

KSIAŻKA UCZNIĄ

Tiger & Friends 3



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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KSIAŻKA UCZNIA

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English	Polish
Act out	Odegraj
Answer	Odpowiedz
Ask	Zapytaj
Check	Sprawdź
Choose	Wybierz
Close	Zamknij
Cover	Przykryj / Zastój
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!



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



Tiger's Quiz

1 What number is it?

70

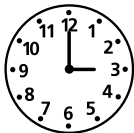
2 What month is it?

September						
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 What day of the week is it?

Monday
9

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.**



Classroom language



Can you help me, please?



Can you repeat that, please?



What does it mean?



I don't understand.



I don't know.



Can I go to the toilet, please?

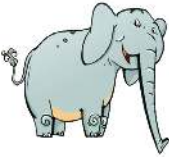
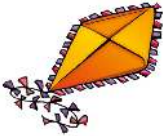
4 **3** **Work with a friend. Mime and guess.**





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?

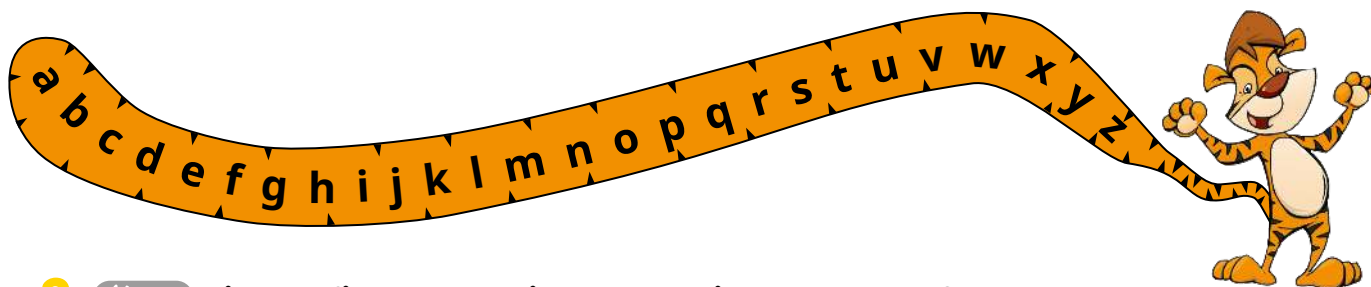


3 Make the alphabet cards.



Lesson 4

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



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



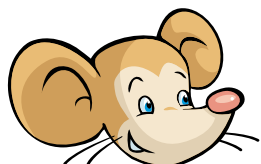
fish
lamp
nose
water

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

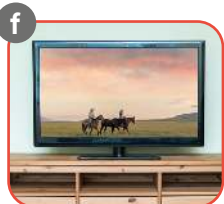


9 make things



10 do sports

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



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*.

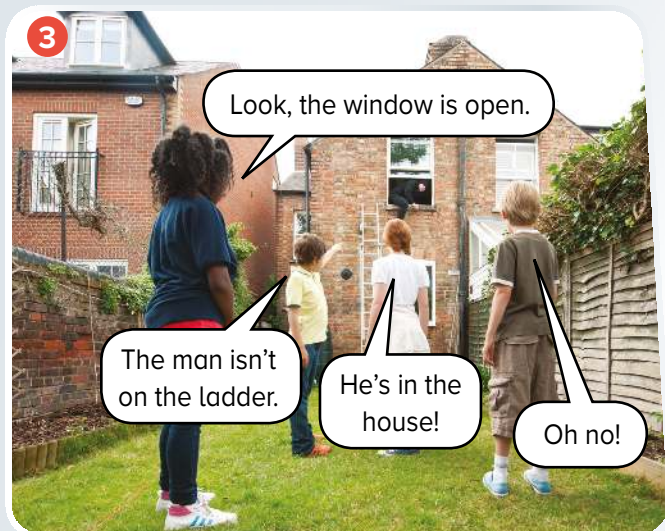




Lesson 2 Story

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

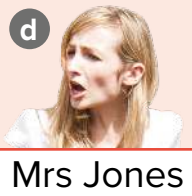
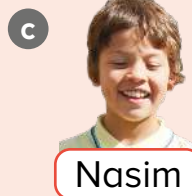
1 The Tiger Street Club meet in a shed in Ben's garden. The children listen to music and play games. One day ...





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.

Do you know a kind person?
How do you help other people?





Lesson 3 Grammar 1 and Speaking

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

I play games.

1

2

3

I don't paint pictures.

4

5

6

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?

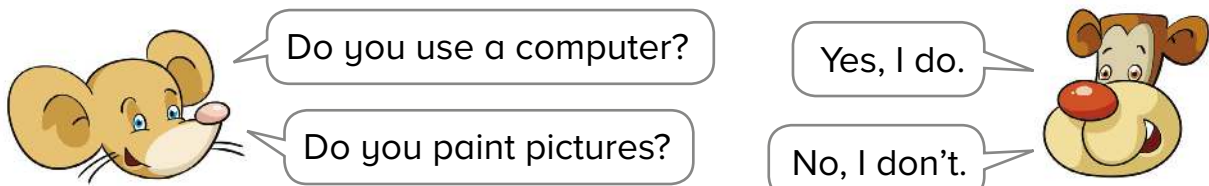
I do sports. I play games.
I don't take photos.

Is this right?

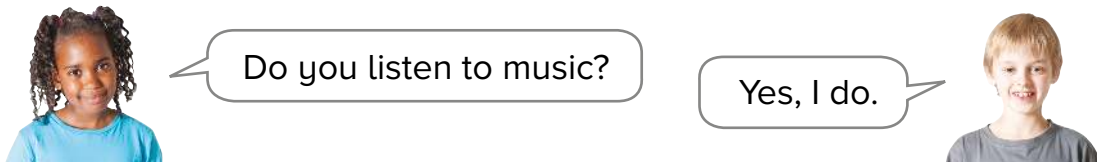
Yes, it is!

Lesson 4 Grammar 2 and Speaking

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



2 Ask and say.



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.

Do **you** usually **use** a **computer** after **school**?

**Tiger
Twister**





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.**



Do you play online games?



Yes, I do.



Do you write emails?



No, I don't.

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



I write emails to my family.
I don't watch music videos.

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



I love my laptop.
I write emails.
I watch music videos.



I play online games. I do projects.
How do you use a computer, Pong?



I find out information!

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



Lesson 6 CLIL

1  1.31 Listen and read. Match with your fingers.



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*.



- 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



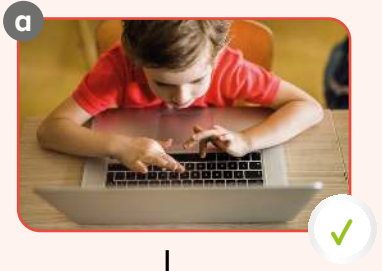
Find out what
'www' stands for.



Lesson 7 Unit review

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

Example: a. I use a computer.



I ...



I don't ...



...



...



...



...

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



Do you take photos?

No, I don't.



3 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

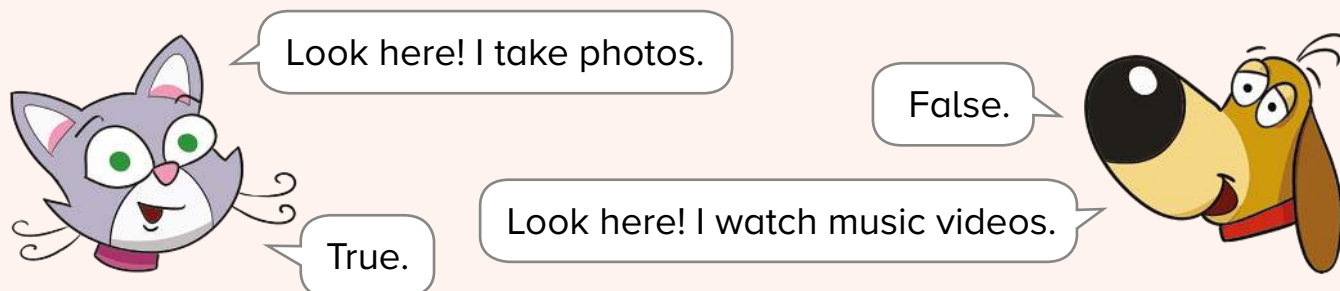
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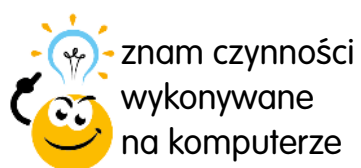
and 4



4 Play *True or False?*.



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

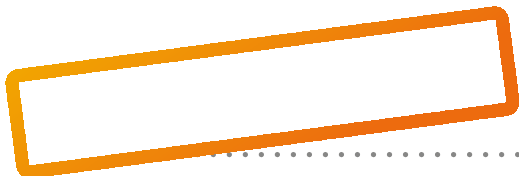


6 1.37 Listen and repeat. Act out the dialogue.





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 ...

2 Animal World

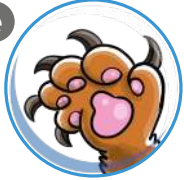
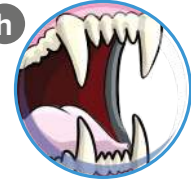
Lesson 1 Vocabulary 1

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*.

a 	b 	c 	d 	e 
f 	g 	h 	i 	j 

4 Spell with Mouse and Monkey.



How do you spell 'beak'?

B-E-A-K



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

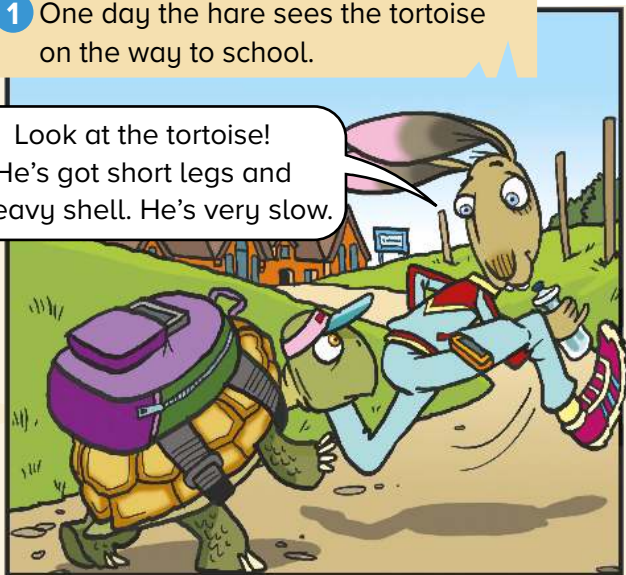


Lesson 2 Story

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

1 One day the hare sees the tortoise on the way to school.

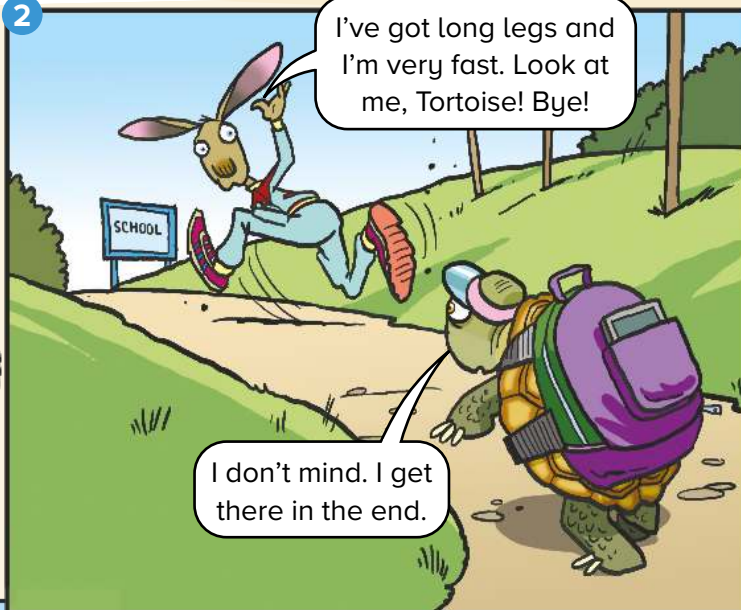
Look at the tortoise!
He's got short legs and
a heavy shell. He's very slow.



