soon,
love from Nasim





PROJECT

3 Make a postcard from your holiday. Present your project.



Write about:

- where you are and who you are with – *I'm ... with ...*
- where you are staying – *I'm staying ...*
- the weather – *It's ...*
- what you are doing – *We're ...*

Language: *I'm at the seaside with (Mum). We're staying in a (hotel). It's (cloudy). We're (swimming).*

Tiger Review 3



Tiger and Friends

1 **Where do you want to go on holiday?**

2 3.48 **Listen to the story and point.**



3 **Answer the questions. Act out the story.**

4 3.49 Guess and say. Ask and answer *Yes, I can* or *No, I can't*. Listen and check.



Can you swim?

Yes, I can.



1  ✓

2  ✗

3  ✓

4  ✗

5  ✓

6  ✗

5 3.50 Match with your fingers and say. Listen and check.

1 

I'm ...

2 

She's ...

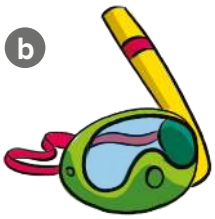
3 

He's ...

4 

They're ...

a 

b 

c 

d 



I'm collecting shells.

6 3.11 3.35 Sing a song from Unit 5 or Unit 6.

End-of-Year Show

1 4.1 **Listen, point and repeat.**

2 4.2 **Listen, point and say *The Tiger Street word* rap.**


1 actor


2 audience


3 stage


4 costume


5 lights


6 make-up



7 script



8 ticket



9 programme



10 poster

3 4.3 **Look, read and say. Listen and check.**

Preparing a show


I'm helping with the ? and the music.



I'm designing the ?.



I'm writing the ?.


I'm helping with the ?.


I'm printing the ?.


I'm Jack. I'm helping with the ?.

Language: *Theatre words*

4 4.4 Listen and read *Stone Soup*. Act out the play.

SCENE 1 In the mountains

NARRATOR Anton, Dina, Boris and Klara are hikers. They walk in the mountains for many days.
BORIS I'm hungry.
KLARA Me too. But we haven't got any food.
ANTON Look! There's a village. We can ask for food there.
DINA Good idea!



SCENE 2 In the village

NARRATOR Anton, Dina, Boris and Klara arrive in the village. They knock on the doors of the houses.
OLD WOMAN Who is it?
BORIS Hello. We're hikers and we're hungry. Please share your food with us.
OLD WOMAN No, sorry. I don't want to share my food with you.
OLD MAN Who is it?
DINA Hello. We're hikers and we're hungry. Please share your food with us.
OLD MAN No, sorry. I don't want to share my food with you.
KLARA Hello. We're hikers and we're hungry. Please share your food with us.
YOUNG WOMAN No, sorry. I don't want to share my food with you.
NARRATOR The hikers knock on the doors of more houses in the village ...
BORIS I don't like the people in this village.
DINA They aren't very kind.
KLARA Let's teach them a lesson. Do you know the *Stone Soup* story?
ANTON Yes! What a brilliant idea!





SCENE 3 Making stone soup

NARRATOR Anton, Dina, Boris and Klara put stones and water in a pot on their camping stove. The people of the village come and watch.

OLD MAN What are you doing?

KLARA We're making stone soup for dinner.

BORIS It's delicious! Can you smell it?

OLD MAN Hmm, ... err, ... no, I can't. But I'm very hungry.

KLARA You can share the soup with us.

DINA Mmm. The soup is good. But I think it needs some onions.

OLD MAN Oh, I've got some onions at home. Wait a minute. I can get them.

NARRATOR The old man brings some onions. Dina puts the onions in the pot.

ANTON Mmm! The soup is good. But I think it needs some carrots and potatoes.

OLD WOMAN Oh, I've got some carrots and potatoes at home. Wait a minute. I can get them.

KLARA Mmm. The soup is good. But I think it needs some meat.

YOUNG WOMAN Oh, I've got some meat at home. Wait a minute. I can get it.

NARRATOR Klara puts the carrots, potatoes and meat in the pot.

4



5



SCENE 4 Dinnertime

NARRATOR The stone soup is ready now. It smells delicious! Everyone is hungry.

ANTON Come and share our stone soup!

KLARA The stones in your village are very good.

