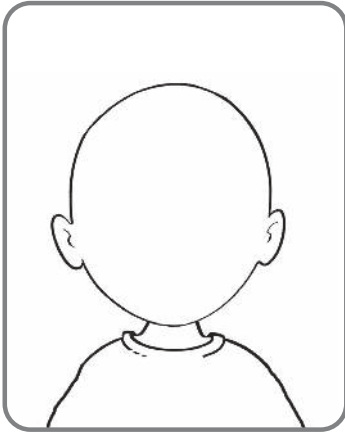


ZESZYT ĆWICZEŃ

Tiger & Friends 3



Tiger Passport



Name:

Surname:

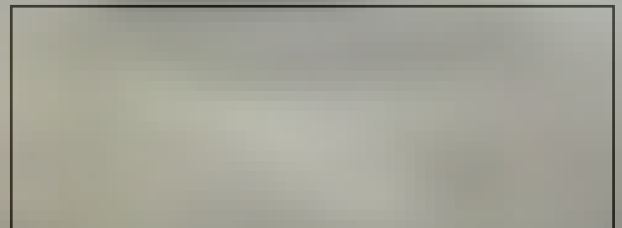
Class:



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

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

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



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

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

ZESZYT ĆWICZEŃ

Tiger & Friends 3

My name is _____.

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



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



Carol Read
Mark Ormerod
with Magdalena Kondro

Welcome to the Tiger Street Club!



▶ VIDEO 01

Lesson 1

1 Popatrz na zdjęcie i uzupełnij zdania wyrazami z ramki.

board game ~~shoe~~ guitar clock jumper banana



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

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



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

Tiger Street Club

What's your name?

How old are you?

Where do you live?





Lesson 2

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

1

What month
is it?



2

What time
is it?



3

What day of
the week is it?



4

What are you
wearing today?



5

What's the
matter?



6

What do you
want to play?



a



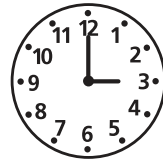
It's

b



I'm wearing

c



It's

d



I want to play

e

Septem						
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						

It's

September

f



I've got a

2 Zakreśl wypowiedzi pasujące do ilustracji.

1



2



3



a I don't understand.

a I don't know.

a What does it mean?

b Can you repeat that,
please?

b Can you help me,
please?

b Can I go to the toilet,
please?



Lesson 3

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

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

Powiedz tę rapowankę.

D J B L F R O X S V

A B C E – Sing the rap with me.

G H I – Sing it every day.

K M N – Rap with me, let's go.

P Q T – Spell your name to me.

U W Y Z – Can you say the alphabet?





Lesson 4

1 Wpisz brakujące litery. Przeliteruj pełne wyrazy. 



c _ l _ o _ c _ k _



_ u _ _ e _



s _ _ e _



_ _ i _ a _



r _ l _ _



l _ m _



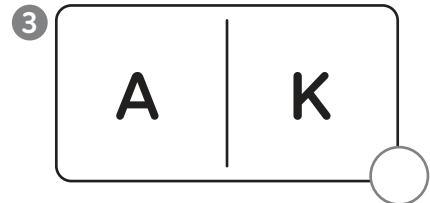
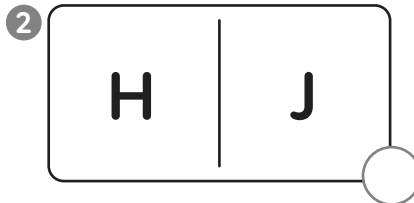
g _ r _ _ f _

8

u _ _ f _ _ m

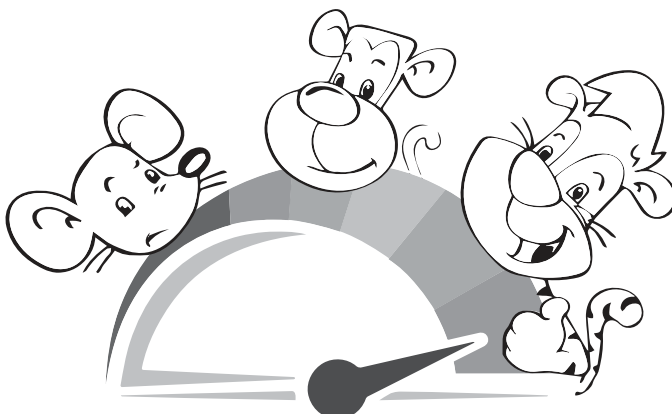
2 Przeczytaj pary liter i zdecyduj, czy się rymują, czy nie.

Wstaw znak ✓ albo X. 



3 Jak oceniasz swoją pracę w rozdziale *Welcome to the Tiger Street Club*?

Pokoloruj wybraną postać. 



Ocenianie
kształtujące

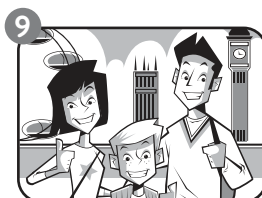
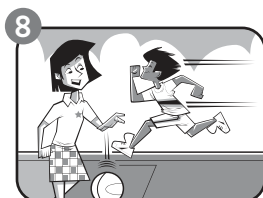
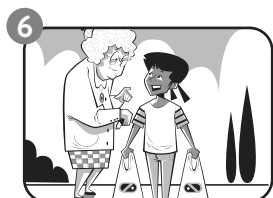
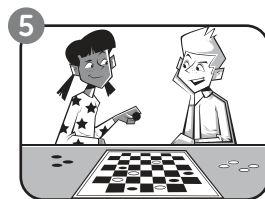
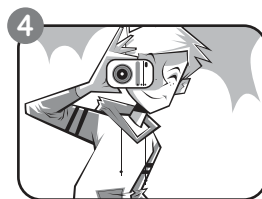


1 A Computer for the Club

Lesson 1 Vocabulary 1

1 Dopasuj ilustracje do zwrotów.

use a computer do sports make things watch films
 listen to music paint pictures help people
 take photos play games go on excursions



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



In my free time ...

- 1 I go on excursions. ☐
- 2 I play _____. ☐
- 3 I use a _____. ☐
- 4 I help _____. ☐
- 5 I listen to _____. ☐

In my free time ...

- 6 I watch _____. ☐
- 7 I paint _____. ☐
- 8 I make _____. ☐
- 9 I do _____. ☐
- 10 I take _____. ☐

Lesson 2 Story

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

- 1

Look! We've got your laptop, Mrs Jones.
- 2

He's in the house!
- 3

Hey! Look at Mrs Jones's house. Who's that man?
- 4

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

a



b



c



d



Ellie

2 Ponumeruj zdania zgodnie z treścią historyjki.

- The thief takes Mrs Jones's laptop.
- 1

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

3 Zilustruj podane słowa z historyjki.

1

ladder

2

thief

3

policeman



Talk about what we do in our free time.



Lesson 3 Grammar 1 and Speaking

1 Zakreśl właściwe odpowiedzi. Dopasuj ilustracje do zdań.

1 I paint / don't paint pictures.



2 I go / don't go on excursions.



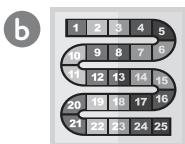
3 I take / don't take photos.



4 I make / don't make things.



5 I play / don't play games.



2 Napisz zdania o przeciwnym znaczeniu.



1 I listen to music.

I don't listen to music.

2

I don't watch films.

3 I use a computer.

I don't do sports.

4

5 I help people.

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



What do you do
in your free time?



Lesson 4 Grammar 2 and Speaking

1 Ułóż pytania z rozsypanych wyrazów. Napisz własne odpowiedzi:

Yes, I do lub: No, I don't. 

1 you / Do / sports / do / ?

Do you do sports?

2 help / ? / you / people / Do

3 films / Do / ? / watch / you

4 play / ? / Do / games / you

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

Zaśpiewaj tę piosenkę.  

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

What do you do in your free time?

What do you do every day?

Do you

help other people



Do you study and play?

I



and



I read books and



, too.

I



and

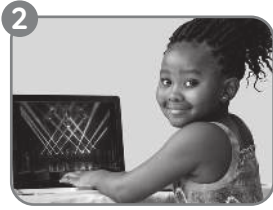


They're all great fun to do.



Lesson 5 Vocabulary 2

1 Dopasuj zdjęcia do zwrotów.



write for a class blog

find out information

play online games

write emails

do projects

watch music videos

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

1 Do you use a computer to do projects?

2 Do you watch music _____?

3 Do you write _____ to your friends?

4 Do you play online _____?

5 Do you use a computer to find out _____?

6 Do you write for a class _____?



Do you use a computer to do projects?

Yes, I do.



Lesson 6 CLIL

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



mobile phone













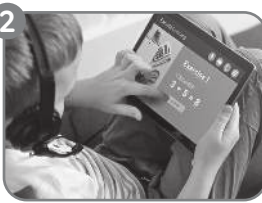
L	A	M	O	B	I	L	E	T
O	L	A	P	T	O	P	M	A
B	M	A	O	S	C	L	A	B
K	E	Y	B	O	A	R	D	L
T	A	B	L	A	M	O	S	E
P	M	O	U	S	E	P	H	T
H	N	C	S	C	R	E	E	N
O	E	A	M	A	A	S	L	A

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

camera keyboard mouse screen



Laptops have got a camera.



Tablets have got a _____.



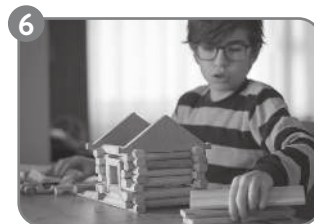
Mobile phones have got a _____.

Lesson 7 Unit review

1 Jakie czynności wykonują dzieci? Podpisz zdjęcia.



help people



2 Uzupełnij zdania wyrazami z ramki.

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

1 I ☒ take photos.

5 I ☒ use a computer.

2 I ☒ play games.

6 I ☒ go on excursions.

3 Do you help people?
Yes, I .

7 Do you paint pictures?
Yes, I .

4 Do you make things?
No, I .

8 Do you watch films?
No, I .

3 Jakie czynności przedstawiają ilustracje? Uzupełnij podpisy.



play o g



f o i



w f a c b



w m v

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

Can I work with Anna?

Check your answers with a friend.

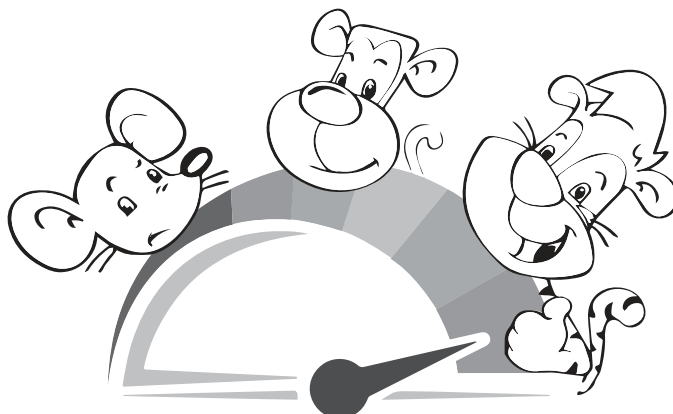


I've finished.
What do I do now?

Yes,
of course.

Thank you.