2

I've got long legs and
I'm very fast. Look at
me, Tortoise! Bye!

I don't mind. I get
there in the end.



3

Ah, here's the tortoise
at last! He's very slow
and I'm very fast.

Well, let's have a race
and see who the winner is.

Ha ha ha!
A race?
With you?

Oh no! Don't be
silly, Tortoise.



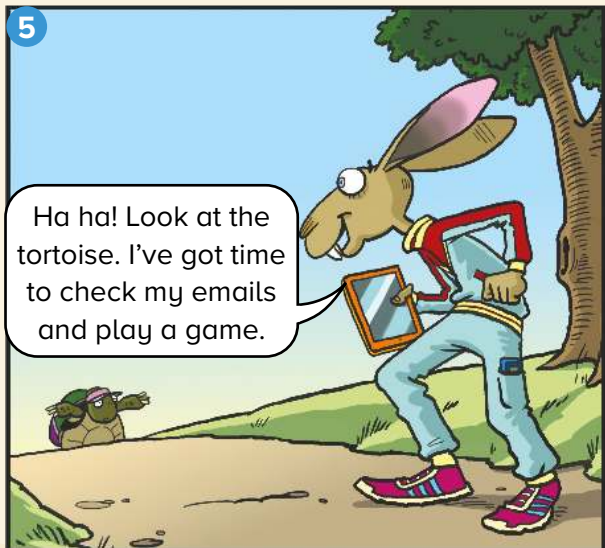
4

One ... two ...
three ... go!



5

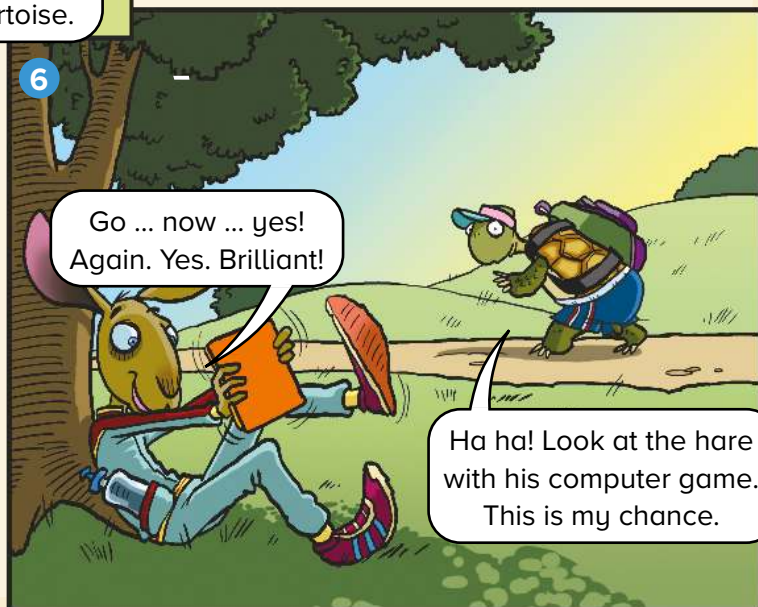
Ha ha! Look at the
tortoise. I've got time
to check my emails
and play a game.



6

Go ... now ... yes!
Again. Yes. Brilliant!

Ha ha! Look at the hare
with his computer game.
This is my chance.





2 1.42 **Listen, find and point. Say.**



Mouse Mystery



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?



Lesson 3 Grammar 1 and Speaking

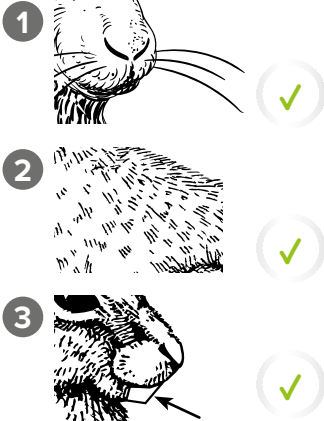
1 1.44 Listen, point and repeat. Say.

TIGER TIP

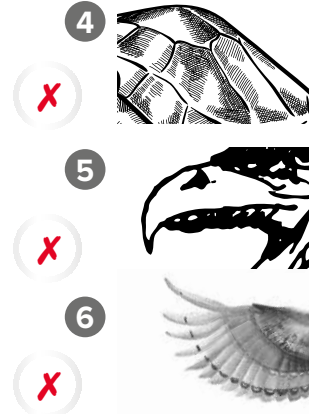


it's got = it **has** got

It's got whiskers.



It hasn't got a shell.



2 Read, look and guess. Say.

- 1 It hasn't got fur. It hasn't got legs. It's got scales.
- 2 It hasn't got arms. It's got feathers and a beak.
- 3 It's got fur, claws and a long tail.

It's a ?

It's a ?

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?

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

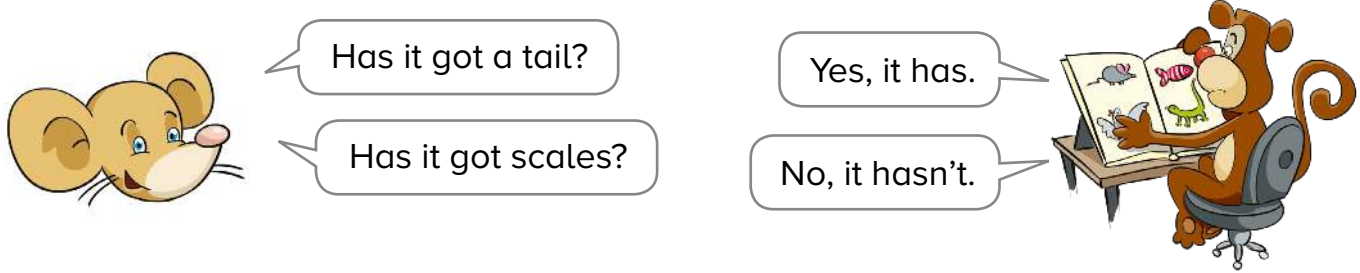
Is it a tiger?

No, it isn't.

Yes, it is.

Lesson 4 Grammar 2 and Speaking

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



2 Ask and answer. Guess.



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.

Has a **white** wolf got **white** whiskers?

Tiger Twister



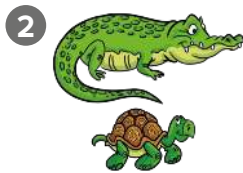
Amazing animals

Lesson 5 Vocabulary 2

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



mammals



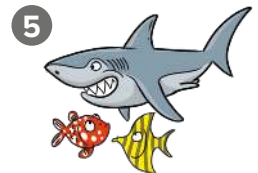
reptiles



amphibians



birds



fish

2 Play *What are they?*



Frogs are ...

... amphibians!



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

Quiz

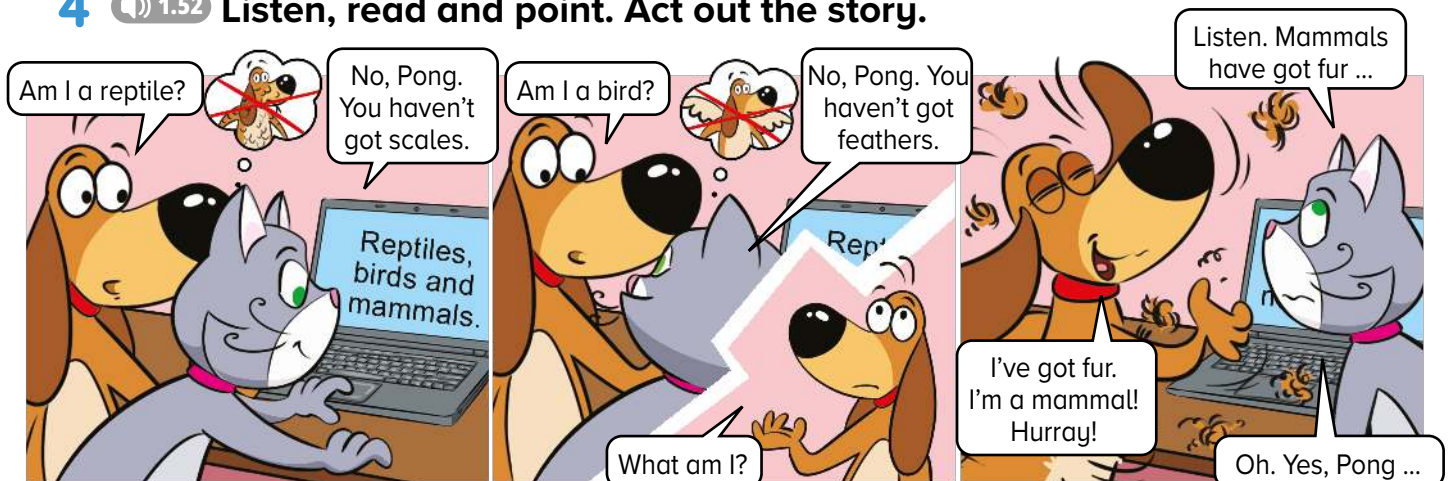


How much do you know about animals?

- | | |
|----------------------------|---------------------------------|
| 1 Bats are birds. | 4 Snakes are reptiles. |
| 2 Fish haven't got a tail. | 5 Mammals have got fur or hair. |
| 3 Birds have got feathers. | 6 Lizards are amphibians. |



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



5 Close your books. Can you remember five animal groups? 

Lesson 6 CLIL

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

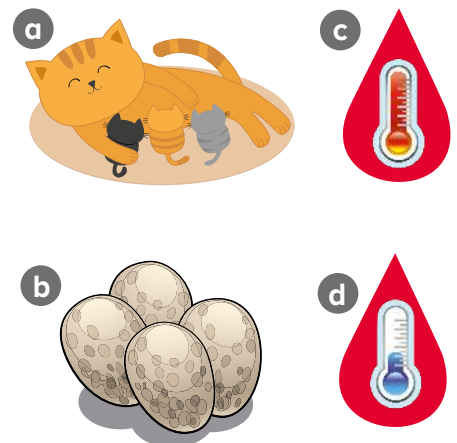
a  cat	b  tortoise	c  polar bear
d  snake	e  monkey	f  chameleon

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**.



3  1.55 Read and choose. Listen and check.

1 Which animals have got warm blood?

- a crocodiles b giraffes

3 Which animals have got cold blood?

- a elephants b chameleons

2 Which animals drink their mother's milk?

- a polar bears b tortoises

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?

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

Example: a. It's got a beak.