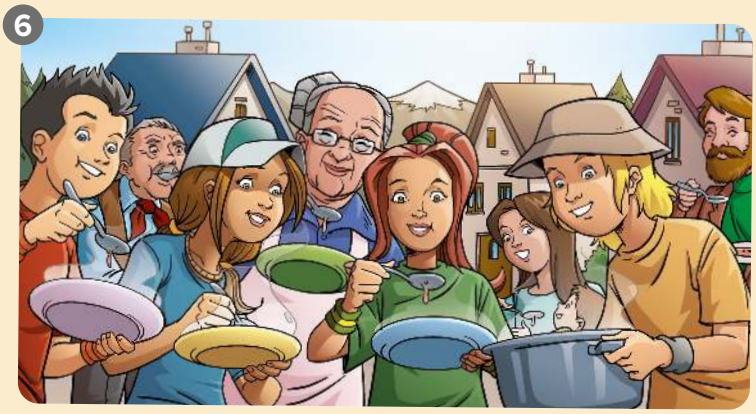
VILLAGERS Oh, thank you!

OLD MAN Mmm! I love stone soup.

OLD WOMAN It's delicious!

KLARA Yes, stone soup is delicious and we aren't hungry now.

6



Goodbye!



1 Play *Tiger&Friends goodbye game*.



Start

1	2	Can you say the alphabet?	Can you spell your name?	5	Can you say what you do in your free time?	7	8
							Can you name the body parts of a bird?
Can you say what you do every day?	16	Can you name two foods you don't like?	Can you name two foods you like?	13	Can you name three mammals?	11	10
18							
19	Can you say what time you go to bed?	21	Can you name two sports you can do?	Can you name two sports you can't do?	24	Can you say what animals live in the sea?	26

Finish

Well done!

2 4.5 Listen and do the Tiger Street Club quiz.



Quiz

1. Say what you don't do in your free time.
2. Say what you do on the computer.
3. Name the body parts of a tiger.
4. Name one reptile and one amphibian.
5. Name two foods children eat for lunch.
6. Name two fun ways to eat fruit and vegetables.
7. Say what you do in the morning.
8. Name four sports your friends can do.
9. Name two workout activities.
10. Imagine you're on the beach and say what you're doing.

1 4.6 Listen, find and point. Listen and repeat.

a  cat

b  lantern

c  skeleton

d  ghost

e  bat

f  witch

g  treats

h  monster

i  costume

j  spider

2 4.7 Listen, read and say.

In the UK ...



Lots of children make simple Halloween costumes. They have parties and play games. Some children also use pumpkins to make Halloween lanterns. They visit their neighbours and friends and say 'trick or treat'. People give them food to eat and special treats.

Do children celebrate Halloween in Poland?

3 4.8 Listen, read and match with your fingers.

Sing *Come to the Halloween party!*.

Come to the Halloween party tonight.
It's scary and fun.
Please don't get a fright!
Come as a **witch**, a **monster** or a **cat**.
Come as a **skeleton**, a **ghost** or a **bat**.
Come to the Halloween party tonight.
It's scary and fun.
Please don't get a fright!

a 

b 

c 

d 

e 

f 

4 Play *Halloween costumes*.

I'm wearing a black jumper and black shorts. I've got black ears and wings.



Yes, I am.



Are you a bat?

Language: *cat, lantern, skeleton, ghost, bat, witch, treats, monster, costume, spider*



1 4.10 Listen, find and point. Listen and repeat.

a 
Christmas stocking

b 
bell

c 
snowflake

d 
Christmas tree

e 
star

f 
crown

g 
Father Christmas

h 
cracker

i 
gift

j 
candle

2 4.11 Listen, read and say.

In the UK ...



It's a tradition for many people to have crackers at Christmas. Crackers have got a paper crown, a small gift or toy and a joke inside. One person pulls one end of the cracker and another person pulls the other end. The cracker goes 'pop' and the contents fall out.

What Christmas traditions have you got in Poland?

3 4.12 Listen, read and match with your fingers.

Sing *The cracker song*.

Crackers are for Christmas.
Listen to the pop, pop, pop!
Let's pull a Christmas cracker.
And see what it's got.

A paper crown, a funny joke,
A small gift or toy.
Crackers are for Christmas.
They bring fun and joy!

a 

b 

c 

d 

e 

4 Ask and say.



Has your cracker got a hat?

Yes, it has.



Language: *Christmas stocking, bell, snowflake, Christmas tree, star, crown, Father Christmas, cracker, gift, candle*

EARTH DAY



1 4.14 Listen, find and point. Listen and repeat.

a 
recycle

b 
use cloth bags

c 
turn off the light

d 
pick up litter

e 
reuse

f 
plant trees

2 4.15 Listen, read and say.

In the UK ...



On 22nd April people celebrate Earth Day.
It is a special day when children learn how to protect our planet. On that day children go to the park with their teachers to pick up litter or to plant trees. At some schools, children make cloth bags for shopping.