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



Ocenianie kształtujące





Project



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

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

by Clare

- where I use a computer –

- what activities I do on a computer –

[illegible]

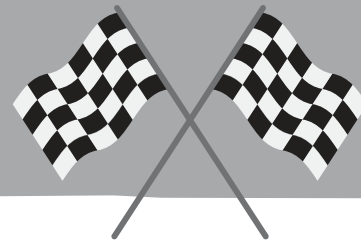
I use a computer at

At _____, I use a computer to

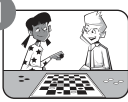
At _____, I use a computer to

[illegible]

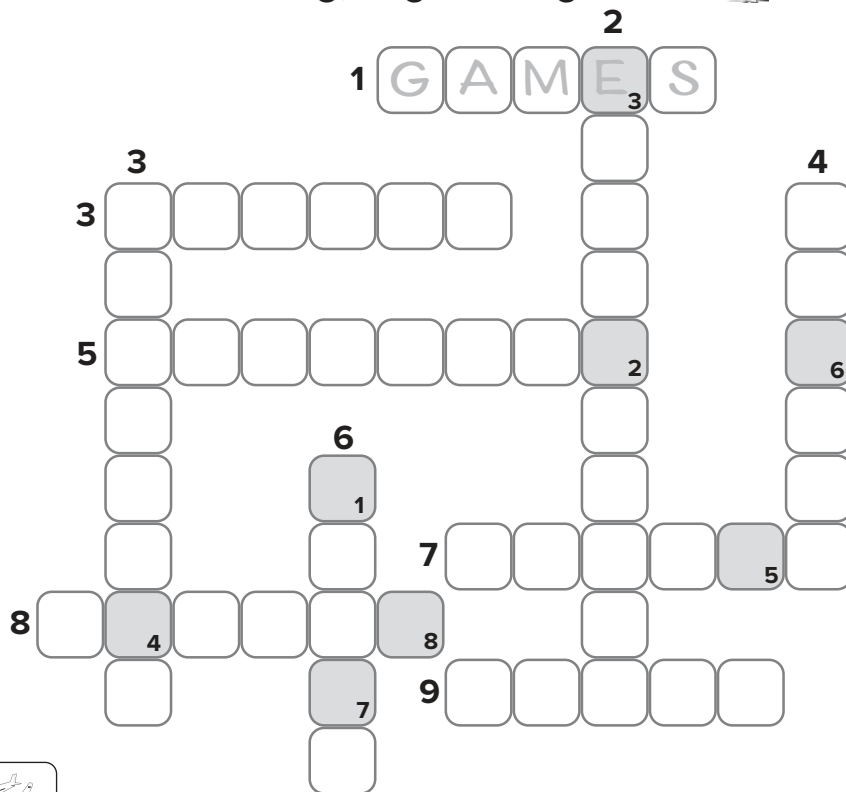
Early Finish 1



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

- 1  I play ...
- 3  I take ...
- 5  I use a ...
- 7  I do ...
- 8  I help ...
- 9  I listen to ...

- ↓ 2  I go on ...
- 3  I paint ...
- 4  I make ...
- 6  I watch ...



Hasło:

1 2 3 4 5 6 7 8

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

take photos

write emails

FREE TIME

ACTIVITIES

USING A COMPUTER

2 Animal World

Lesson 1 Vocabulary 1

1 Dopasuj nazwy części ciała zwierząt do odpowiednich elementów ilustracji.

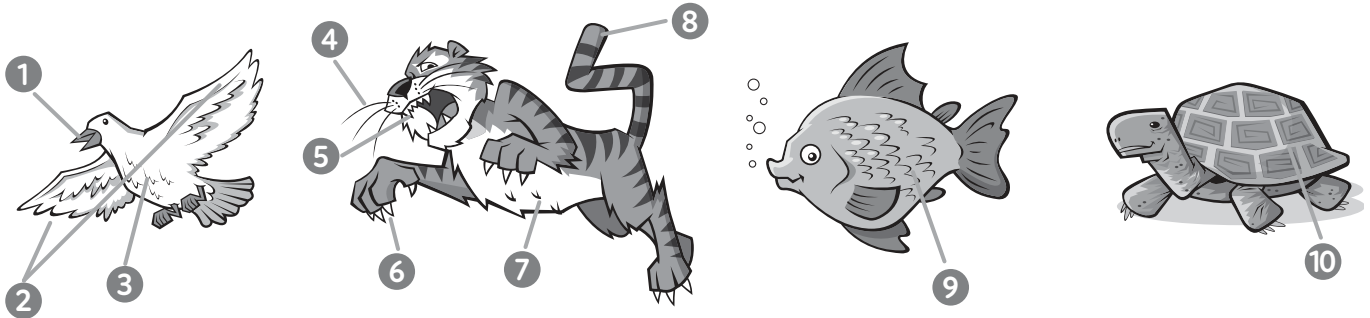
teeth

shell

beak

claws

whiskers



fur

wings

scales

feathers

tail

2 Popatrz na ilustrację i uzupełnij zdania.

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

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

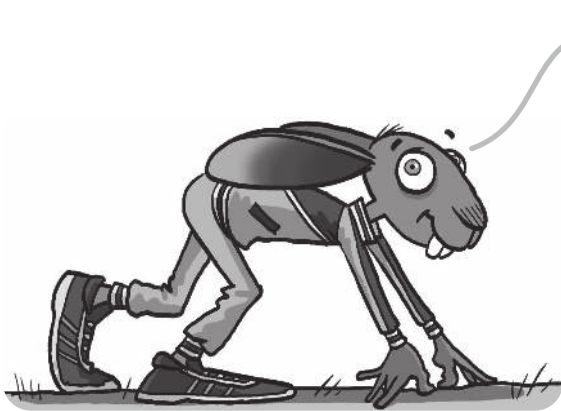


6 It's got a _____. 7 It's got _____. 8 It's got _____.

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

Lesson 2 Story

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



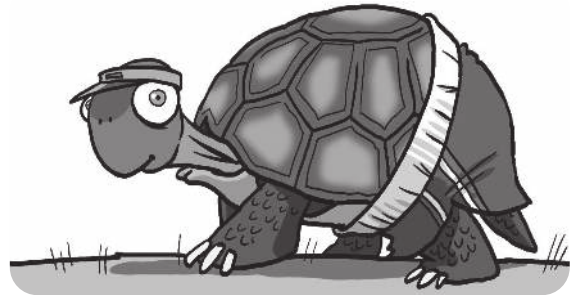
Hare

1 He's fast.

2 He's slow.

3 He walks.

4 He runs.



Tortoise

5 He sits under a tree.

6 He doesn't stop.

2 Opisz bohaterów historyjki, wykorzystując wyrazy z ramki.

~~long legs~~

short legs

long ears

a heavy shell

fur

a short tail

1



The Hare has got long legs,

2



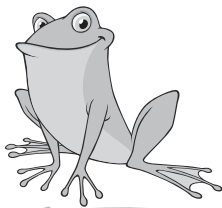
The Tortoise



Lesson 3 Grammar 1 and Speaking

1 Zakreśl właściwe odpowiedzi.

1



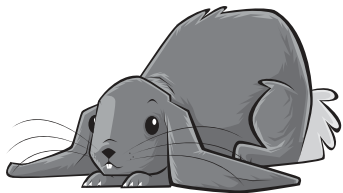
It **has got** / **hasn't got** feathers.

2



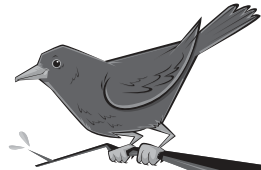
It **has got** / **hasn't got** whiskers.

3



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

4



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

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

1 A fish hasn't got claws.

4 A snake _____ scales.

2 A lizard _____ a tail.

5 A mouse _____ teeth.

3 A monkey _____ a beak.

6 A turtle _____ wings.

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



My animal has got a tail. It ...



Is it a monkey?

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

Lesson 4 Grammar 2 and Speaking

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

1 Has the frog got fur?

No, it hasn't.

2 Has the hamster got a beak?

3 Has the rabbit got a tail?

4 Has the bird got wings?

5 Has the fish got a shell?

6 Has the lizard got feathers?

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

A tiger has got sharp



teeth

eteht.

A monkey has got a long



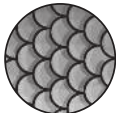
ilat.

A bird has got



teafhsre.

And a fish has got



laescs.

An elephant has got big ears.

A cat has got



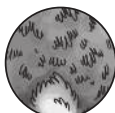
hksiwsre

and



alswc.

A rabbit has got soft



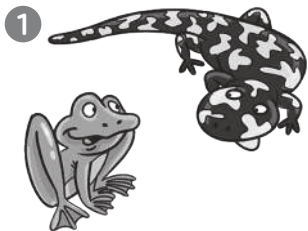
rfu.

And a crocodile has got jaws.

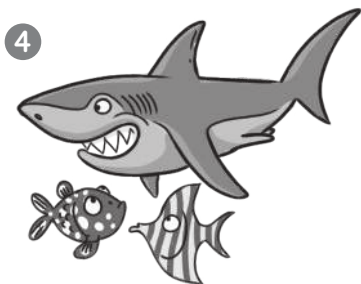
Lesson 5 Vocabulary 2

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

bir amphibians reptiles fish birds amphibians reptiles amphibians mammals mammals



amphibians



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

1 Frogs are ~~reptiles~~ amphibians.

2 Some fish _____ have got a shell.

3 People are ~~amphibians~~ _____.

4 Most birds _____ have got scales and a tail.

5 Mammals _____ have got a beak and feathers.

Mammals have got fur.

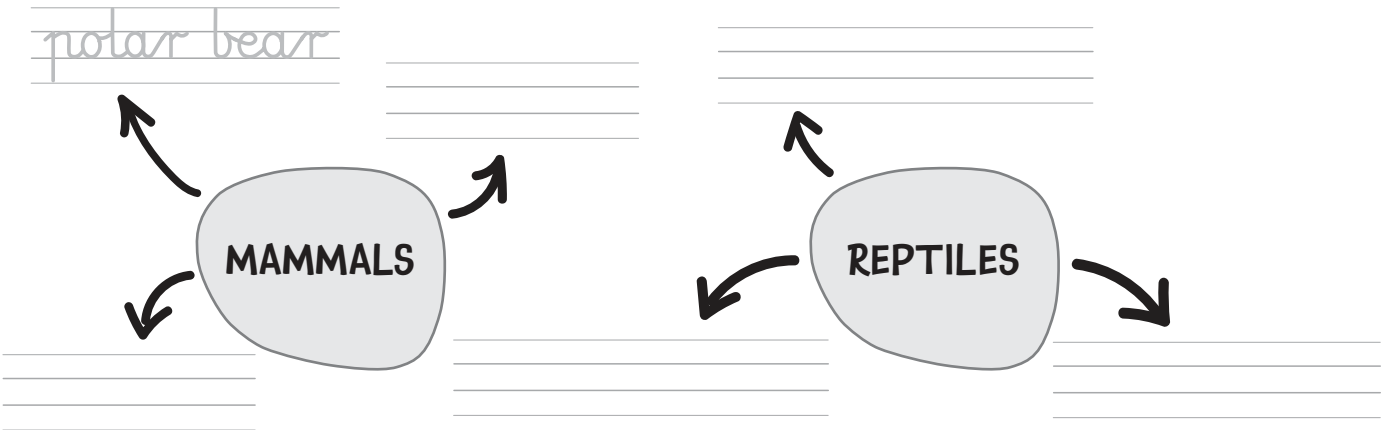


Lesson 6 CLIL

1 Zdecyduj, do której gromady należą podane zwierzęta.

Wpisz nazwy zwierząt w odpowiednie miejsca.

polar bear cat chameleon monkey snake turtle



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

- Mammals* have got warm blood.
- Most lay eggs.
- have got cold blood.
- Baby drink their mother's milk.

3 Odpowiedz na pytania. Sprawdź swoje odpowiedzi w Internecie.

- 

Is an orca a fish or a mammal?

a mammal
- 

Is a chameleon a reptile or an amphibian?
- 

Is a penguin a bird or a mammal?
- 

Is an alligator an amphibian or a reptile?
- 

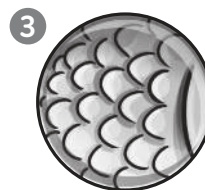
Is a dolphin a mammal or a fish?

Lesson 7 Unit review

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



feathers



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



☒ a shell

1 It hasn't got a shell.

☐ a tail

2

☐ fur

3

☐ a beak

4

3 Uzupełnij pytania dotyczące ryby ukazanej na ilustracji.

Napisz odpowiedzi: Yes, it has lub: No, it hasn't. 

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

2 (teeth) Has it ? Yes,

3 (scales) Has ?

4 (claws)



4 Znajdź w diagramie nazwy 5 gromad zwierząt i zakreśl je.

Przy każdym zdaniu napisz nazwę właściwej gromady. 

- 1 They have got cold blood.