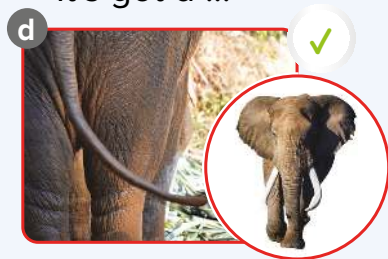
It's got a ...



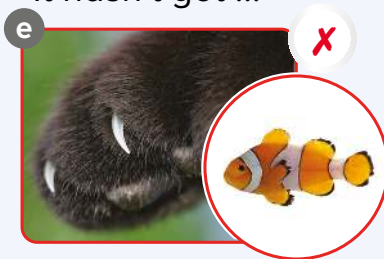
It hasn't got ...



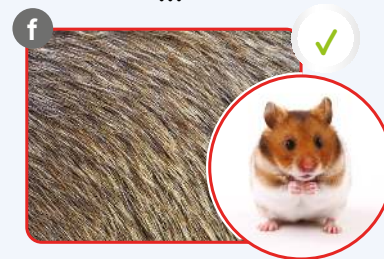
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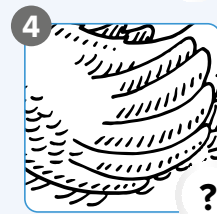
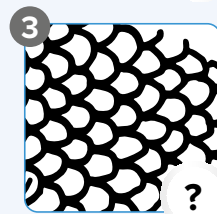
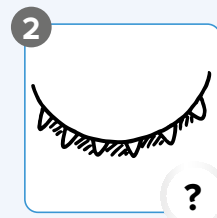
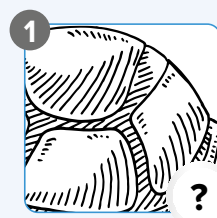


...



...

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

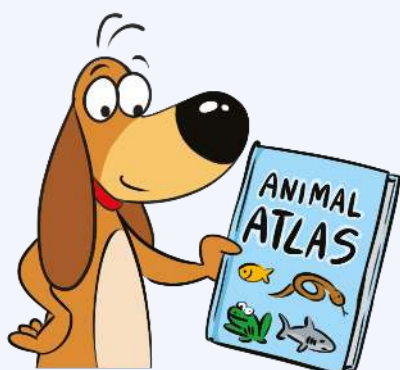


Has it got a shell?

No, it hasn't.

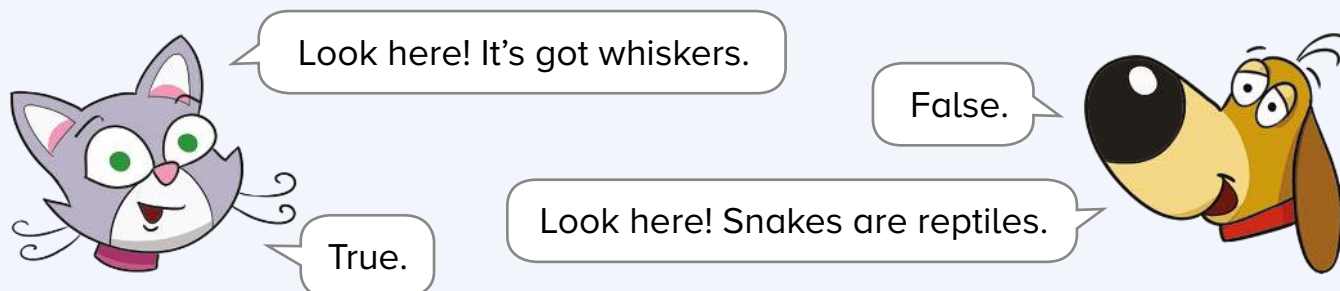


3 1.58 Read, choose and say. Listen and check.



- 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.

Look at this website
about reptiles.

Yes, it has.



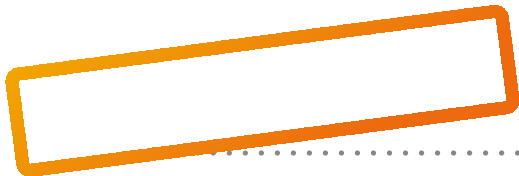
Has it got information
about cobras?

Great! Let's have
a look.





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 ...*

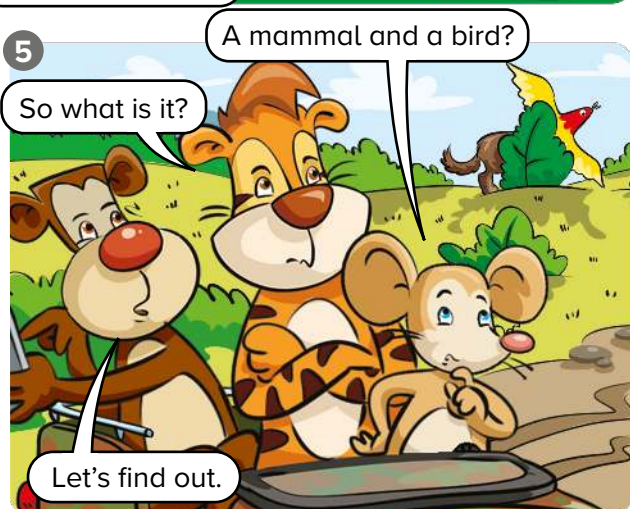
Tiger Review 1



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

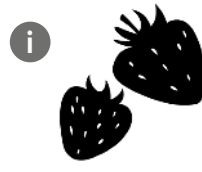
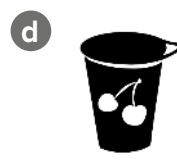
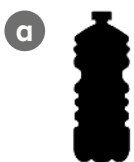


9 strawberries



10 ice cream

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



4 Spell with Mouse and Monkey.



How do you spell 'yoghurt'?

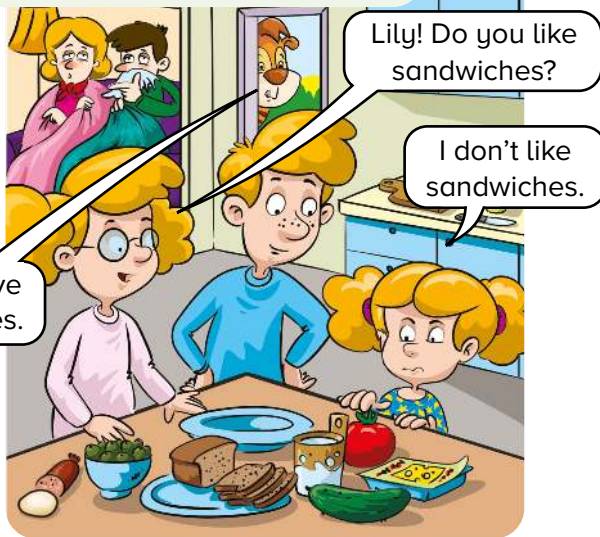
Y-O-G-H-U-R-T



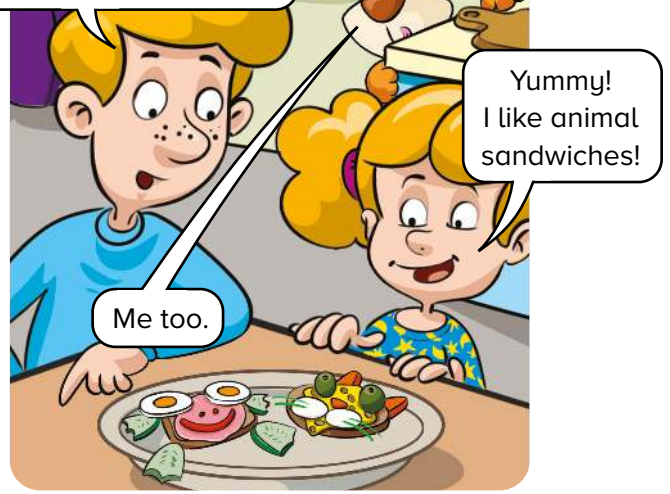
5 Work with a friend. Play *Spell, draw or mime*. 

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

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



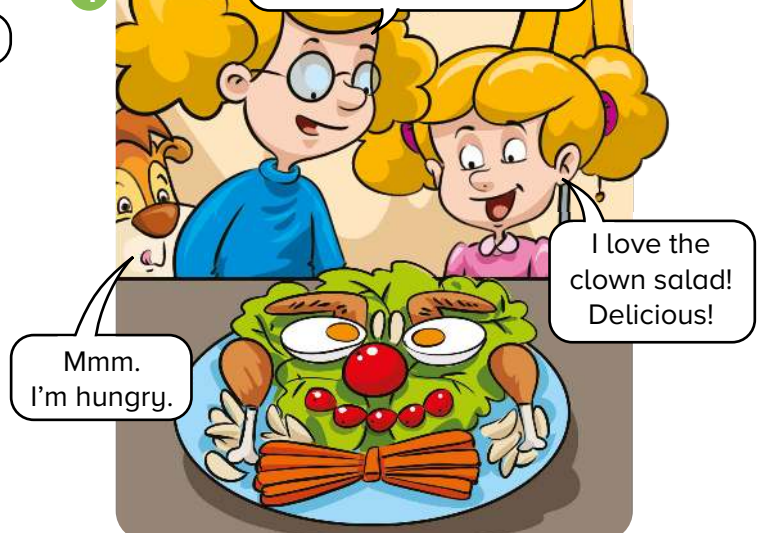
2 I've got an idea. Ham, cheese ... Look! A frog and a cat!



3 Lily! Do you like chicken salad?



4 Look! It's a clown salad.

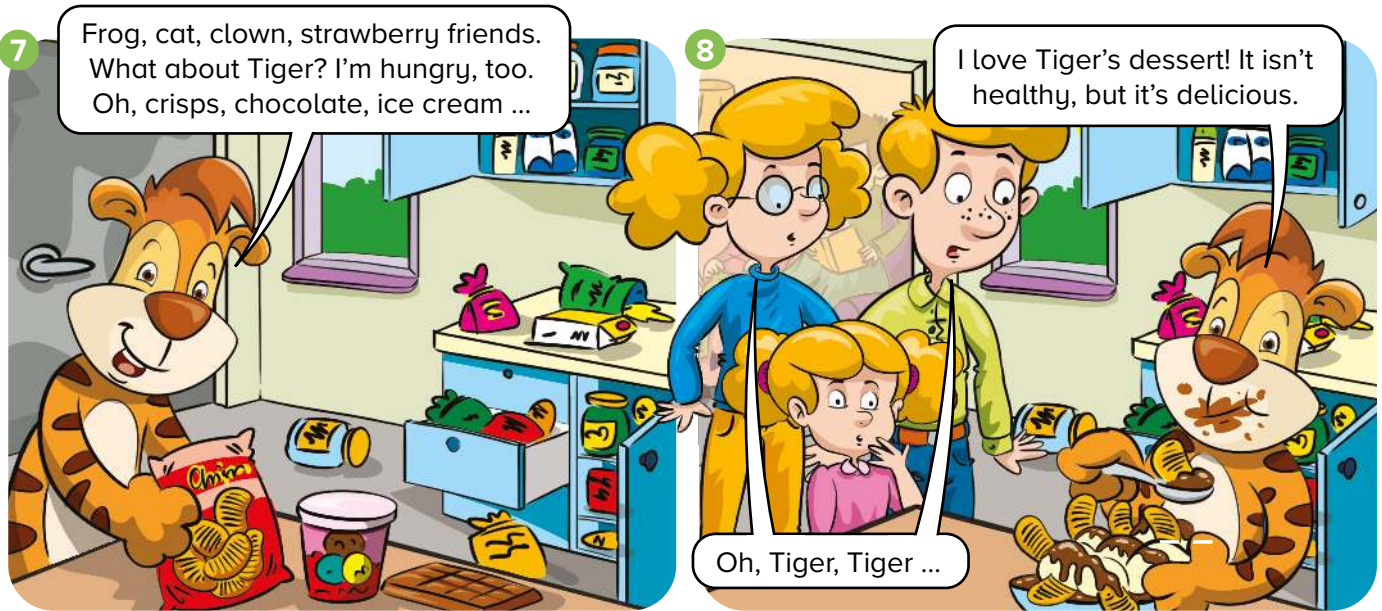


5 Let's have a dessert.



6 Do you like strawberry friends?





2 2.9 Listen, find and point. Say.