How do children celebrate Earth Day in Poland?

3 4.16 Listen, read and match with your fingers.

Say *The Earth needs your help* rap.

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

It's Earth Day today,
Recycle and **reuse**.
Use things again and again

It's Earth Day today,
Plant trees!
The Earth needs your help!



a 

b 

c 

d 

4 Ask and answer.



How do you help our planet?

I recycle glass, plastic and paper.



Language: *recycle, use cloth bags, turn off the light, pick up litter, reuse, plant trees*

Picture Dictionary

Unit 1



play games



listen to music



watch films



use a computer



go on excursions



take photos



help people



paint pictures



make things



do sports



play online games



write emails



watch music videos



write for a class blog



do projects

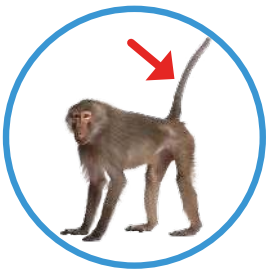


find out information

Unit 2



teeth



tail



claws



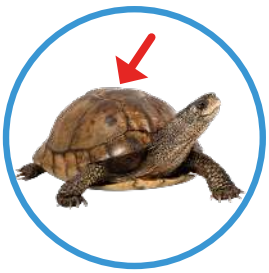
feathers



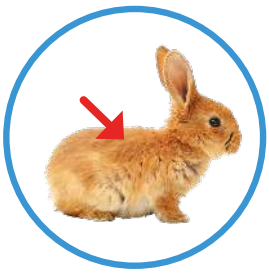
whiskers



wings



shell



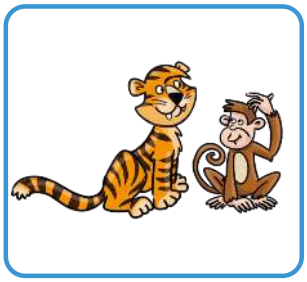
fur



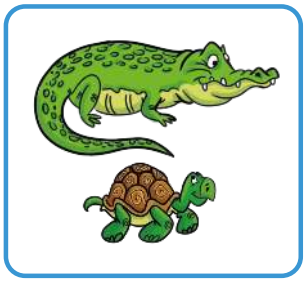
beak



scales



mammals



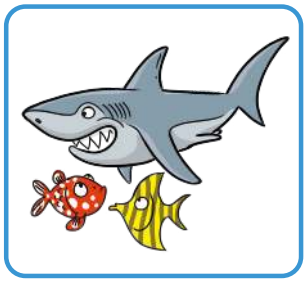
reptiles



amphibians



birds



fish

Unit 3



fruit juice



water



sandwiches



chicken



salad



yoghurt



crisps



chocolate



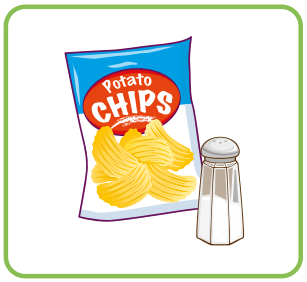
strawberries



ice cream



sweet



salty



sour



bitter

Unit 4



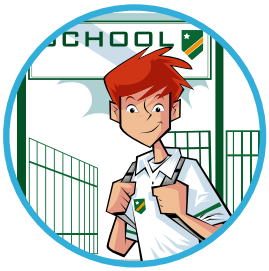
get up



have breakfast



brush your teeth



go to school



have lunch



go home



have dinner



have a shower



put on your pyjamas



go to bed



in the morning



at midday



in the afternoon



in the evening



at night



at midnight

Unit 5



dive



row



play table tennis



do judo



do karate



ride a bike



ride a horse



skateboard



rollerblade



ice-skate



do squats



do press-ups



walk on the spot



run on the spot



stretch

Unit 6



collecting shells



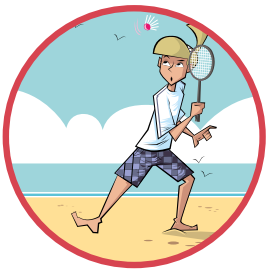
making a sandcastle



playing volleyball



playing Frisbee



playing badminton



swimming



fishing



snorkelling



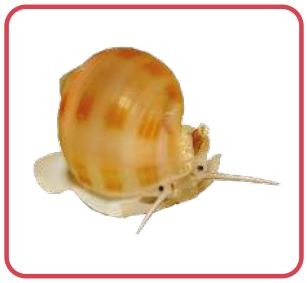
putting on sun cream



flying a kite



starfish



snail



jellyfish



seahorse



crab

Basic Vocabulary

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



Seasons

spring
summer
autumn
winter



Months

January
February
March
April
May
June
July
August
September
October
November
December