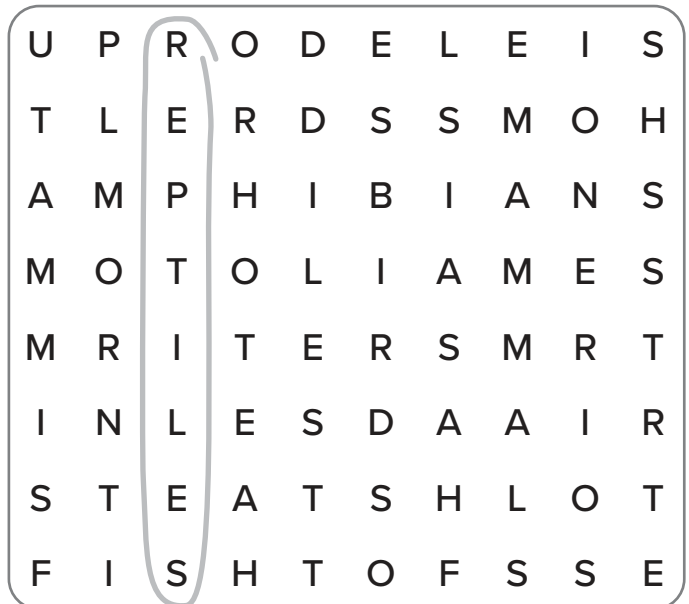
reptiles

- 2 They live on land and in water.

- 3 They have got scales and they live in water.

- 4 They drink their mother's milk.

- 5 They have got a beak and wings.



5 Uzupełnij dialog i odegraj go z kolegą lub koleżanką.

look has ~~website~~ tigers

Look at this website
about mammals.

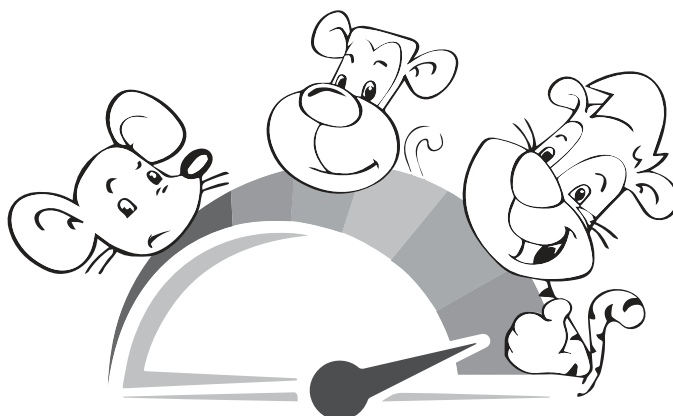
Has it got information
about _____?

Yes, it _____.

Great! Let's have
a _____.



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



Ocenianie
kształtujące





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



VIDEO 06

My notes

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



Animal fact file

Name: chameleon

Type of animal: reptile

Description: A chameleon has got a long tongue and a long tail.

It hasn't got ears.

Habitat: It lives in Africa, Europe and Asia.

Food: A chameleon eats insects and small birds.

Fun facts: A chameleon changes colour.

by Nasim

My notes

- the name and type of animal –

- a description –

- where it lives –

- what it eats –

- fun facts –

Animal fact file

Name: _____

Type of animal: _____

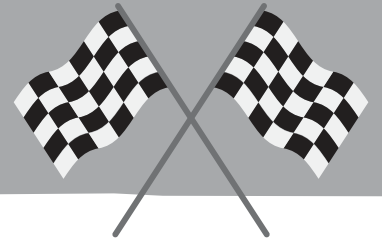
Description: It has got _____

Habitat: It lives in _____

Food: It eats _____

Fun facts: It _____

Early Finish 2



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

a It's got teeth.



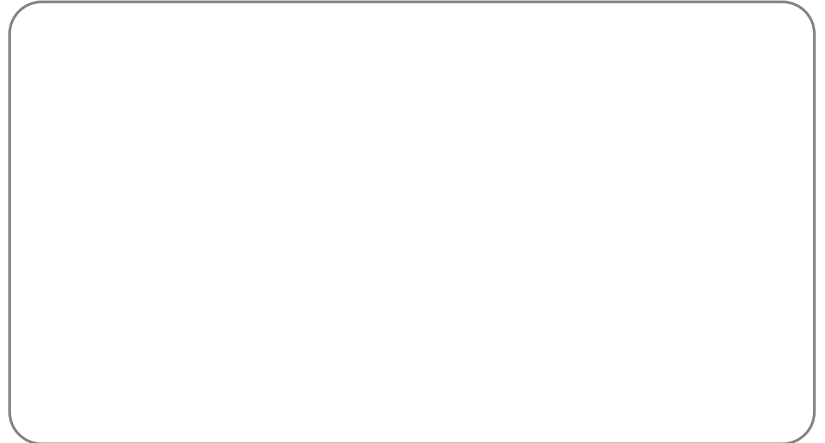
b It's got feathers.

c It hasn't got fur.

d It's got scales.

e It's got claws.

f It hasn't got a beak.



2 Uzupełnij zdania wyrazami z ramki. 

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

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

2 Amphibians can live on land and in water.

3 Reptiles have got cold blood.

Tortoises have got a shell.

4 Most fish have got scales and a beak. Some have got teeth.

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

Tiger Review 1

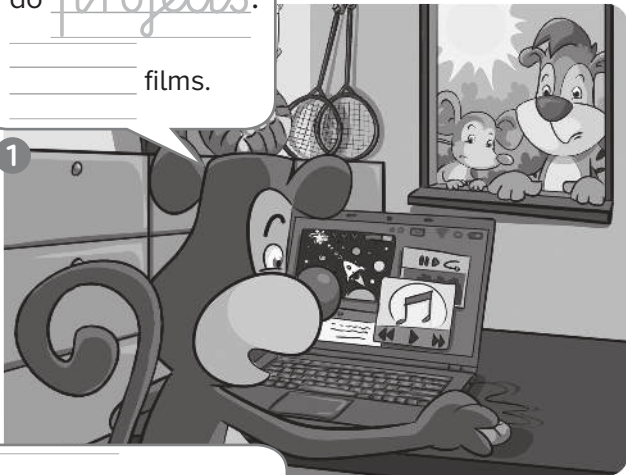


Tiger and Friends

1 Uzupełnij wypowiedzi postaci zgodnie z treścią historyjki. 

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

1



I _____ like snakes.

3



Look! It's a fox.
It's got red _____.

5



A _____ and a _____?

Let's do _____.

2



Or ... let's _____
on an excursion.

4



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

Wait, Monkey! _____.

6



Oh. It's a _____ and a kite.

pai__t pictures

s__ell

rept__les

0

Quiz – Units 1 and 2

-
-
-

-
-
-

-
-
-

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-
-

-
-
-

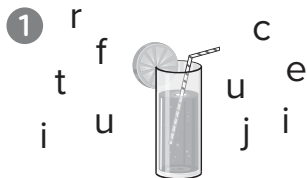
Good answers: 1–3 = OK. 4–6 = Very good! 7–8 = Brilliant!

3 Food We Like

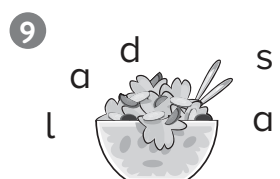
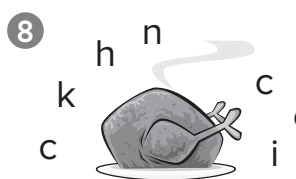
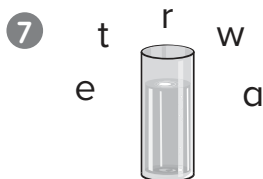
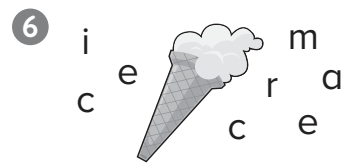
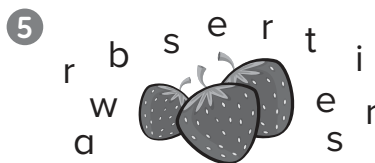
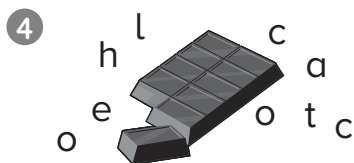
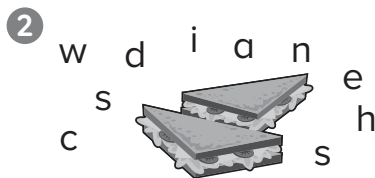
Lesson 1 Vocabulary 1

1 Z rozsypanych liter ułóż nazwy produktów spożywczych.

Podpisz ilustracje. 



fruit juice



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



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

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

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

Lesson 2 Story

STORY TIME

1 Zakreśl właściwe odpowiedzi zgodnie z treścią historyjki.



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

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



I love **strawberry / tomato** friends!



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



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

1 Lily likes clown ~~animal~~ sandwiches.

2 There are carrots, chicken and ~~apples~~ in the salad.

3 Lily ~~likes~~ the clown salad.

4 Sarah gives Lily a strawberry dessert.

5 Tiger makes a dessert with crisps, ~~chicken~~ and ice cream.



Lesson 3 Grammar 1 and Speaking

1 Napisz zdania zgodne z ilustracjami.

1

Oliver

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

2

Sarah

3

Lily

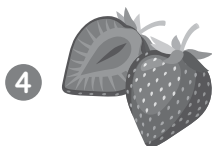
4

Tiger

2 Napisz zdania zgodne z ilustracjami z ćwiczenia 1.



Oliver likes yoghurt.



3 Jakie produkty spożywcze lubią Twoi rodzice? Dokończ zdania.

1 My mum likes

2 My dad

Lesson 4 Grammar 2 and Speaking

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



Do you like yoghurt?



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

I like food when it's delicious.

I like food when it's nutritious.

Some food is good for me to eat.

And some food is a special treat!

I love ice cream. I like bananas, too.

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

I _____, too.

But _____ . What about you?



I _____  . I _____  , too.

But _____ . What about you?

Lesson 5 Vocabulary 2

1 Znajdź nazwy 4 smaków i zakreśl je.



2 Uzupełnij zdania nazwami smaków z ćwiczenia 1.

1 Strawberries are sour.

4 Lemons are _____.

2 Coffee is _____.

5 Chocolate is _____.

3 Crisps are _____.

6 Grapefruit is _____.

This smoothie
is bitter.



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

1 Do you like sour fruit?

2 Do you like bitter chocolate?

3 Do you like sweet smoothies?

Lesson 6 CLIL



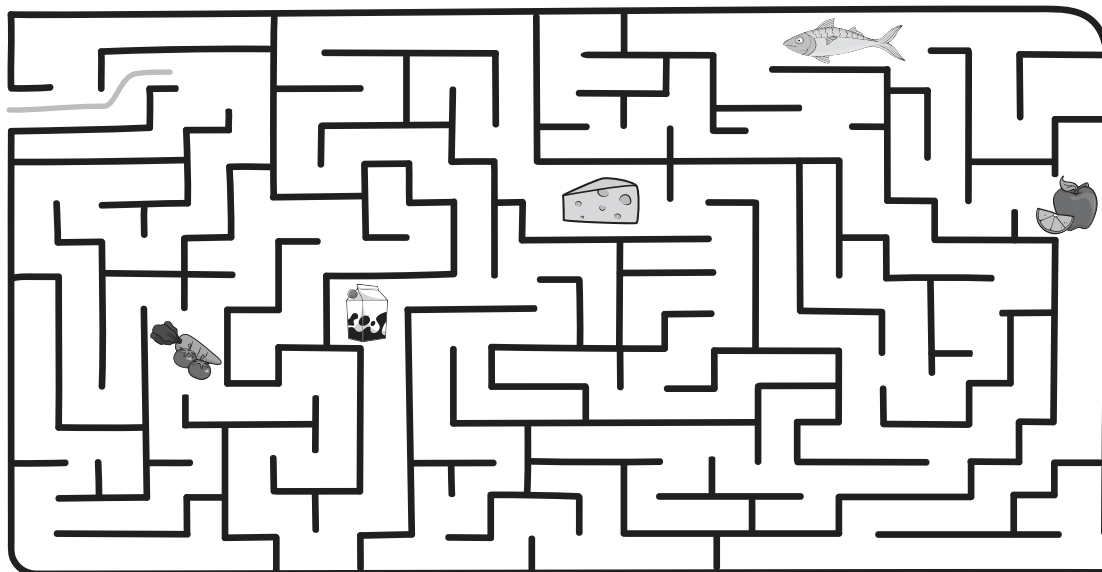
VIDEO 07



EDUKACJA
PRZYRODNICZA



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



☐ fruit ☐ cheese ☐ meat ☐ milk ☐ fish ☐ vegetables

- 2 Uzupełnij zdania wyrazami z ćwiczenia 1.

1 Meat and _____ help you grow.

2 _____ and _____ are good for strong bones.