Mouse Mystery



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?



Lesson 3 Grammar 1 and Speaking

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

I like salad.

1

2

I don't like fruit juice.

3

4

2 Choose and say. Guess.

I like salad.
I don't like crisps.

You're Ben!

	like	don't like
Clare		
Nasim		
Ellie		
Ben		

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



Clare likes crisps and sandwiches.

TIGER TIP



I like salad. = He/She likes salad.

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

water, fruit juice

fruit juice, sandwich

chicken, yoghurt

ice cream, yoghurt

I don't like fruit juice.

I like fruit juice.

I like yoghurt. Snap!

I like yoghurt.

Lesson 4 Grammar 2 and Speaking

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

Do you like water?

Do you like chocolate?

Yes, I do.

No, I don't.

1

✓

2

✗

3

✓

4

✓

5

✗

2 Guess and say. Ask and answer.

1

2

3

4

5

6

7

8

Do you like yoghurt?

No, I don't.

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 likes ice cream and white mice like rice.

**Tiger
Twister**



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.

I'm hungry. We've got bananas,
but they're old and brown.



You can make a banana
and yoghurt smoothie.



Here's a healthy
and delicious smoothie.

How to make
a smoothie?
Hmm. I think
I can do it.



Oh no, it's
bitter. Why?

Mmm.

Look! A banana
skin ... We don't
eat it, Pong.

5 Close your books. Can you remember four tastes?

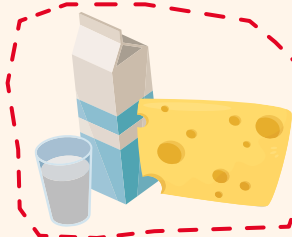
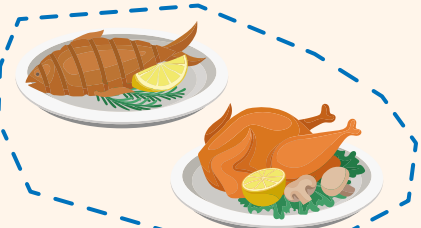


Lesson 6 CLIL

1  2.20 Listen, read and answer.

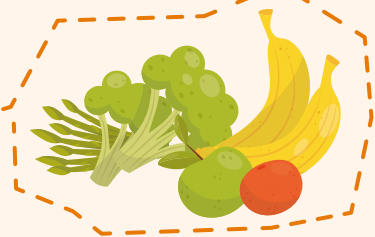
What you eat is important for your health.

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.

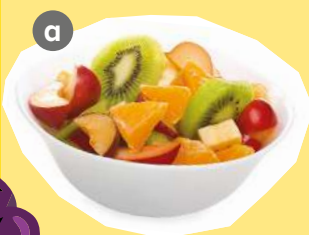
1 Make ice fruit lollies. You can use fruit or fruit juice.

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!



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?

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.

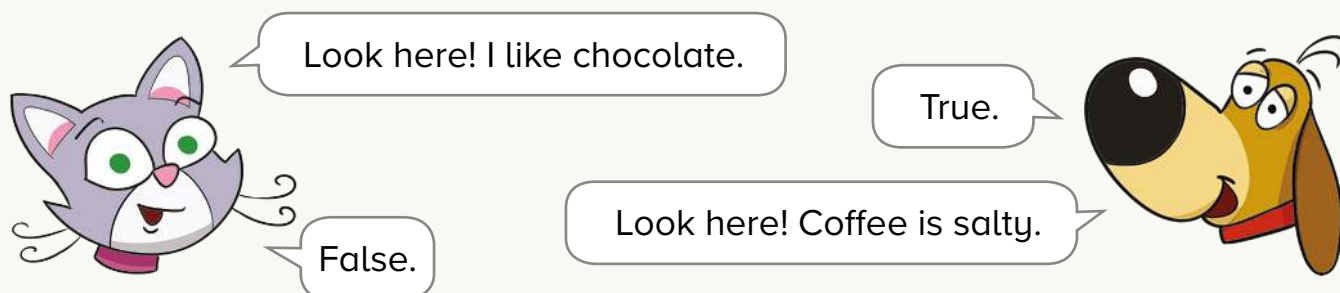
4 2.25 Guess. Listen and check. Say.

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.



Classroom language

I love smoothies.

It's a drink made of
yoghurt, milk and fruit.

Sorry, I don't
understand.
What's a 'smoothie'?

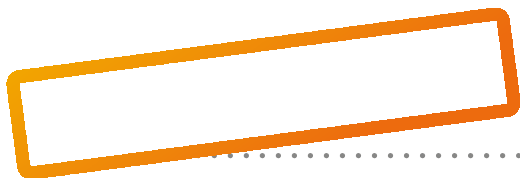
Ah, thanks. I get it now.



→ Go to the Picture Dictionary on page 82.



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

Ben



Jack



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 ...

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

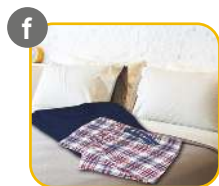
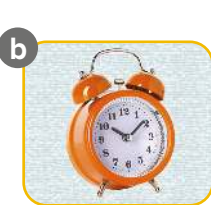


9 put on your pyjamas



10 go to bed

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



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*.



1 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.



2 One day, King Midas meets a genie.



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

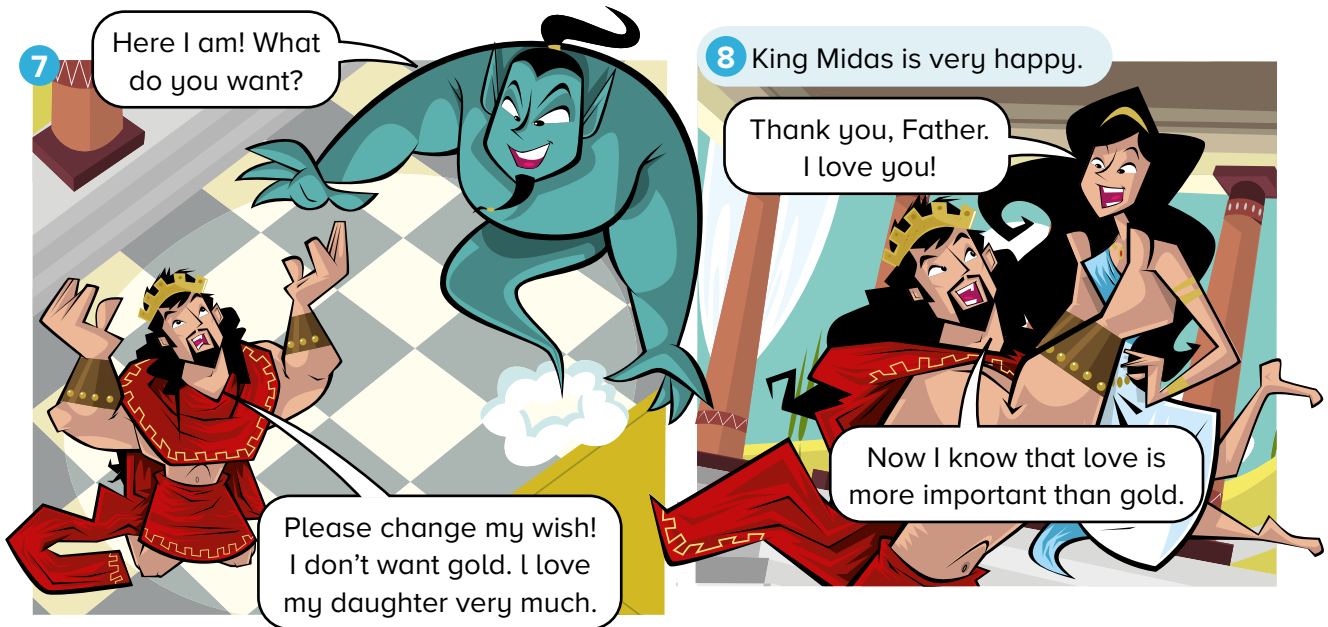


4 King Midas has breakfast at half past seven.



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

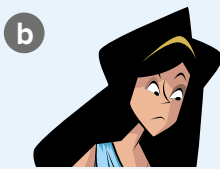




2 2.31 **Listen, find and point. Say.**



King Midas



Princess Zoe



genie

Mouse Mystery



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

1 King Midas gets up ...

a at one o'clock.

2 King Midas has breakfast ...

b at seven o'clock.

3 King Midas has lunch ...

c at half past seven.



What is more important than money?
Are you ever 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*.

7:00

7:30

8:00

6:00

8:30

9:00

1



I get up at seven o'clock.

2



3



4



5



6



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!

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.

At half **pa**st nine I put on my **pyja**mas
with red **sta**rs and green **ca**rs.

**Tiger
Twister**



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.

I'm fit and healthy.
I do sports in the morning.
Then I take a shower
and brush my teeth.



I ride a bike in the afternoon.
I do karate in the evening.



And I eat in the morning, in the afternoon, in the evening ...
And sometimes at night!

5 Close your books. Can you remember six 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?



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.



I ... at ...



I ... at ...

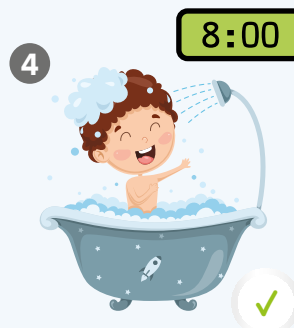
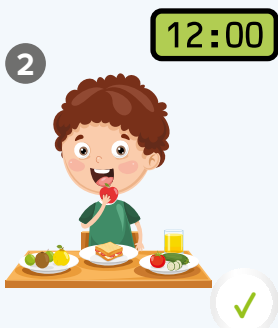


...



...

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



Do you get up at half past seven?

No, I don't.



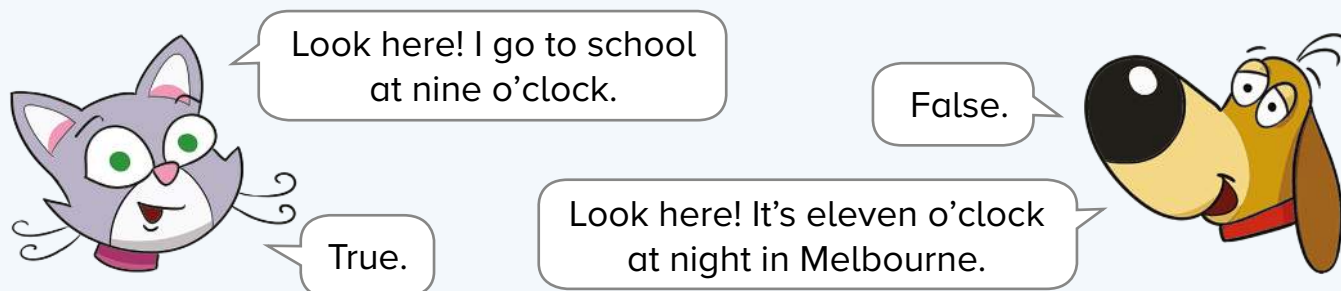
4 2.46 Read, look and say. Listen and check.