Numbers

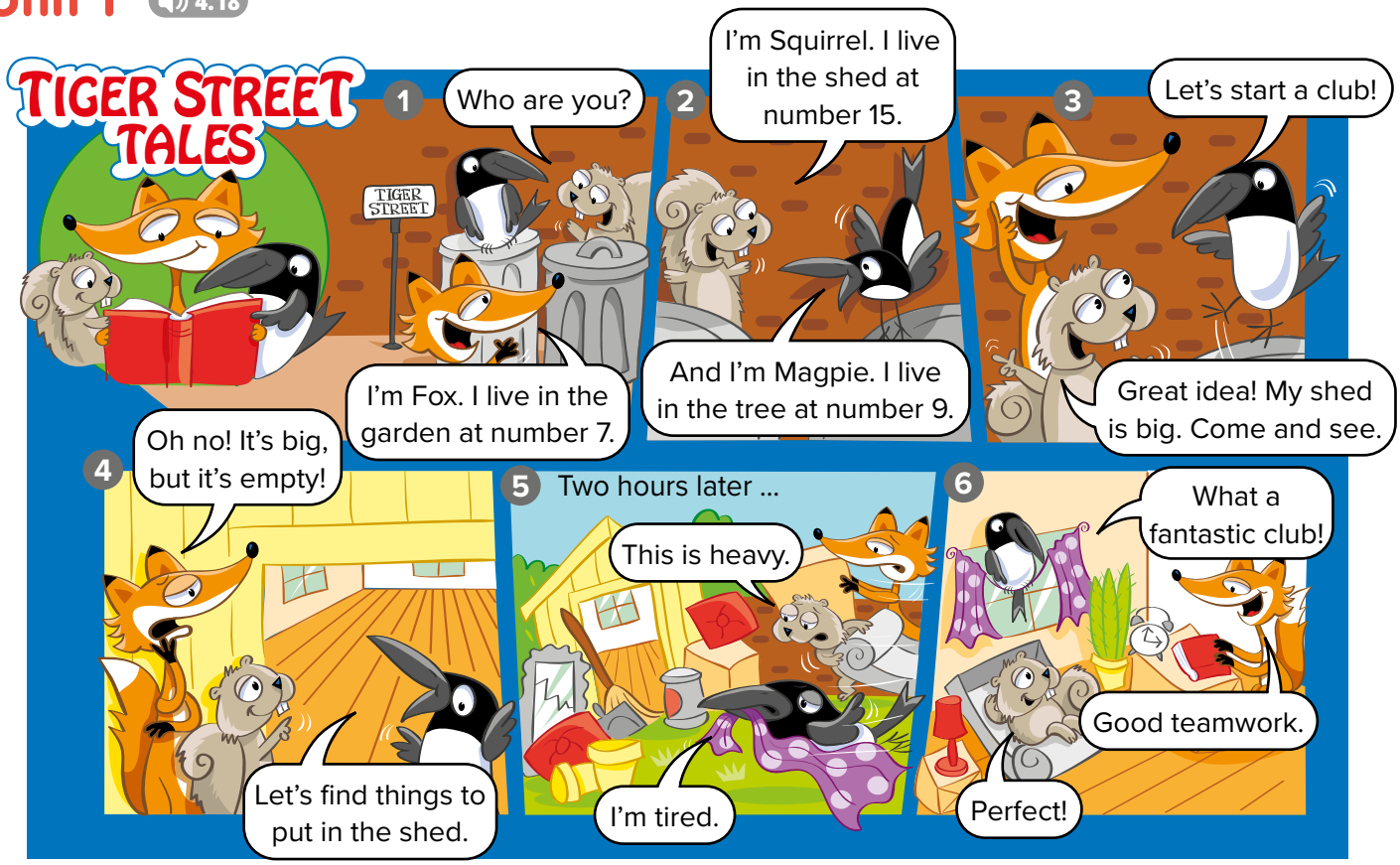
1 one
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine
10 ten

11 eleven
12 twelve
13 thirteen
14 fourteen
15 fifteen
16 sixteen
17 seventeen
18 eighteen
19 nineteen
20 twenty
30 thirty
40 forty
50 fifty
60 sixty
70 seventy
80 eighty
90 ninety
100 a hundred