3 _____ and _____ help you stay healthy.

- 3 Uzupełnij tabelę własnymi odpowiedziami (✓ lub X). Zadać pytania koledze lub koleżance i zaznacz jego/jej odpowiedzi.

Do you like fruit lollies?

Yes, I do.

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

Lesson 7 Unit review

1 Jakie produkty spożywcze przedstawiają cienie?

Podpisz ilustracje.

1 	2 	3 	4 	5 
water				
6 	7 	8 	9 	10 

2 Popatrz na tabelę i uzupełnij wypowiedzi dzieci oraz Tygrysa.

		
Ben		
Clare		
Nasim		
Ellie		

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

2 I _____.

3 Nasim likes _____.

Ellie _____.

3 Uzupełnij wyrazy opisujące cechy wymienionych produktów.

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

2 Coffee and grapefruit are t.

3 Sugar, chocolate and bananas are e.

4 Potato chips and crisps are t.

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

a 

b 

c 

d 

e 

1 *Do you like strawberries?*

2

3

4

5

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



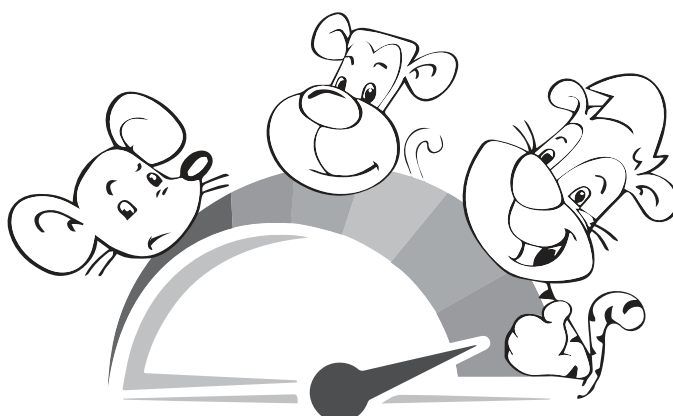
Ah, thanks. I get it now.
I like ice lollies, too.

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

I love ice lollies.

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

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



Ocenianie
kształtujące





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



► VIDEO 08

My notes



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



Lunch at my school

I have a hot lunch at school.

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

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

by Clare

My notes

- the kind of lunch I have at school –

- what I love/like/don't like –

- what my friend likes/loves –

Lunch at my school

I have a _____

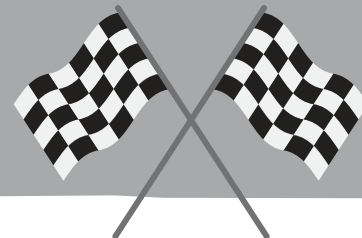
I love _____

I like _____

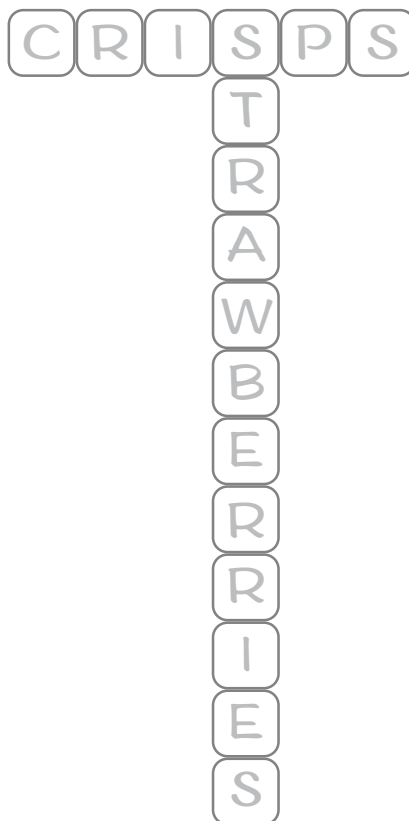
I don't like _____

My friend _____

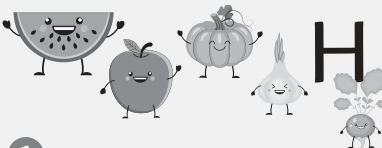
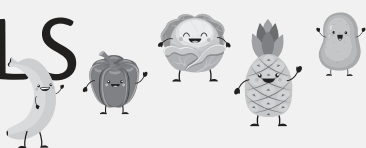
Early Finish 3



1 Ułóż własną krzyżówkę z nazwami produktów spożywczych. 



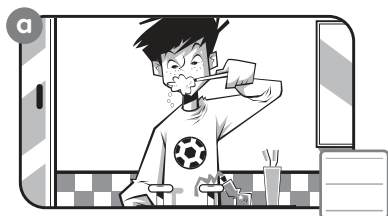
2 Zaplanuj zdrowe posiłki na jeden dzień. 

HEALTHY MEALS	
1 	2 
3	4

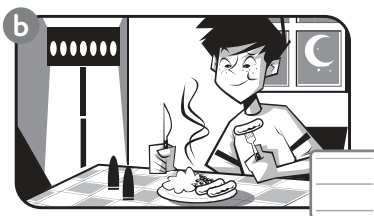
4 Things We Do Every Day

Lesson 1 Vocabulary 1

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



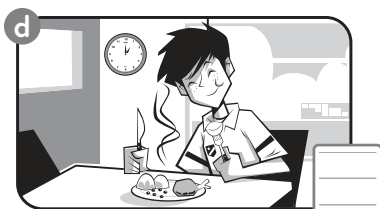
brush your teeth



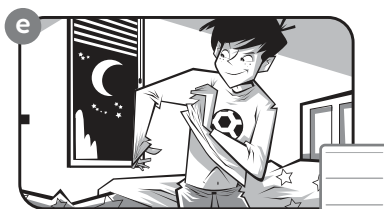
have _____



have a _____



have _____



put on your _____



go to _____



have _____



go _____



get _____



go to _____

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



Before school ...



I get up.

☐

☐

☐

After school ...


☐

☐

☐

Lesson 2 Story

1 Ponumeruj zdania zgodnie z treścią historyjki.

a c e	His clock and hairbrush are gold. King Midas is very happy. The genie changes the wish.	b d f	King Midas wants to be rich. His daughter, Princess Zoe, is gold. He meets a genie and makes a wish.
--	--	--	---

2 Przeczytaj zdania i połącz je z właściwymi zegarami.

1 King Midas gets up at seven o'clock.

2 King Midas has breakfast at half past seven.

3 King Midas has lunch at one o'clock.

4 King Midas has dinner at half past six.

7:30

6:00

7:00

5:30

6:30

1:00

8:30

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

1 	2 	3 	4 	5 
food	shower	toothbrush	clock	hairbrush



Lesson 3 Grammar 1 and Speaking

1 Napisz, którą godzinę wskazują zegary.

What time is it?

a



It's eight o'clock.

b



c



d



2 Uzupełnij wypowiedź Nasima zgodnie ze zdjęciami.



7:00



7:30



6:30



9:30



I get up at seven o'clock.

I have breakfast _____.

I _____.

I _____.

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

1



:

I get up at

2



:

3



:

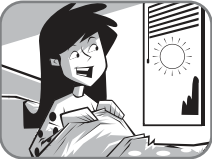
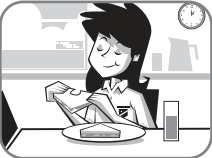
4



:

Lesson 4 Grammar 2 and Speaking

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

1		6:00	Do you get up at six o'clock?
		7:30	No, I don't. I get up at half past seven.
2		12:00	
		1:00	
3		3:30	
		5:00	
4		9:00	
		9:30	

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

It's my day, my typical day.

That's what I do every day.

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

I have breakfast  and I  to school.

I have lunch at 1:00.

I play with my friends. It's cool.

I have dinner at 6:00.

I read a book  and say 'goodnight'.

I go to bed at 9:00.

I read a book and turn out the light.

Lesson 5 Vocabulary 2

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

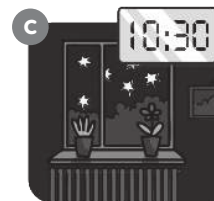
night evening midnight morning midday afternoon



in the evening



in the _____



at _____



at _____



at _____



in the _____

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

in the morning in the afternoon in the evening

When do you ...?	Me	My friend
have a shower	<u>in the</u>	☐
brush your teeth	_____	☐
do sports	_____	☐
do your homework	_____	☐
use a computer	_____	☐



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

Lesson 6 CLIL



VIDEO 09



EDUKACJA
PRZYRODNICZA



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



1 Alice lives in Edinburgh.

2 Emma lives in Melbourne.

3 Tom lives in Boston.

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

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

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

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

2 it's _____ in the _____ in Melbourne.

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

3 it's _____ at _____ in Edinburgh.

4 it's _____ in the _____ in Melbourne.

Lesson 7 Unit review

1 Jakie czynności wykonuje chłopiec? Podpisz ilustracje.



put on your pyjamas



2 Napisz pytania dotyczące czynności ukazanych na zdjęciach.

Dopisz własne odpowiedzi: *Yes, I do* lub: *No, I don't.*



Do you brush your teeth every day?



3 Napisz, którą godzinę wskazują zegary.



It's nine o'clock.



4 Uzupełnij zdania nazwami pór dnia. Odczytaj pełne zdania.

Powiedz, które zdania odnoszą się także do Ciebie. 

1 I have a shower ...	a at _____	 12:00.
2 I have lunch ...	b at _____	 12:00.
3 I do my homework ...	c in the _____	
4 I brush my teeth ...	and in the _____	
5 My mum reads books ...	d in the <u>evening</u>	
6 My dad goes to bed ...	e at _____	
	f in the _____	

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

right please ready ~~time~~ lunch past

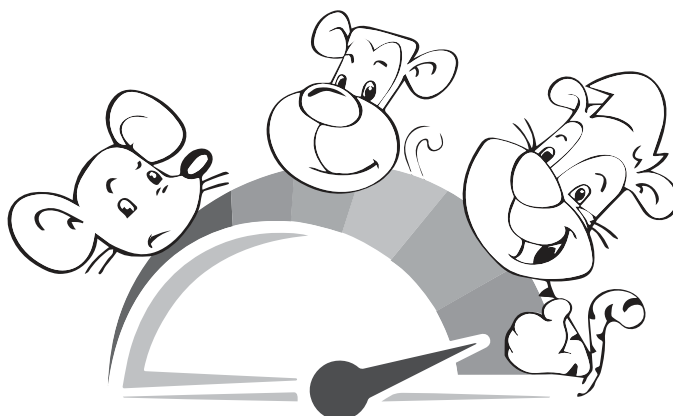


What time is it, _____?

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

All _____. I'm nearly _____.

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



Ocenianie
kształtujące





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



► VIDEO 10

My notes

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



A day in the life ...



I live in London in England.

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

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

by Nasim

My notes

- where I live –

- my daily school routine –

- what I do after school –

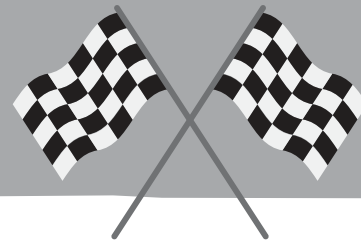
A day in the life ...

I live in _____

I _____

After school _____

Early Finish 4

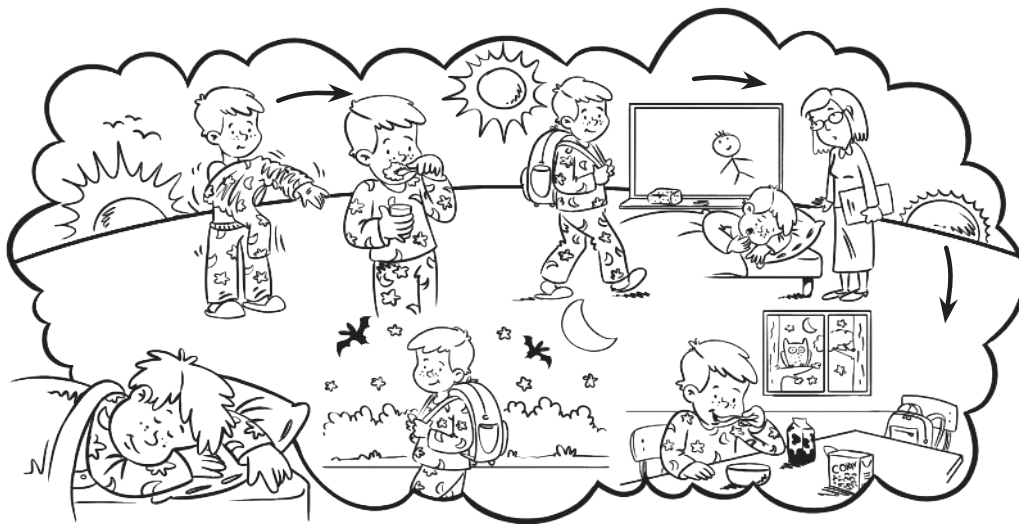


1 Zaplanuj swój idealny dzień. Zaznacz godziny na tarczach zegarów i napisz, jakie czynności wtedy wykonujesz. 

My perfect day



2 Popatrz na ilustrację i opisz dziwny sen chłopca. 



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

Tiger Review 2



Tiger and Friends

1 Uzupełnij wypowiedzi postaci zgodnie z treścią historyjki.

1

I want some _____
sandwiches for _____
 _____ at school, too.