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.

What time is it, please?

All right.
I'm nearly ready.

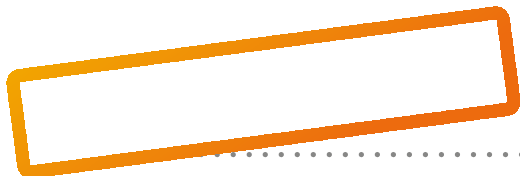


It's half past twelve.
It's time for lunch.





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.

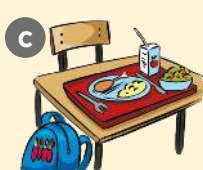
What is your school day like?

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



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 ...*

Tiger Review 2



Tiger and Friends

1 What food can you take on a picnic?

2 2.49 Listen to the story and point.

1

2

3

4

5

6

3 Answer the questions. Act out the story.

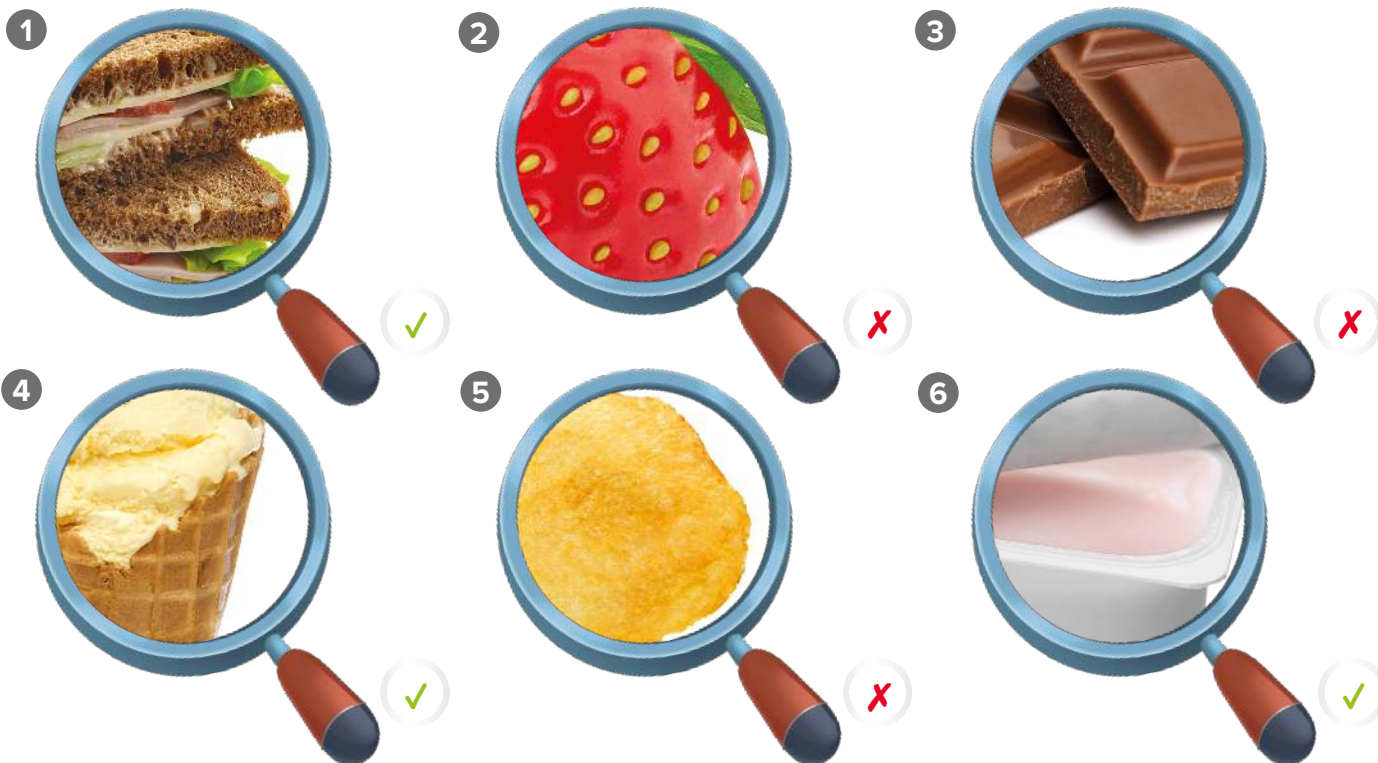
4 2.50 **Guess and say. Ask and answer Yes, I do or No, I don't.**

Listen and check.

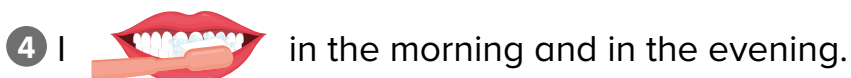


Do you like sandwiches?

Yes, I do.



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



What about you?

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

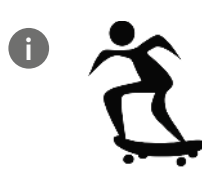


9 rollerblade



10 ice-skate

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



4 Spell with Mouse and Monkey.



How do you spell 'skateboard'?

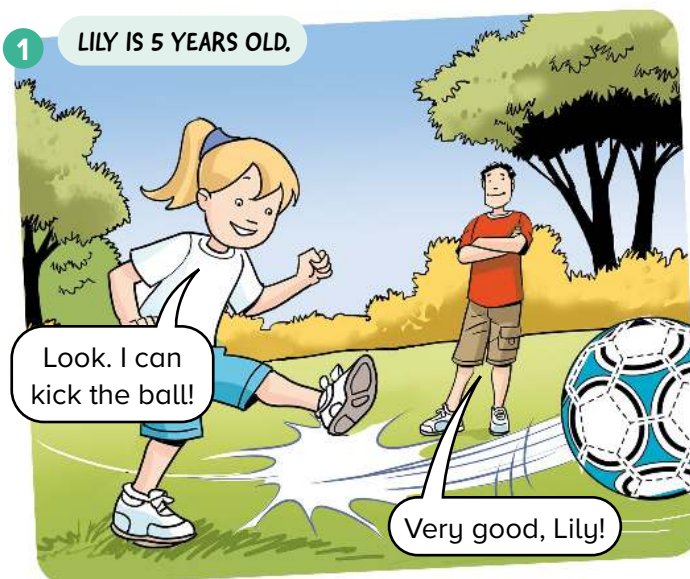
S-K-A-T-E-B-O-A-R-D



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

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

1 LILY IS 5 YEARS OLD.



2

LILY IS 9 YEARS OLD.



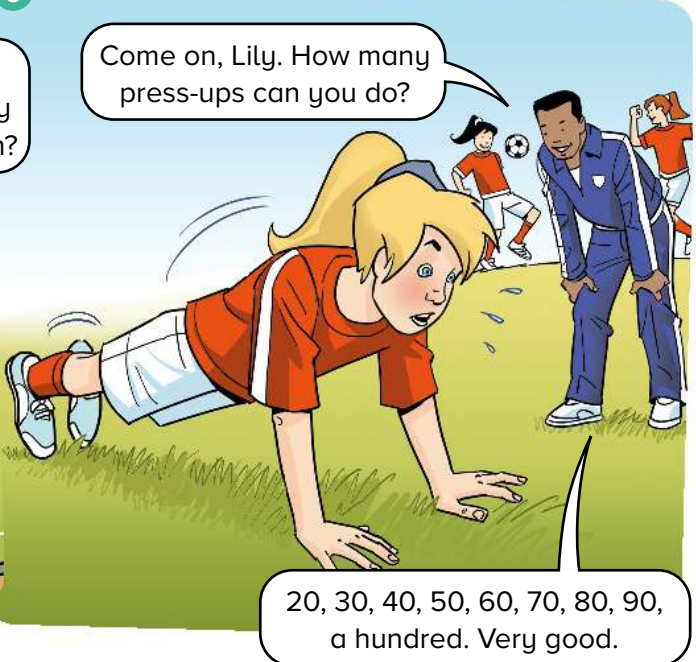
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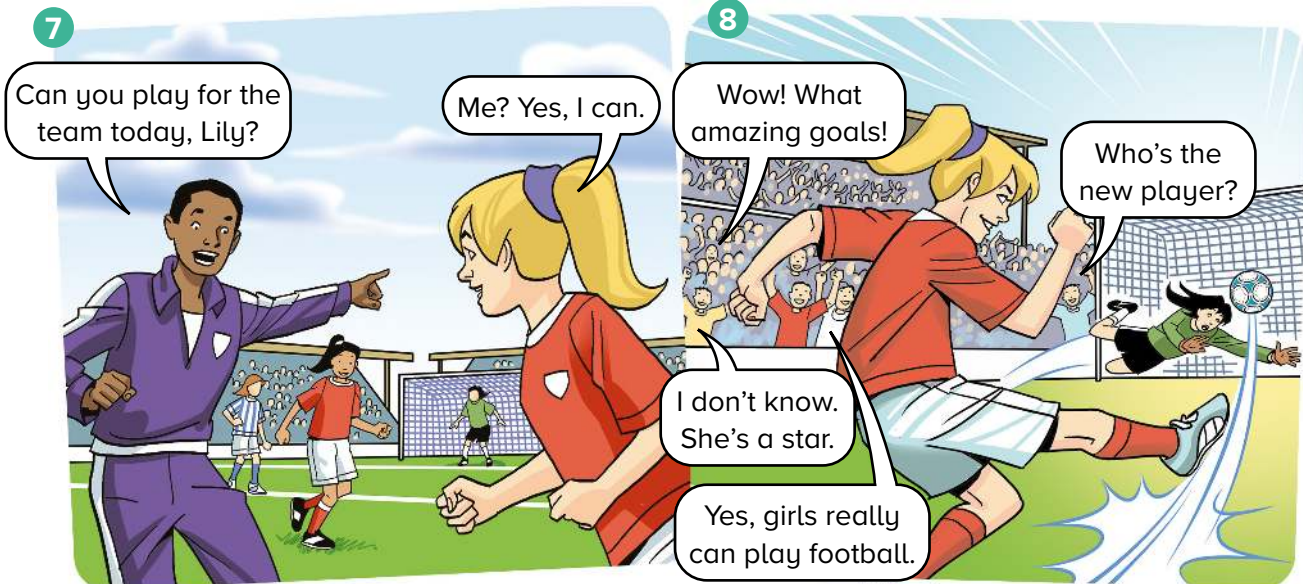


5 LILY IS 15 YEARS OLD.



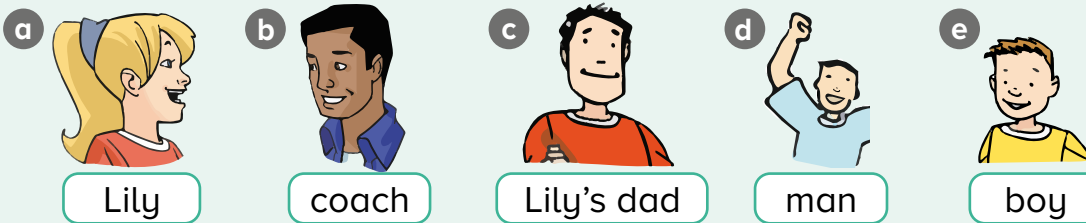
6





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?