Tiger Street Tales

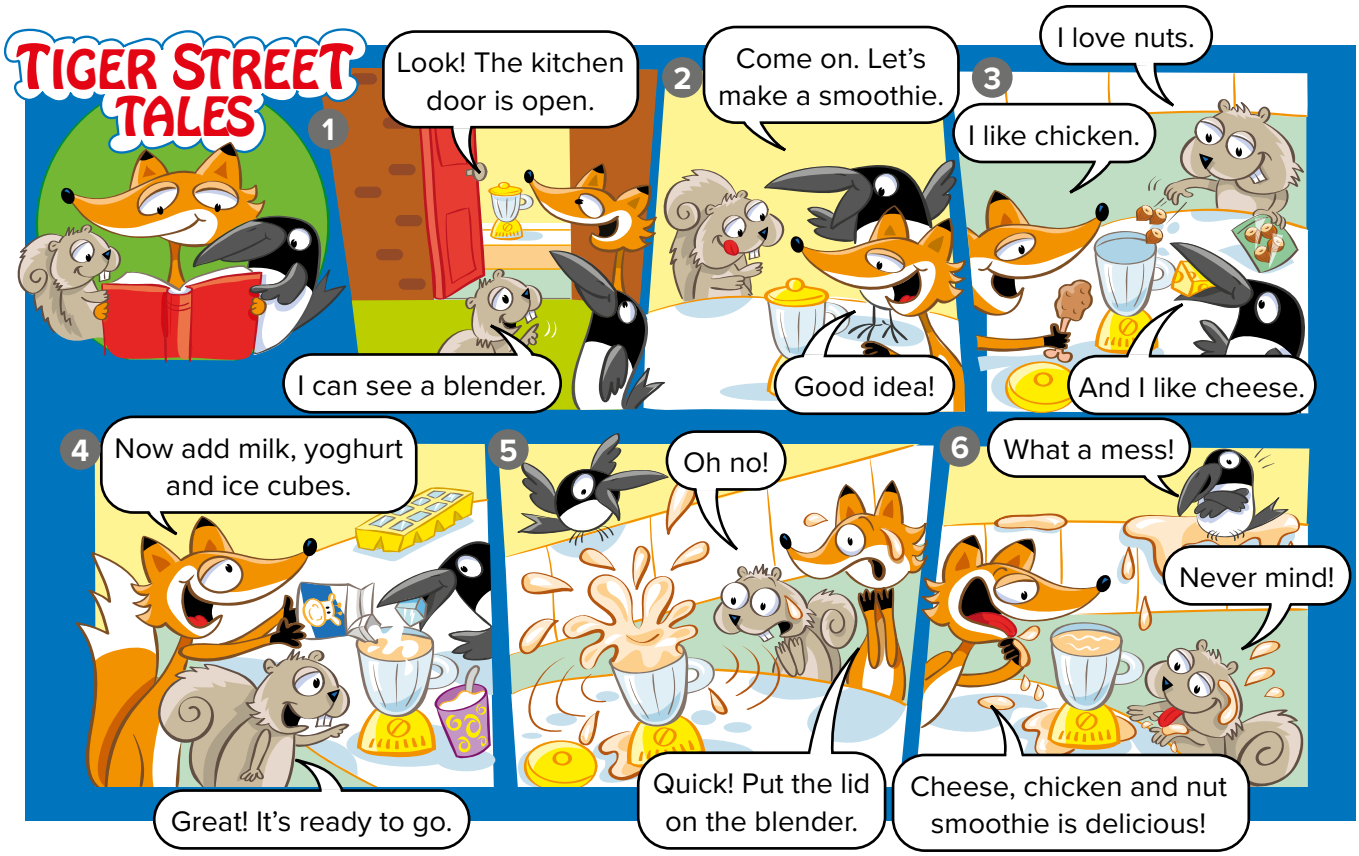
Unit 1 4.18



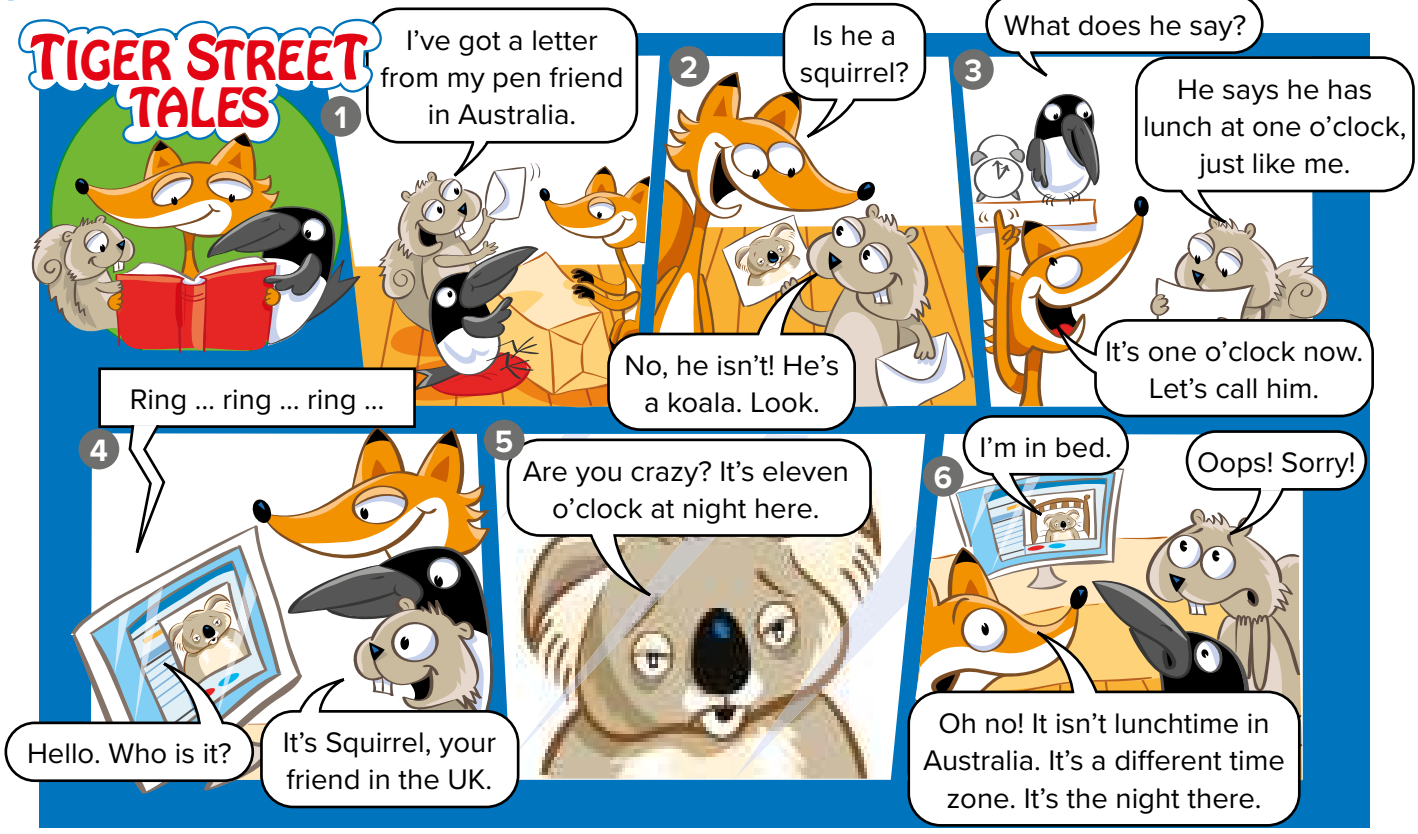
Unit 2 4.19



Unit 3 4.20



Unit 4 4.21



Unit 5 4.22



Unit 6 4.23



Tiger's Project

Shopping

1 4.24 **Listen, point and repeat. Answer.**