2

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

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

3

What's the matter, _____?

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

4

A _____ lunch? But you've

 got a big packed _____!

5

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

Let's meet _____
 in the park.
 Monkey

6

I love sandwiches, _____, salad ...

Monkey, the _____ is fantastic!

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

bitter

sandwi_hes

ice cream

have bre__kfast

Have a shower

fruit juice

in the aftern on

at midnight

crisps

g__ to bed

sa__ty

get up

Hasto:

c h e

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

Quiz – Units 3 and 4

- 1 What four food items do you like?

- 2 What is the dessert made of in the story in Unit 3?

- 3 What three fun ways to eat fruit can you name?

- 4 Who has a hot lunch at school: Jack or Ben?

- 5 What five things do you do every day?

- 6 What is more important than gold for King Midas in the story in Unit 4?

- 7 What time do you go to bed every day?

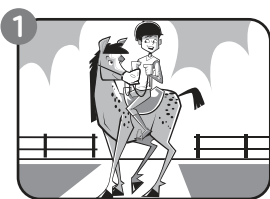
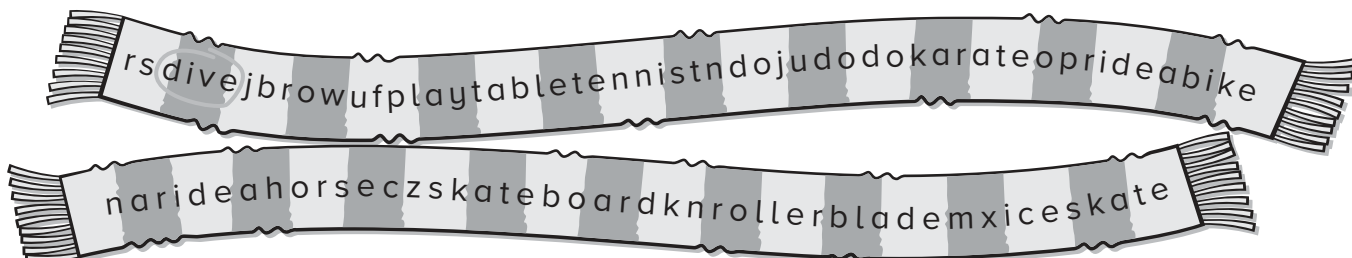
- 8 How many time zones has the world got?

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

5 Sports Star

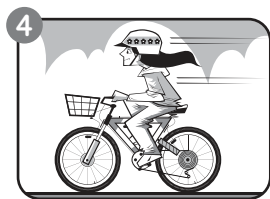
Lesson 1 Vocabulary 1

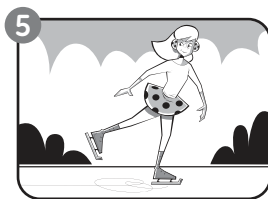
1 Znajdź i zakreśl nazwy 10 czynności sportowych. Podpisz ilustracje. 



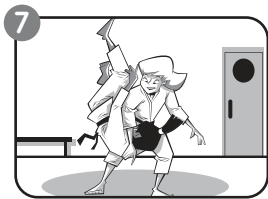


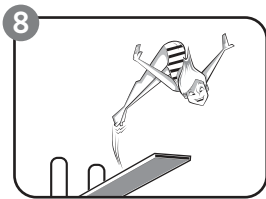




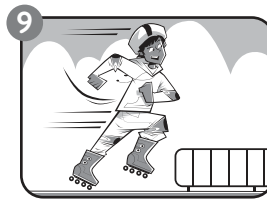


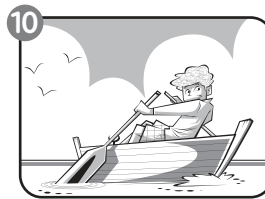






dive





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

1 I can do karate.  ☐

4 I can _____.  ☐

2 I can _____.  ☐

5 I can _____.  ☐

3 I can _____.  ☐

6 I can _____.  ☐

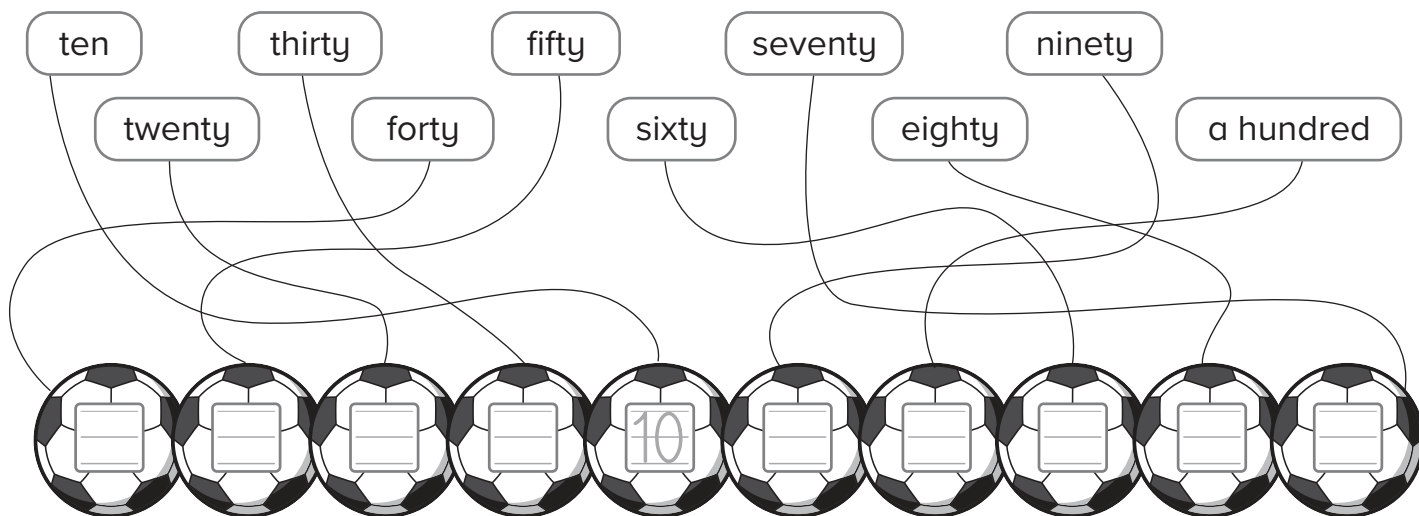
Lesson 2 Story

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

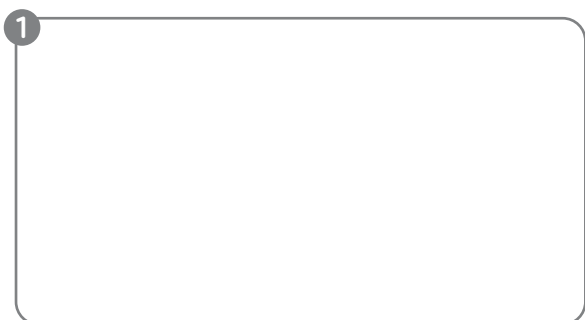
- 1 I think girls can play football.
- 2 Can you play for the team today, Lily?
- 3 I can kick the ball!
- 4 How many press-ups can you do?



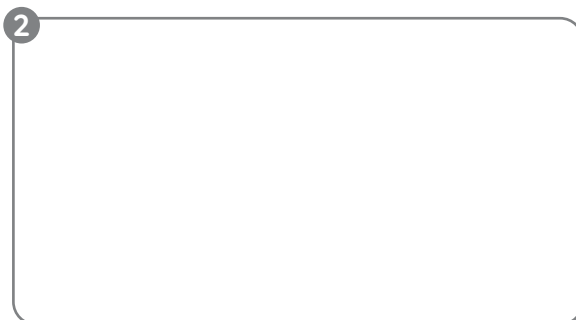
2 Wpisz w piłki odpowiednie liczby. Zakryj wyrazy i powiedz na głos zapisane liczby.



3 Przeczytaj zdania i narysuj postacie wykonujące opisane czynności.



I can kick a ball.



I can do press-ups.



Lesson 3 Grammar 1 and Speaking

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

Ben	Ellie	Clare	Nasim
☒	☒	☒	☒
☒	☒	☒	☒

1 Ben can rollerblade. He can't ice-skate.

2 Ellie _____ play table tennis. She _____ rollerblade.

3 Clare _____. She _____.

4 Nasim _____. He _____.

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

- 1 | _____
- 2 | _____
- 3 | _____

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

Name	You			
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Lesson 4 Grammar 2 and Speaking

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

- 1  Can you play table tennis ? _____
- 2  Can you _____ ? _____
- 3  Can _____ ? _____
- 4  _____ _____
- 5  _____ _____

2  3.11 Uzupełnij tekst piosenki *I can play football*.

Zaśpiewaj tę piosenkę.  

I can play football and ride a bike .

I can swim and _____ , too.

I can't play tennis or _____ .

Tell me, what can you do?

My sister can dance and _____ .

She can _____  and _____ , too.

She can't play tennis or basketball.

Tell me, what can you do?

My brother can _____  and _____ .

He can _____  and play basketball, too.

He can't do judo or karate.

Tell me, what can you do?

Lesson 5 Vocabulary 2

1 Połącz po 3 puzzle, aby utworzyć poprawne wyrażenia. 

stretch	do	do	walk	run
				
	on the spot	squats	on the spot	press-ups

2 Uzupełnij zdania zgodnie z treścią ilustracji. 

- 1  She can walk on the spot.
- 2  He can't _____.
- 3  She can _____.
- 4  She _____.
- 5  She _____.

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

- 1 Can you do 20 squats?

- 2 Can you run on the spot for 1 minute?

- 3 Can you do 8 press-ups?

Can you do
squats with me?



Lesson 6 CLIL

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

climbing dancing gymnastics ~~running~~ swimming

1


○

running

2


○

3


○

4


○

5


○

2 Połącz początki i końcówki zdań.

- 1 Exercise helps you ...
2 Workouts help ...
3 Exercise is good for ...
4 Workouts are ...
5 Warm up before you ...
- a do sports.
b good for you.
c you concentrate at school.
d stay healthy.
e you.

3 Zaplanuj krótką rozgrzewkę.

MY WORKOUT

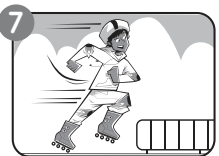
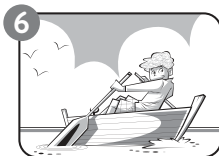
- 1 run on the spot for 1 minute
2
3
4

Lesson 7 Unit review

1 Jakie czynności wykonują dzieci? Podpisz ilustracje.



ride a bike



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



Clare can swim.



3 Napisz pytania i odpowiedzi zgodne z ilustracjami.



Can you rollerblade?

✓ Yes, I can.