Lesson 3 Grammar 1 and Speaking

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



✓



✓



✗



✗

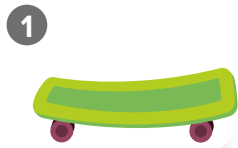
I can play football.
I can't dive.



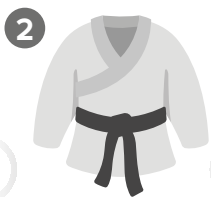
2 3.9 Listen, point and repeat. Say.

Tiger can skateboard.

Tiger can't row.



✓



✓



✗



✗

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



I can play table tennis.
I can't ice-skate.



You're Ellie!

	can ✓	can't ✗
Ben		
Nasim		
Ellie		
Clare		

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

He can rollerblade.
And she can skateboard.



No! My turn.

She can skateboard.
She can skateboard, too.



Yes. It's a pair.
Well done!

Lesson 4 Grammar 2 and Speaking

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



Can you ride a bike?

Can you do judo?



Yes, I can.

No, I can't.

1 



2 



3 



4 



5 



2 Ask and answer.



Can you do karate?

Yes, I can.



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.

Jordan can't skatebo**ar**d or ride a ho**rs**e,
 but he can do other spo**rt**s.

**Tiger
Twister**



Workouts for kids

Lesson 5 Vocabulary 2

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



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.

I want to be healthy. I exercise every day. Can you do squats with me, Pong?



OK, squats are difficult. You can run on the spot with me.



Mmm, I smell dinner. Yippee!



5 Close your books. Can you remember five 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.

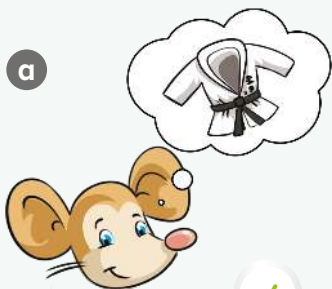
- 1 Exercise is bad for you.
- 2 Exercise helps you sleep well.
- 3 You need to warm up before you do sports.
- 4 Don't stretch after a workout.



What is a handstand?

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

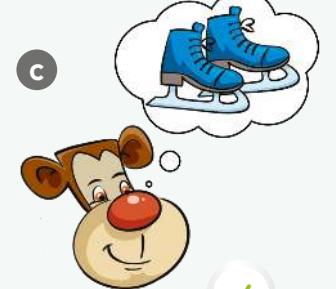
Example: a. I can do karate.



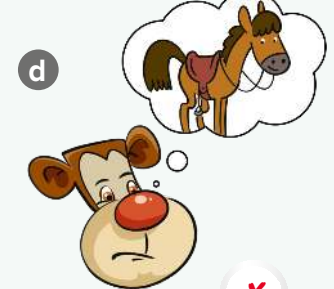
I can ...



I can't ...



...



...

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. 

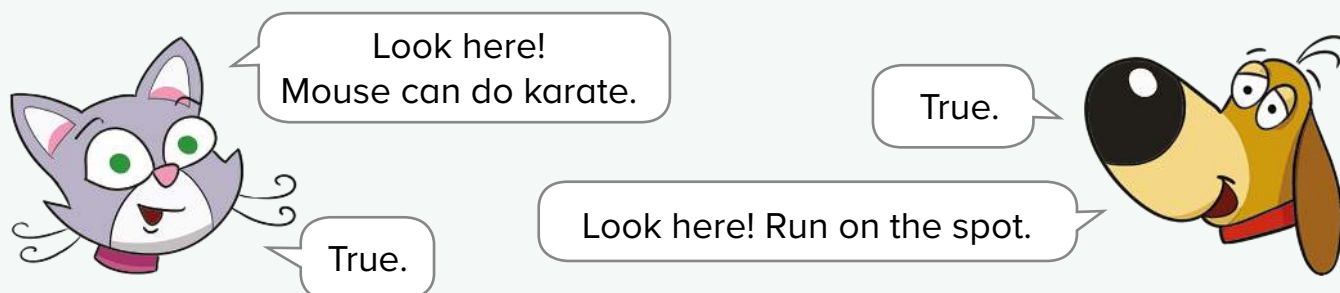
2 ? on the spot for 1 minute. 

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

I can't do number 5.
Can you help me, please?

Can you say that
again, please?

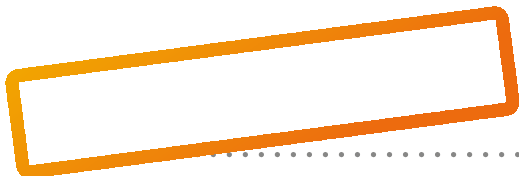
Yes, all right.
I think the answer is
'C. Do a workout'.

Yes, of course.
It's 'C. Do a workout'.

→ Go to the Picture Dictionary on page 84.



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



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 ...

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

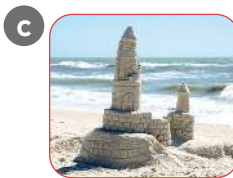


9 putting on sun cream



10 flying a kite

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



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*.



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

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

What are you doing?

I'm collecting shells.

I'm making a sandcastle.

We're playing volleyball. Come and join us.

2 Two children, Lia and Sam, are snorkelling in the sea.

Wow! Look at the fish.

Yes. They're amazing!

3 Suddenly, Lia and Sam see a shadow in the water.

Hey, Lia! What's that?

I don't know. It's big. I'm scared!

4

Oh no! It's a shark.

It's got big teeth and it's swimming towards us.

5

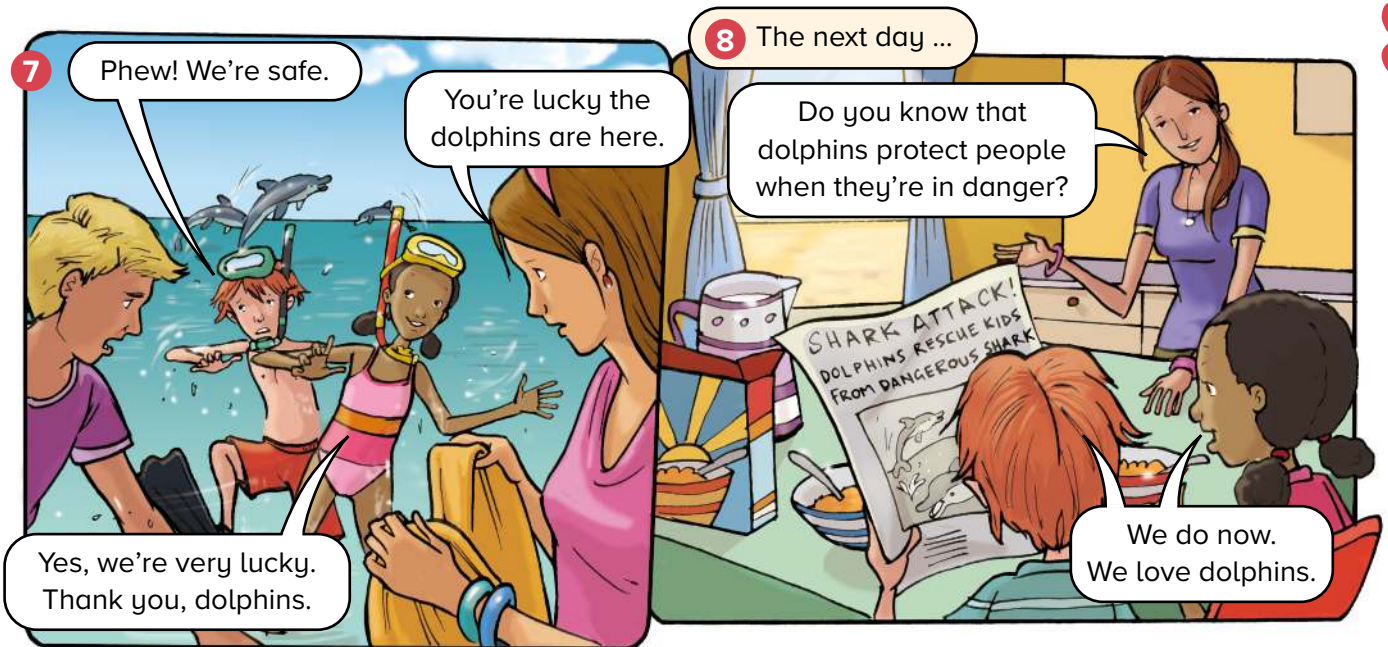
Help!

It's a shark. Save us!

6 Suddenly, three dolphins appear.

Listen, Sam! The dolphins are making noises to scare the shark.

Oh, wow! They're protecting us. I can't believe it. And look. The shark is swimming away.



2 3.29 Listen, find and point. Say.

Mouse Mystery



a	b	c	d	e
Sam	Lia	Mum	Amy	Jack

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?



Lesson 3 Grammar 1 and Speaking

1 3.31 Listen, point and repeat.



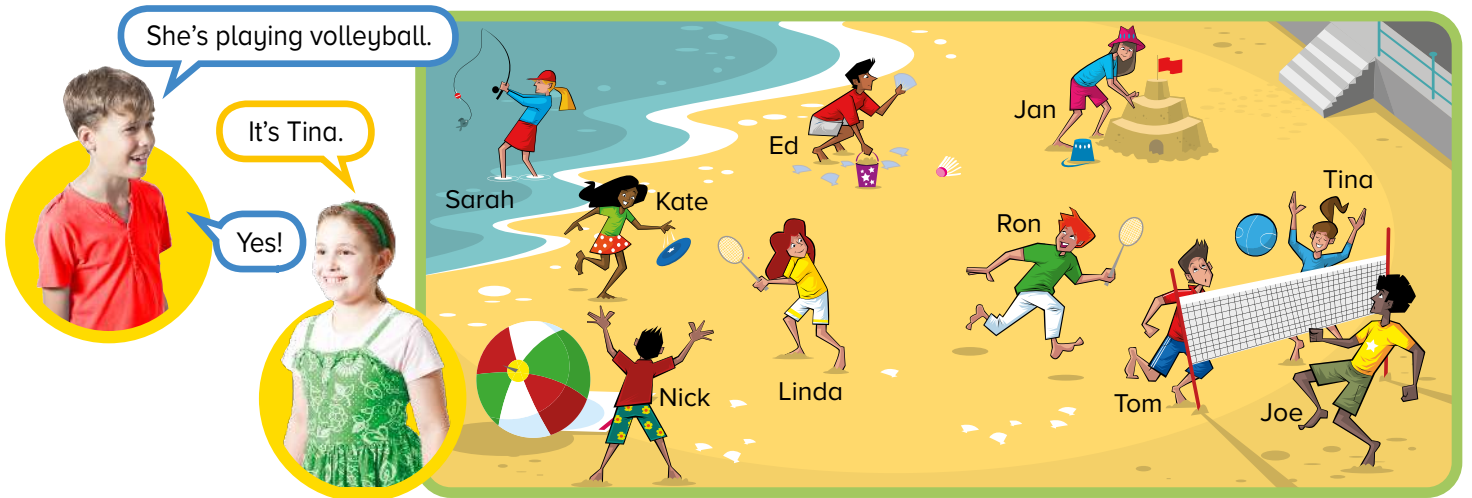
2 3.32 Listen, point and repeat. Say.