1 toy shop 2 bakery 3 bookshop 4 clothes shop 5 market 6 pet shop

Which shop is your favourite?

2 4.25 **Read, listen and repeat. Say. Act out the dialogue.**



Hello, I'd like this book, please.

How much is it?

Here's 10 euros. Thank you.

Here you are.

It's 10 euros.

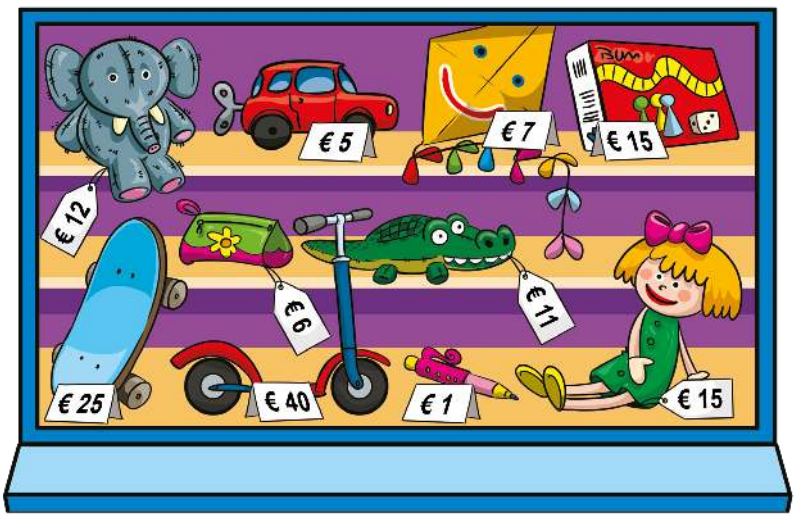
Thank you.