✗

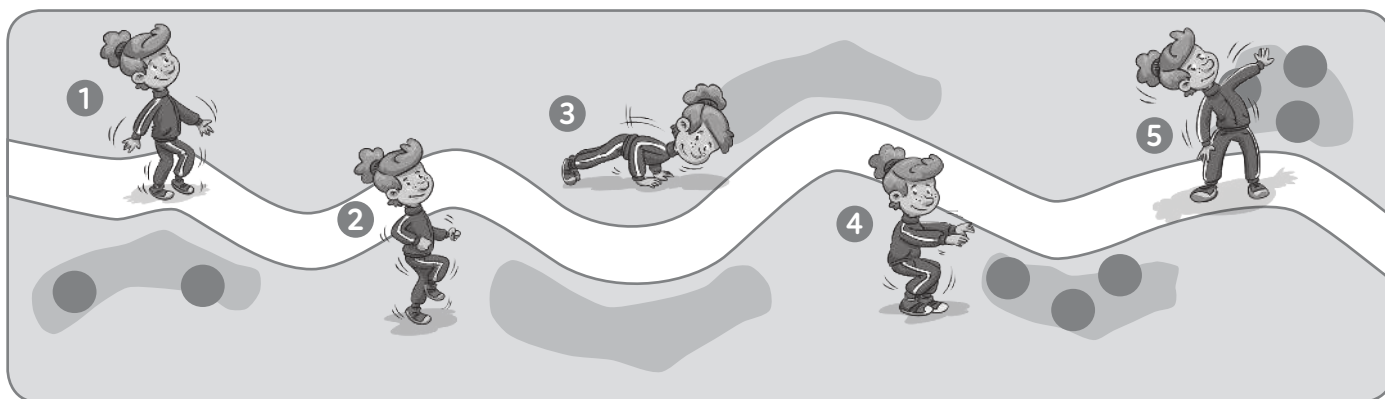


✓



✗

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



1 walk on the spot
 2
 3

4
 5

5 Ułóż wypowiedzi z rozsypanych wyrazów.

Odegraj dialog z kolegą lub koleżanką. 

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

Can you help me, please?

right / Yes, / all / .

I think the answer is 'warm up'.

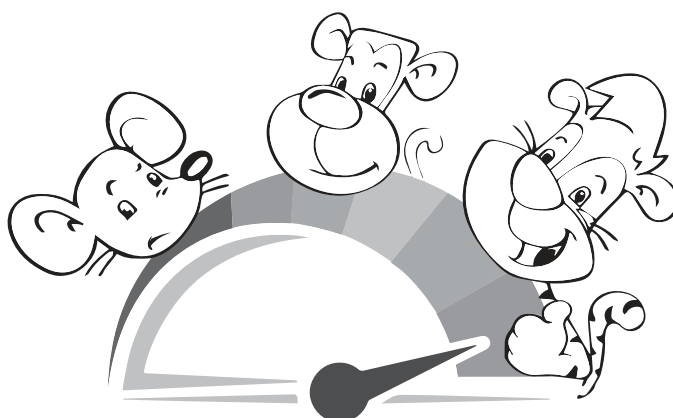
that / please / Can / say / you / again, / ?

Yes, / course / of / .

It's 'warm up'.



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



Ocenianie
kształtujące





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



► VIDEO 12

My notes



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

My exercise

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

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

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

by Ben

My notes

- what I do in PE at school –

- what I can/can't do –

- exercise I do after school –

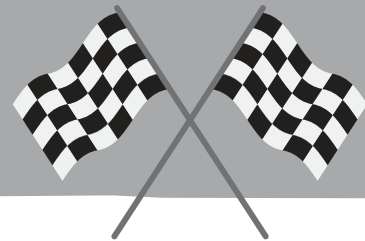
My exercise

In PE we

I can

After school

Early Finish 5



1 Rozwiąż krzyżówkę.



do ...



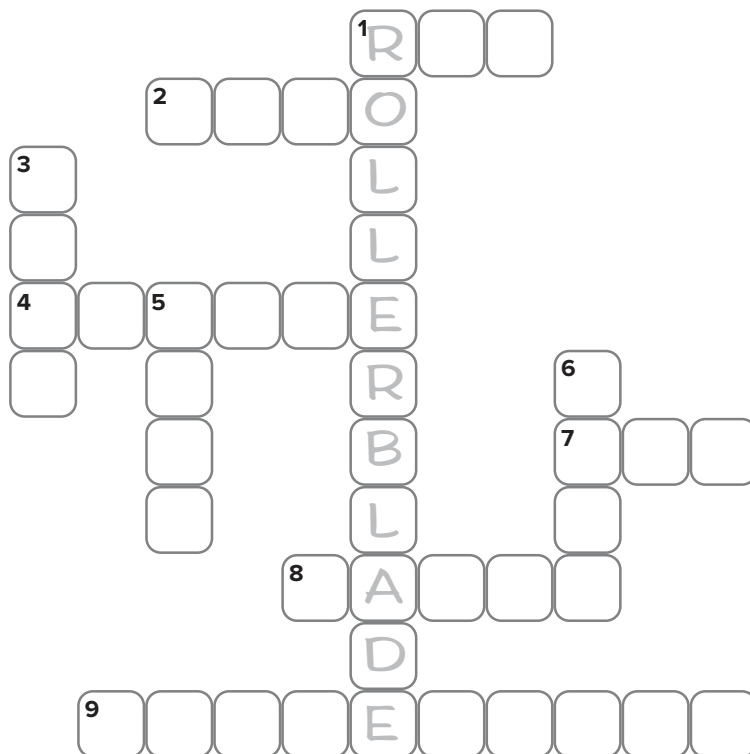
do ...



...-skate



play ... tennis



ride a ...



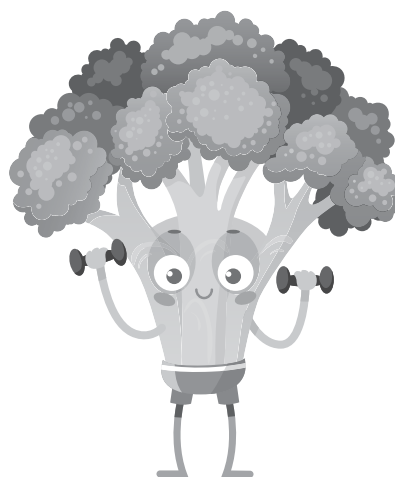
... a horse



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

HOW MUCH DO YOU KNOW ABOUT KEEPING FIT?

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

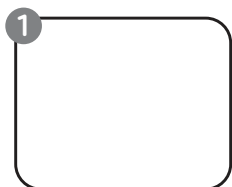


7

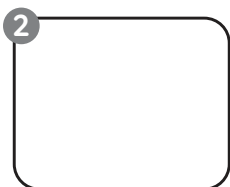
6 At the Beach

Lesson 1 Vocabulary 1

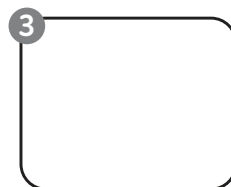
1 Jakie czynności wykonują dzieci? Podpisz ilustracje. 



collecting shells



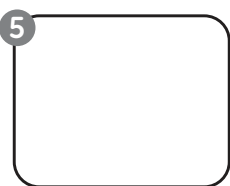
putting on _____



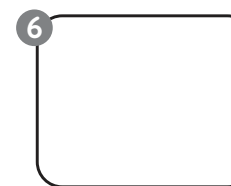
playing _____



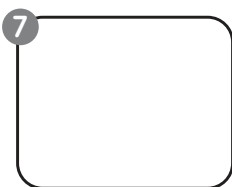
playing _____



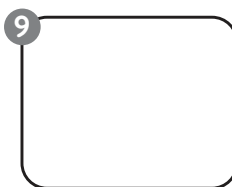
playing _____



making a _____







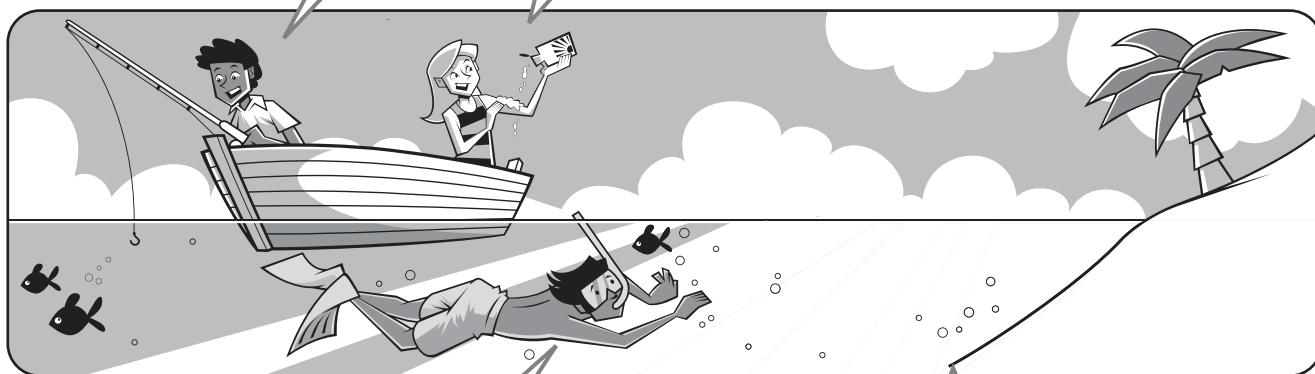


flying a _____

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

1 I'm fishing.

2 I'm _____.



3 I'm _____.

4 I'm _____.

Lesson 2 Story

STORY TIME

1 Uzupełnij wypowiedzi narratora i dzieci na podstawie historyjki.

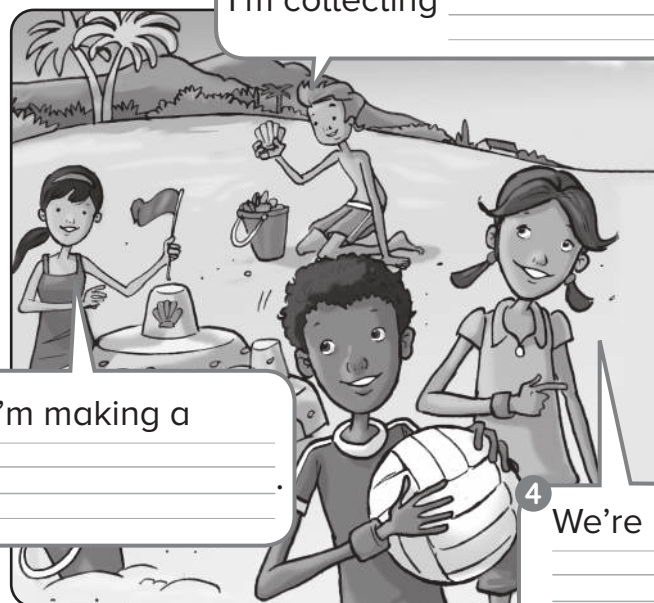
snorkelling ~~beach~~ fish sandcastle swimming
amazing shark shells volleyball

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

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

2 I'm collecting _____.

6 Wow! Look at the _____.



3 I'm making a _____.

4 We're playing _____.



7 Yes. They're _____!

8 Oh no! It's a _____.



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

2 Połącz początki i końcówki zdań.

1 Lia and Sam are snorkelling ...

2 The shark is swimming towards ...

3 The dolphins are swimming and ...

4 The dolphins are making ...

5 Lia and Sam ...

a jumping in the water.

b noises to scare the shark.

c are safe.

d Lia and Sam.

e in the sea.



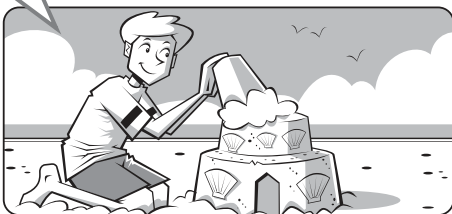
Lesson 3 Grammar 1 and Speaking

1 Uzupełnij wypowiedzi dzieci ukazanych na ilustracjach 1–2.

Napisz, co robią postacie ukazane na ilustracjach 3–6.

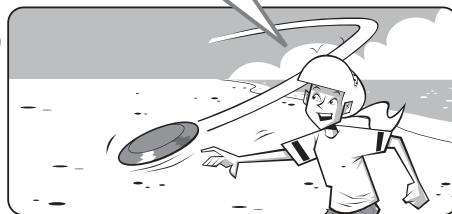
I'm *making a sandcastle.*

1



I'm _____.

2



3



He's _____.

4



She's _____.

5



6



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

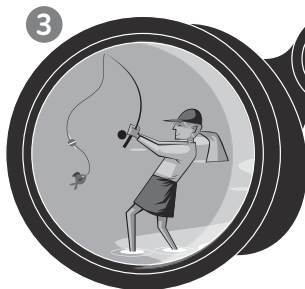
1



2



3



4



1

She's playing Frisbee.