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.



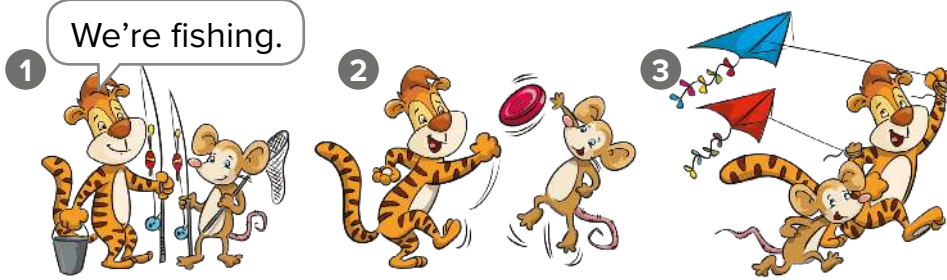
Number five. He's snorkelling.



OK! Let's check.

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*.

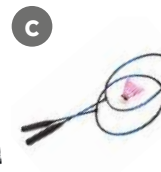


They're fishing.

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 **v**isiting **V**ictor in his **v**illage and they're playing **v**olleyball.



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.



A crab is hiding here.

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

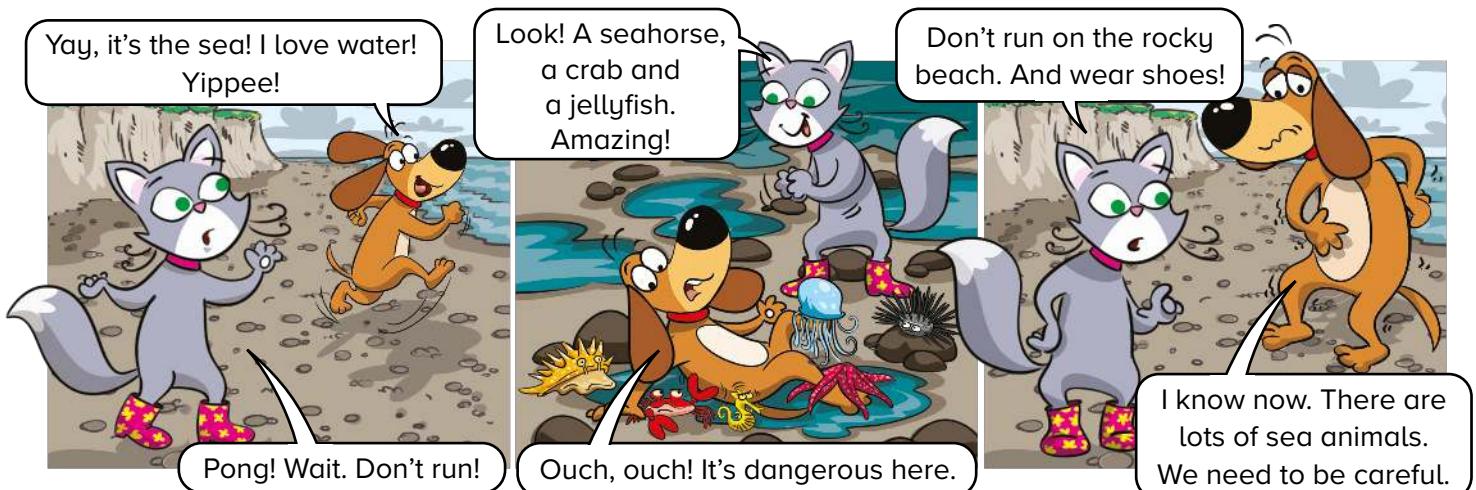
TRUE

- 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.

What do you know about sea animals?



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



5 Close your books. Can you remember five 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.



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

Example: 1. I'm snorkelling.

1

2

3

4

5

a We're ...

b She's ...

c I'm ...

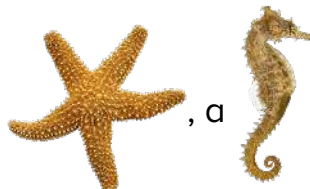
d They're ...

e He's ...

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



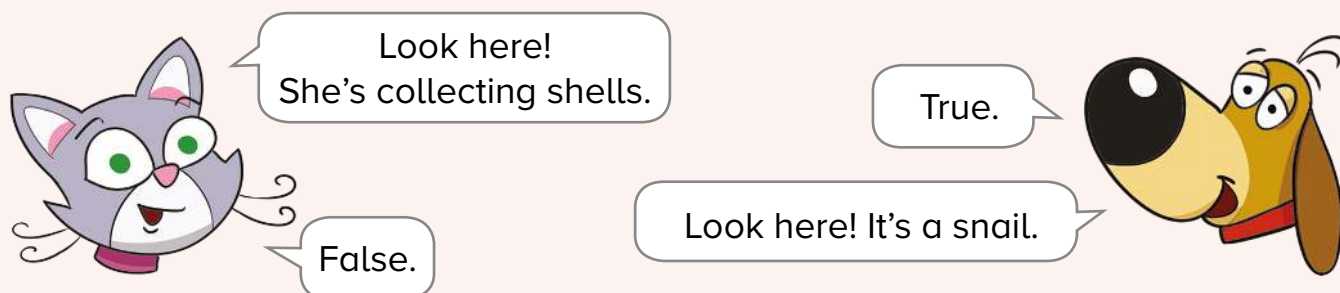
too. It's swimming slowly. Look at this



.

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.



What are you doing?

I'm looking for my pen.

Great! Thank you.

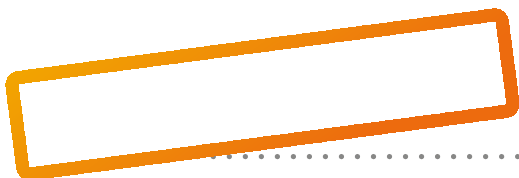
I'm reading the poem.
What are you doing?

Here it is.





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?

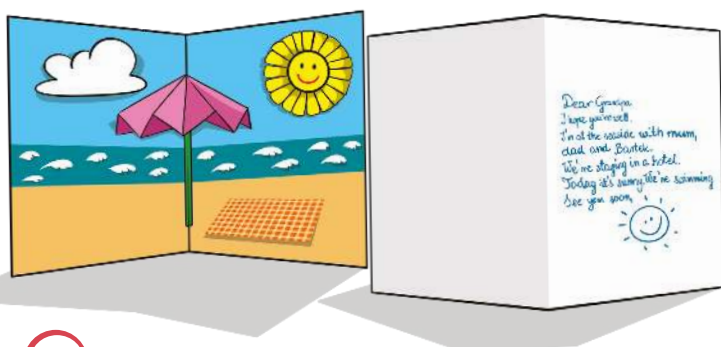
2 Read and say.

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 ...*

Tiger Review 3



Tiger and Friends

1 Where do you want to go on holiday?

2 3.48 Listen to the story and point.

1

Let's go to Australia!
I want to swim in the sea.

Great idea! Can you swim, Mouse?

Yes, I can!

2

Close your eyes and imagine our holiday in Australia. I'm snorkelling. And here's a starfish.

I'm making a sandcastle ...

I'm collecting shells ...

3

Great! We need to plan the holiday.

No! Let's just take shorts and T-shirts. And let's go.

Are you sure?

Yes! Come on!

4

Yippee! We're in Australia. But ... it's cold here.

And it's rainy. We need to buy more clothes.

Let's do some squats. I feel warm now.

5

Look! Snow!

But why? It's July!

Oh.

When it's summer in Europe, it's winter in Australia.

6

Next time we really need to plan our holiday.

This is a fantastic holiday!

Yes, I know. I'm sorry.

Don't worry! No sandcastles, but we can make a snow castle!

We love Australia!

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.**

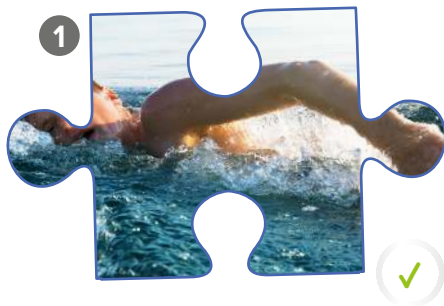
Listen and check.



Can you swim?



Yes, I can.



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



I'm ...



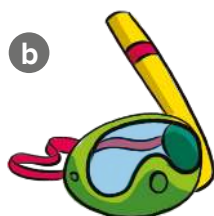
She's ...



He's ...



They're ...



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





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.



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.



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

Finish

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

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  | b  | c  | d  | e  |
| cat | lantern | skeleton | ghost | bat |
| f  | g  | h  | i  | j  |
| witch | treats | monster | costume | 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?



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

a 	b 	c 	d 	e 
Christmas stocking	bell	snowflake	Christmas tree	star
f 	g 	h 	i 	j 
crown	Father Christmas	cracker	gift	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.



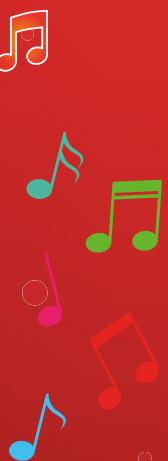
What Christmas traditions have you got in Poland?

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.



EARTH DAY



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



recycle



use cloth bags



turn off the light



pick up litter



reuse



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,

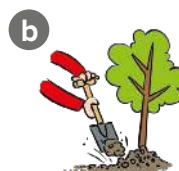
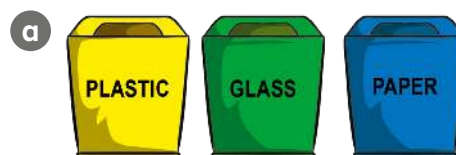
Recycle and **reuse.**

Use things again and again

It's Earth Day today,

Plant trees!

The Earth needs your help!



4 Ask and answer.



How do you help our planet?

I recycle glass, plastic and paper.