3 4.26 **Read and listen. Look and answer the questions.**



I've got 40 euros. I want to buy some toys for my friends, Mouse and Monkey. Mouse likes games, so I want to buy the board game. Monkey likes sports, so I want to buy the skateboard.



1 How much money has Tiger got?
2 How much is the toy for Mouse?
3 How much is the toy for Monkey?
4 How much are Mouse and Monkey's toys together?

Design a shop

4 **Invent a dream shop. Draw the shop.**

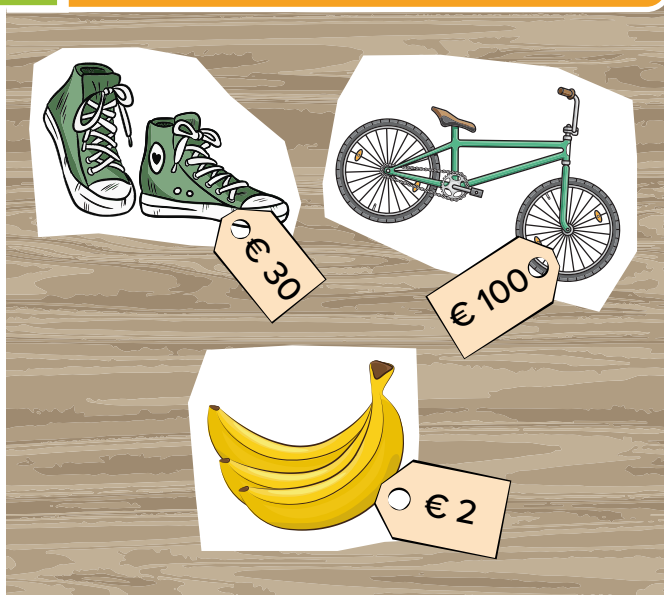
Step 1 Choose a type of shop.



Step 2 Invent a name for the shop.

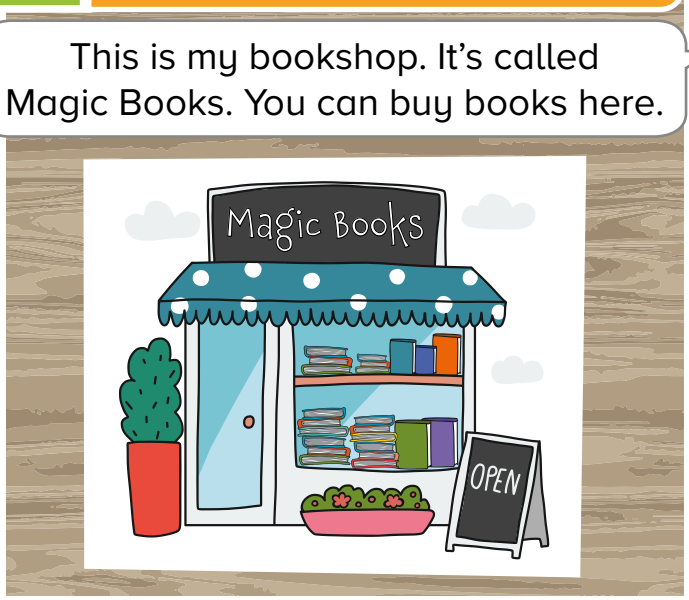


Step 3 Draw the products that the shop offers. Add prices.



Step 4 Present your shop to the class.

This is my bookshop. It's called Magic Books. You can buy books here.



Reading Extension 1

1 4.27 **Listen and read.**

INCREDIBLE ICE!

Where in the world is it very cold? Do you know? The top and the bottom of the Earth are called the **North Pole** and the **South Pole**. It's cold all the time at the poles and there's lots of **ice**.

Polar bears live near the North Pole. They have got very thick fur and they can swim very well. They walk on the ice and they look for **seals** and fish to eat.





This is a **glacier**. It's a river of ice. Glaciers move very slowly. They start high in the mountains.



Ice and snow are very slippery. People can travel on **snowmobiles**. **Penguins** sometimes slide on the ice to move around. They lie on their stomachs. Then, they push the ice with their wings. Penguins live near the South Pole.