2

3

4

Lesson 4 Grammar 2 and Speaking

1 Uzupełnij wypowiedzi postaci ukazanych na ilustracjach 1–2.

Napisz, co robią postacie ukazane na ilustracjach 3–4.

1

We're fishing.

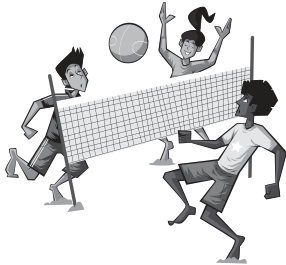


2

We're _____.



3



They're _____.

4



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

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



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

I'm making a _____ **sadncstlae**.

You're _____ **lpaynig** volleyball.

He's collecting _____ **sehsll**.

She's playing _____ **bmadniotn**.



I'm flying a _____ **ktie**.

You're _____ **lpaynig** Frisbee.

She's _____ **ptutnig** on sun cream.

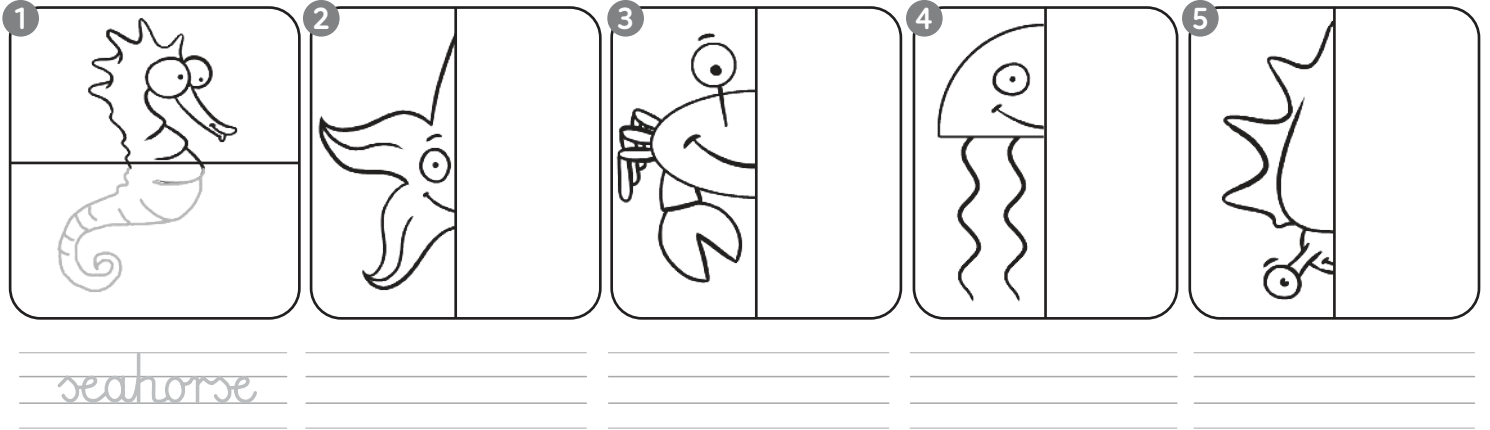
He's _____ **siwmmgin** in the sea.



Lesson 5 Vocabulary 2

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

seahorse an b crab k d w jellyfish l n s snail d r t starfish s w e

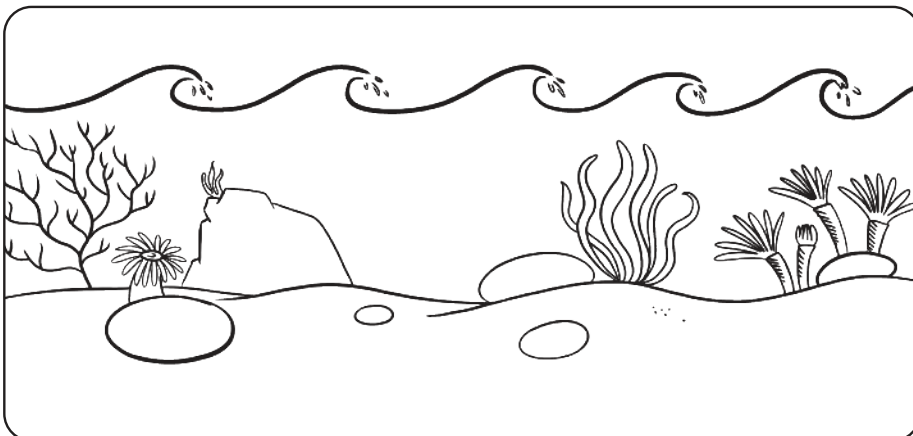


2 Uzupełnij nazwy zwierząt morskich.

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

3 Narysuj zwierzę morskie, które chciałbyś/chciałabyś zobaczyć.

Uzupełnij wypowiedź Ping.



Look! A !
Amazing!



Lesson 6 CLIL



VIDEO 13



EDUKACJA
PRZYRODNICZA

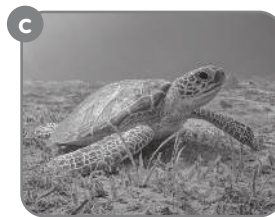


1 Znajdź w diagramie nazwy 8 zwierząt morskich i zakreśl je.

Dorysuj brakujące dwa zwierzątka i podpisz wszystkie ilustracje.



crab



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



2 Dopasuj zdjęcia do tekstów. Zakreśl właściwe odpowiedzi.



- ☒ This is a whale. It's **hiding** / **swimming** slowly.
A whale is a **mammal** / **fish**.
- ☐ This is a penguin. It's **walking** / **catching** fish.
A penguin is a **bird** / **reptile**.
- ☐ This is a shark. It's **eating** / **looking** for food.
A shark is **an amphibian** / **a fish**.

Lesson 7 Unit review

1 Jakie czynności przedstawiają cienie? Podpisz ilustracje. 

1

2

3

playing Frisbee

4

5

6

7

8

9

2 Uzupełnij zdania wyrazami z ramki. 

swimming 's he playing you 'm

1 He 's flying a kite.

4 _____ 're playing volleyball.

2 I _____ fishing.

5 She _____ snorkelling.

3 She's _____ Frisbee.

6 He's _____.

3 Napisz, co robią postacie ukazane na zdjęciach. 

1



He's collecting shells.

2



3



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

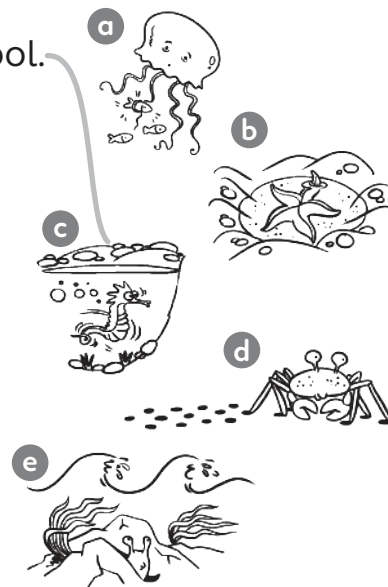
1 The sea horse is swimming in the rock pool.

2 The _____ is relaxing on the beach.

3 The _____ is walking sideways.

4 The _____ is catching small fish.

5 The _____ is hiding here.



5 Ułóż wypowiedzi z rozsypanych wyrazów.

Odegraj dialog z kolegą lub koleżanką.

doing / are / What / you / ?

What are you doing?

reading / I'm / a / book / .

you / What / doing / are / ?

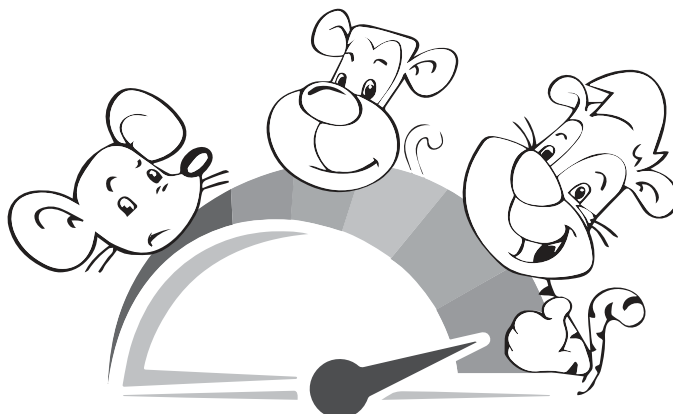
ruler / I'm / my / for / looking / .

you / Thank / .

is / it / Here / .



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



Ocenianie kształtujące



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



▶ **VIDEO 14**

My notes

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



A holiday postcard

Dear Uncle Harry,

I hope you're well. I'm having a great time in the countryside. We're staying in a bed and breakfast. It's brilliant!

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

See you soon.

Love from

Ellie



My notes

- where I am –

- where I'm staying –

- the weather –

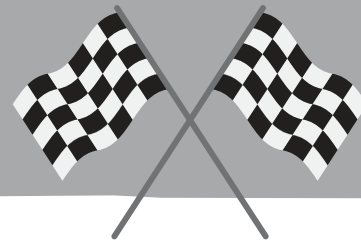
- what other people and I are doing –

A holiday postcard

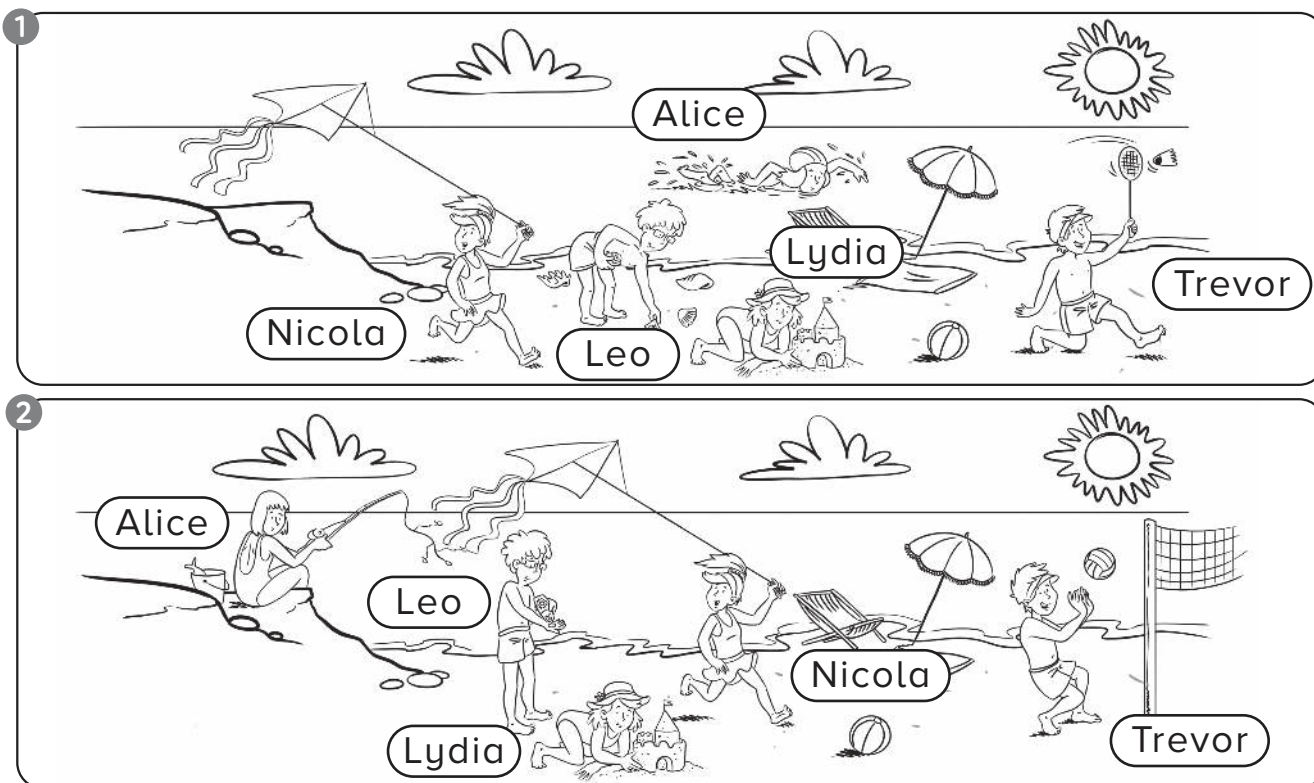
Dear _____

Love from

Early Finish 6



1 Znajdź i wypisz 3 różnice między ilustracjami. 



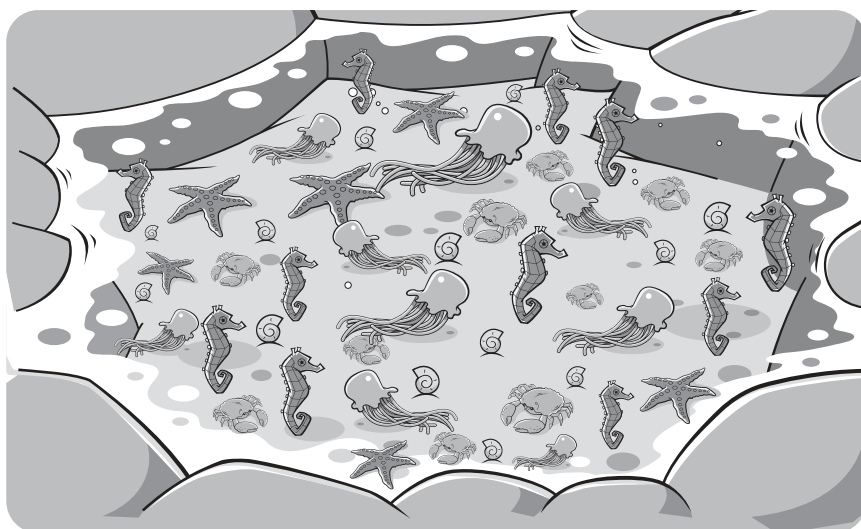
In picture 1 ...