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

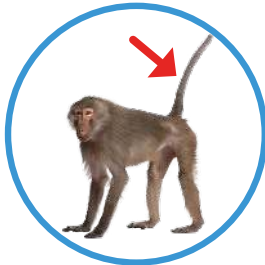


find out
information

Unit 2



teeth



tail



claws



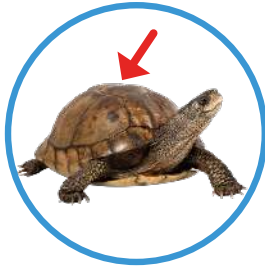
feathers



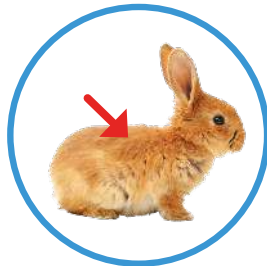
whiskers



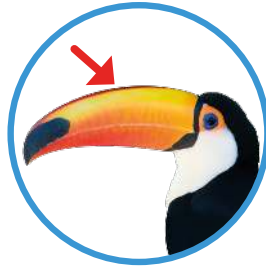
wings



shell



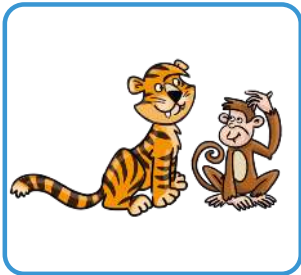
fur



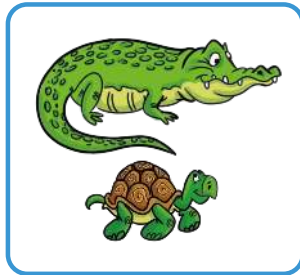
beak



scales



mammals



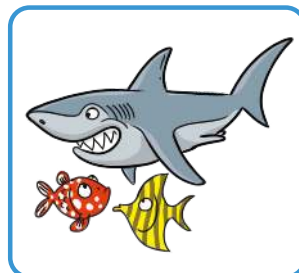
reptiles



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



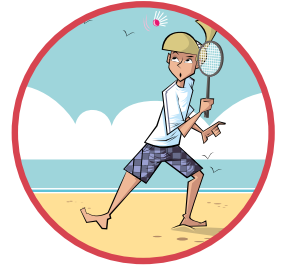
making
a sandcastle



playing
volleyball



playing
Frisbee



playing
badminton



swimming



fishing



snorkelling



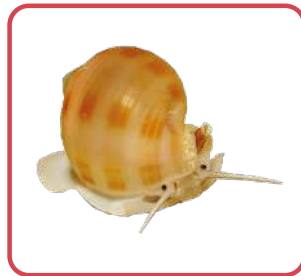
putting on
sun cream



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	July
February	August
March	September
April	October
May	November
June	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

TIGER STREET TALES



1 Look! The kitchen door is open.

2 Come on. Let's make a smoothie.

3 I love nuts.
I like chicken.
And I like cheese.

4 Now add milk, yoghurt and ice cubes.

5 Oh no!

6 What a mess!
Never mind!

I can see a blender.

Good idea!

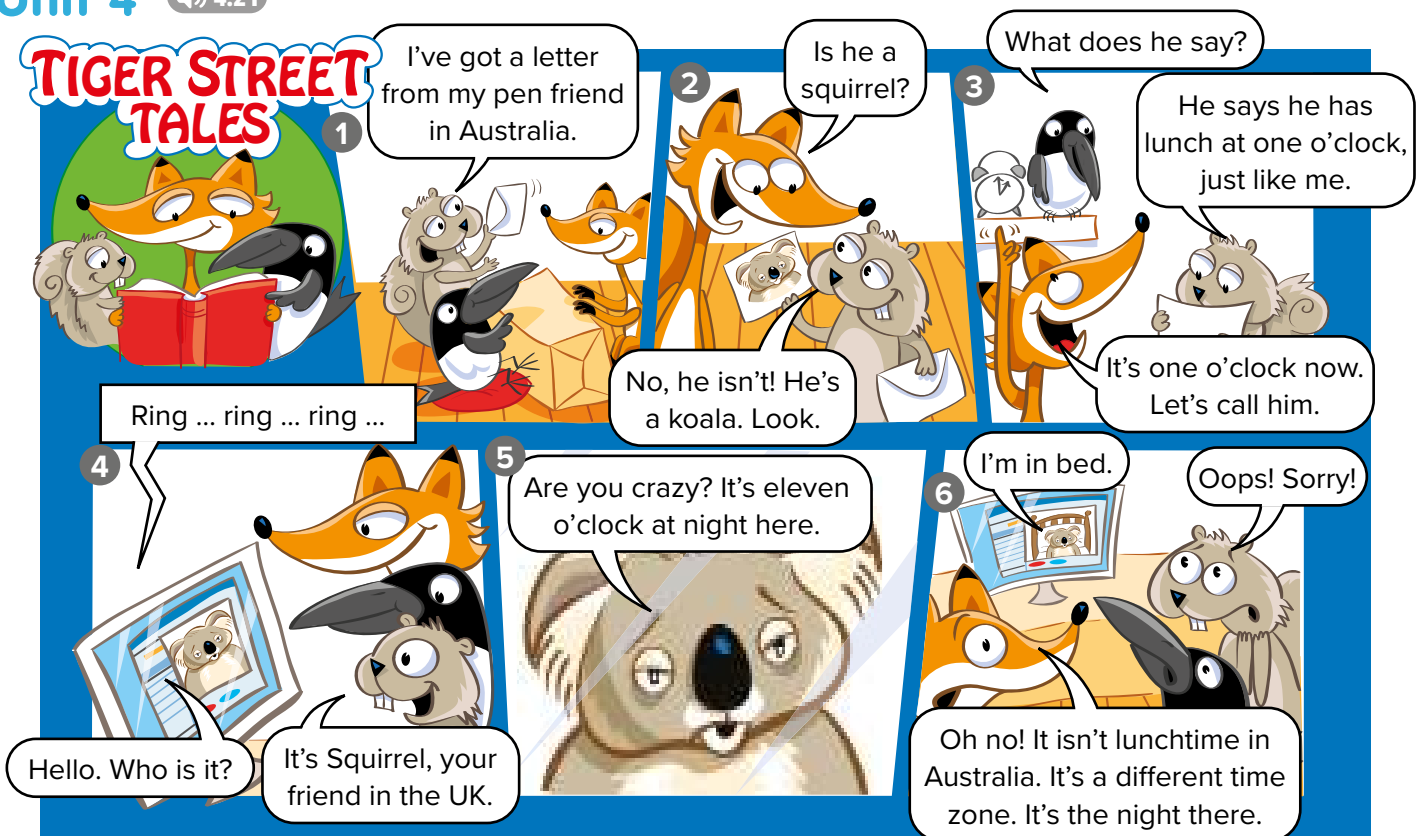
Great! It's ready to go.

Quick! Put the lid on the blender.

Cheese, chicken and nut smoothie is delicious!

Unit 4 4.21

TIGER STREET TALES



1 I've got a letter from my pen friend in Australia.

2 Is he a squirrel?

3 What does he say?

4 Ring ... ring ... ring ...

5 Are you crazy? It's eleven o'clock at night here.

6 I'm in bed.
Oops! Sorry!

No, he isn't! He's a koala. Look.

He says he has lunch at one o'clock, just like me.

It's one o'clock now. Let's call him.

Hello. Who is it?

It's Squirrel, your friend in the UK.

Oh no! It isn't lunchtime in Australia. It's a different time zone. It's the night there.

Unit 5 4.22

TIGER STREET TALES



Unit 6 4.23

TIGER STREET TALES



Shopping

1  4.24 Listen, point and repeat. Answer.



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.

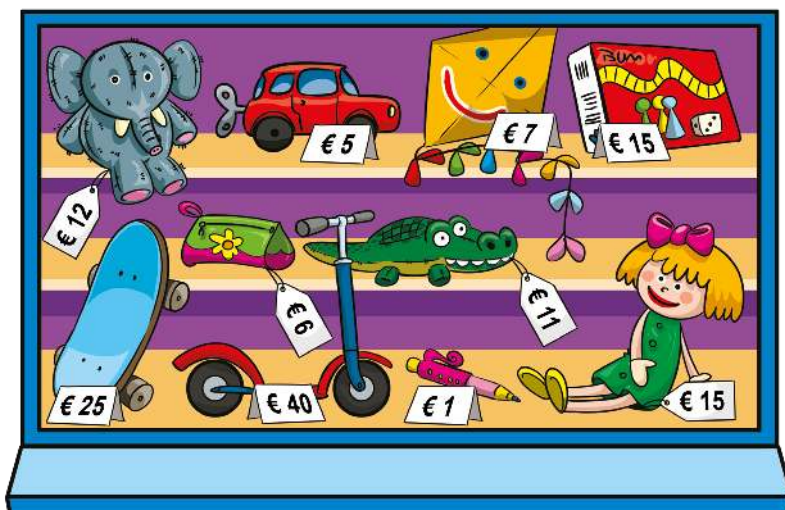
Thank you.



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.



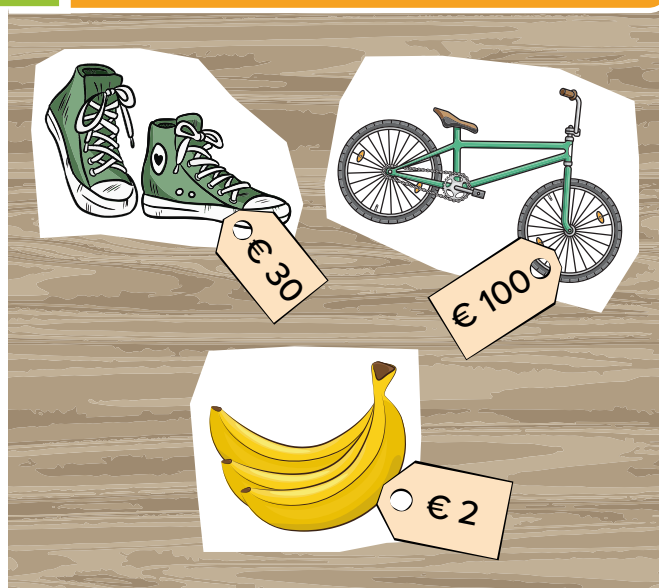
Step 2

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.





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 ... | 3 There are four ... |
| 2 There's a black ... on the ice. | 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



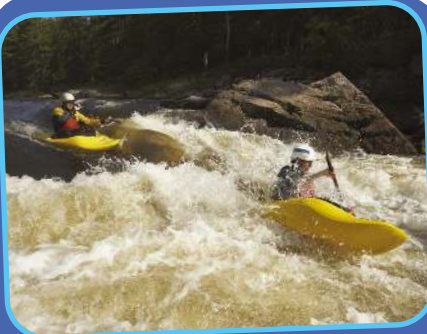
In the pool

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.

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!

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!

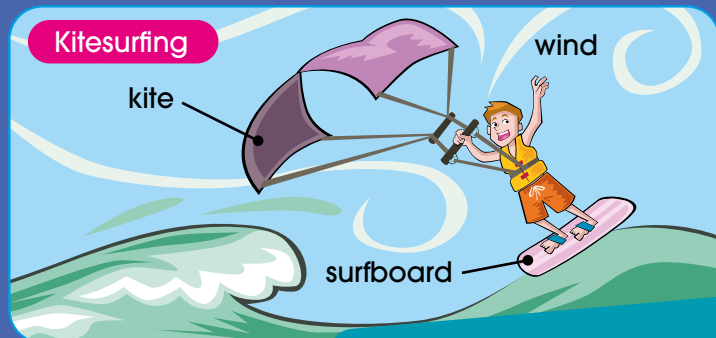


On the river

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.



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.





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 ... | a to protect their heads. |
| 2 People use bodyboards ... | b a ball at the goal. |
| 3 To move the boat in the water ... | c you need paddles. |
| 4 People in kayaks wear helmets ... | 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 ... | 3 All the children in the kayaks are wearing ... |
| 2 There are two ... in the swimming pool. | 4 There's a boy on a purple ... in the water. |

5 Answer the questions.

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

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TIGER & FRIENDS 3

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TIGER & FRIENDS to:

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- 🐾 czytanie globalne od początku nauki
- 🐾 kluczowe elementy oceniania kształtującego: cele lekcji, kryteria sukcesu, ocena koleżeńska i samoocena
- 🐾 nauka piosenek krok po kroku – dzięki nowatorskiemu rozwiązaniu *guided singing*
- 🐾 tradycyjne piosenki i elementy kultury krajów anglojęzycznych
- 🐾 twórcza zabawa z różnymi pracami projektowymi i plastycznymi
- 🐾 obrazkowa numeracja stron ułatwiająca najmłodszemu znalezienie właściwego miejsca w podręczniku