Language: *North Pole, South Pole, ice, polar bear, seal, glacier, snowmobile, penguin*

2 4.28 Read and match with your fingers. Listen and repeat.

snowmobile seal South Pole ice penguin North Pole glacier polar bear










3 Read and say *a* or *b*.

1 The top of the Earth is called ...	**a** the North Pole.	**b** the South Pole.
2 Polar bears eat ...	**a** leaves and insects.	**b** fish and seals.
3 A glacier is a river of ...	**a** mountains.	**b** ice.
4 Penguins live near ...	**a** the North Pole.	**b** the South Pole.

4 Read and say. Write in your notebook.

Example: 1. polar bears

penguins polar bears snowmobile seal



1 There are two ...
2 There's a black ... on the ice.
3 There are four ...
4 There's a woman on a ...

5 Answer the questions.

1 When can you see snow and ice in Poland?
2 What animals can you see in winter?
3 What sports do children do in winter?
4 What is your favourite activity in winter?



Reading Extension 2

1 4.29 **Listen and read.**

Water Sports

It's important to learn to swim. It keeps you safe in the water. There are many great sports you can do in the water, too!



In the pool

These children are in a swimming pool. They're playing water polo. There are two **goals** and the players swim and throw a ball. This boy is throwing the ball at the goal.

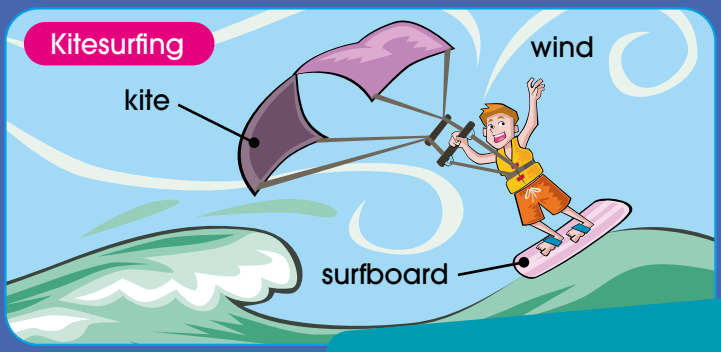
At the beach

People do water sports at the beach, too. These children have got **bodyboards**. You can lie on them and float on the **waves**. It's a lot of fun!





Some people can fly a kite and surf at the same time. This is called kitesurfing. When it's very windy, people can move fast in the water. This girl is learning to kitesurf.





On the river

These people are in **boats** on the **river**. The boats are called kayaks. They're using **paddles** to move the boats in the water. They're wearing **life jackets** and helmets, too. The **helmets** protect their heads.

Language: *goal, bodyboard, wave, boat, river, paddle, life jacket, helmet*

2 4.30 Read and match with your fingers. Listen and repeat.

waves boat helmet goal life jacket bodyboard paddle river










3 Read and match with your fingers. Say the sentences.

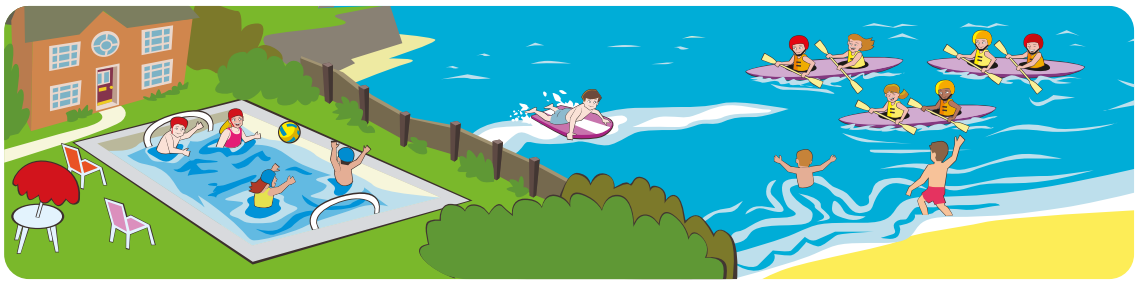
1. In water polo, the players throw ...
2. People use bodyboards ...
3. To move the boat in the water ...
4. People in kayaks wear helmets ...

a. to protect their heads.
b. a ball at the goal.
c. you need paddles.
d. on the waves at the beach.

4 Read and say. Write in your notebook.

Example: 1. helmets

helmets bodyboard goals life jackets



1. Four children in the kayaks are wearing ...
2. There are two ... in the swimming pool.
3. All the children in the kayaks are wearing ...
4. There's a boy on a purple ... in the water.

5 Answer the questions.

1. What water sports do you do?
2. Which is your favourite?
3. Where do you do it?
4. What do you wear?

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TIGER & FRIENDS 3

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