Alice is swimming.

In picture 2 ...

Alice is fishing.

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



6 – starfish
9 –
10 –
11 –
13 –

Tiger Review 3



Tiger and Friends

1 Uzupełnij wypowiedzi postaci zgodnie z treścią historyjki.

1

Can you swim, Mouse?

Yes, I _____!

2

I'm _____ a sandcastle ...

I'm _____ shells ...

3

Great! We need to plan the _____.

4

Let's do some _____.

Yippee! We're in _____.

But ... it's _____ here.

5

When it's _____ in Europe,

it's _____ in Australia.

6

I'm _____.

Don't _____! No _____,

but we can make a snow castle!

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

ice-sk__te Seahorse roller__lade
 ride a bi__ke fishing st__etch do squ__ts
 sn__rkelling j__llyfish flying a ki__e do judo

Hasło: o k e d

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

Quiz – Units 5 and 6

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

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

End-of-Year Show

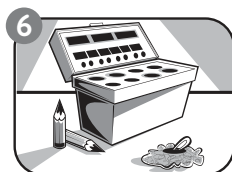
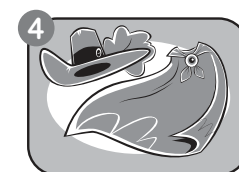
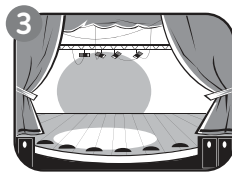
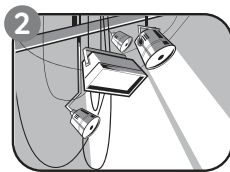


VIDEO 15

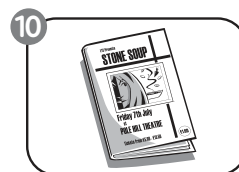
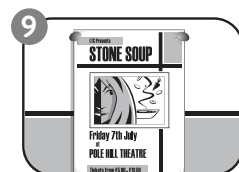
1 Znajdź w diagramie nazwy 10 przedmiotów i postaci związanych z teatrem. Podpisz ilustracje.



actor



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



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



1 I'm printing the tickets tciktse.

2 I'm helping with the costumes amke-pu.

3 I'm writing the program prgormame.

4 I'm helping with the costumes cstouesm.

5 I'm designing the poster opsetr.

6 I'm helping with the costumes lghist.



3 Uzupełnij streszczenie historyjki wyrazami z ramki.

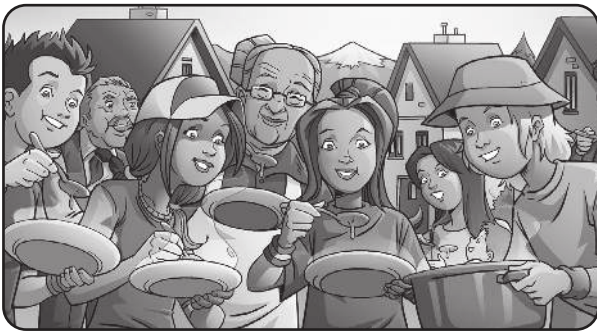
stones village meat food ~~hikers~~ soup
carrots hungry



► VIDEO 16

The story of the stone soup

Anton, Dina, Boris and Klara are ① hikers. They walk in the mountains for many days. They're very ② _____. They arrive in a ③ _____ and ask for food. But the people don't want to share their ④ _____, so the hikers put water and ⑤ _____ in a pot on their camping stove. The people of the village come and watch. The hikers ask them for onions,



⑥ _____, potatoes and ⑦ _____ to go in the pot. The stone ⑧ _____ is delicious!

4 Odpowiedz na pytania dotyczące historyjki.

① Who are Anton, Boris, Dina and Klara?

They are hikers.

② What do they ask for in the village?

They ask _____.

③ What do they put in a pot on their camping stove?

They _____.

④ What does the soup need?

It needs _____.

⑤ What do the people in the village think of the soup?

They think _____.



1 Wykonaj zadanie Tygrysa.

I can ...

1 ... write two things I don't do in my free time.

2 ... write two things I do on the computer.

3 ... name two body parts of a mouse.

4 ... name two mammals and two birds.

5 ... name two foods I don't like.

6 ... write what I do in the evening.

7 ... name three sports I can do.

8 ... write what time I get up.

9 ... name one workout activity.

10 ... name two sea animals.



Halloween

1 Znajdź i zakreśl 10 wyrazów związanych z Halloween.

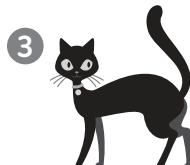
Podpisz ilustracje. 

treats planternasepbateawitchidcostumetomonsterwacatpeghostreskeletonispider



treats



















2  4.8 Zakreśl właściwe odpowiedzi i uzupełnij tekst piosenki

Come to the Halloween party!. Zaśpiewaj tę piosenkę.  

Come to the Halloween party / play tonight.

It's scary / dangerous and fun.

Please get / don't get a fright!

Come as a witch



, a _____



or a _____



Come as a _____



, a _____



or a _____



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



I'm wearing _____

I've got _____



Christmas



1 Co przedstawiają zdjęcia? Podpisy pod zdjęciami zapisano wspak.

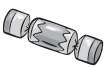
Zapisz je prawidłowo.

1  tfig _____	2  rekcarc _____	3  rehtaF _____	4  nworc _____	5  eert _____
_____ Christmas _____		_____ Christmas _____		
6  rats _____	7  ekalfwons _____	8  lleb _____	9  gnikcots _____	10  eldnac _____
_____ Christmas _____		_____ Christmas _____		

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

Crackers are for Christmas.

Listen to the pop, pop, pop!

Let's pull a Christmas cracker .

And see what it's got.

A paper _____ , a funny _____ .

A small _____  or _____ .

Crackers are for Christmas.

They bring fun and joy!

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



In Poland, at Christmas we _____

EARTH DAY



- 1 Uzupełnij samogłoskami nazwy czynności sprzyjających ochronie środowiska.

LET'S PROTECT THE EARTH!



- 1 U s cl th b gs
- 2 R s
- 3 T rn ff th l ght
- 4 Pl nt tr s
- 5 P ck p l tt r
- 6 R cy l

- 2 4.16 Uzupełnij tekst rapowanki *The Earth needs your help*.

Powiedz tę rapowankę.

It's Earth Day today.

It's Earth Day today.

It's Earth Day today.

Turn the light.

Recycle and .

trees!

Do it day!

Use things again

The Earth needs

and .

your !

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

I





Unit 1

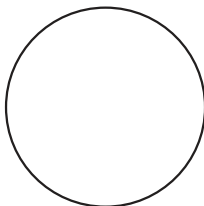
Picture Dictionary





























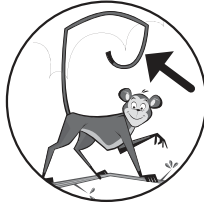


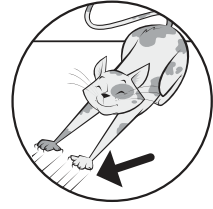




Unit 2

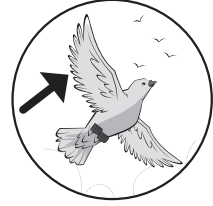


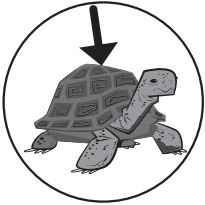


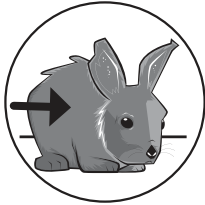




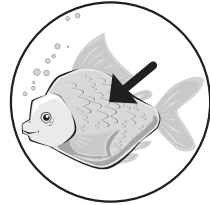


















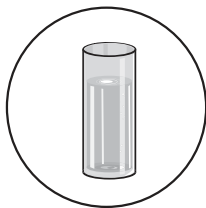


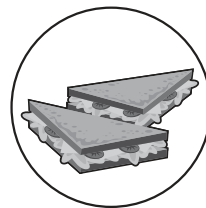




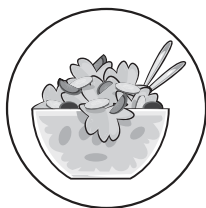
Unit 3





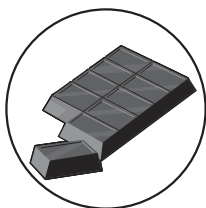


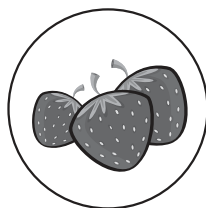








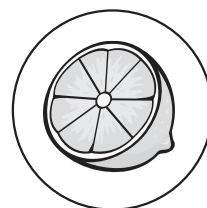
















Unit 4













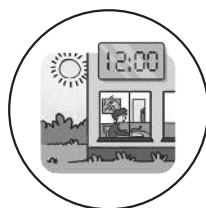






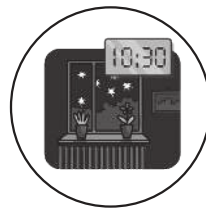
















Unit 5

























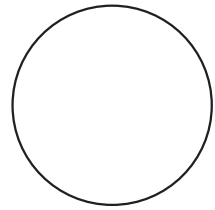
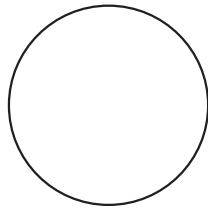
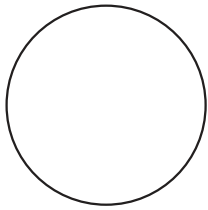


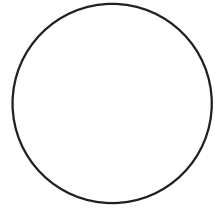
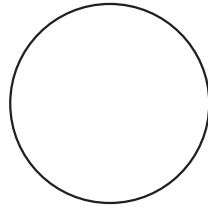
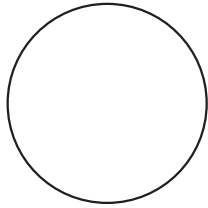


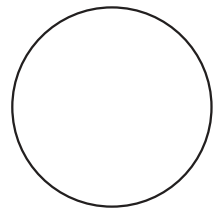
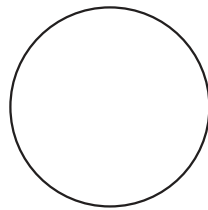
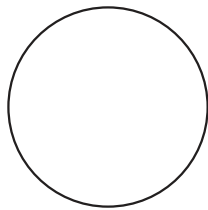
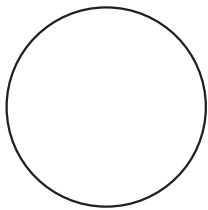


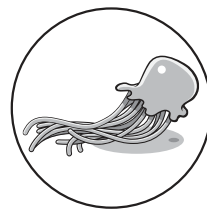


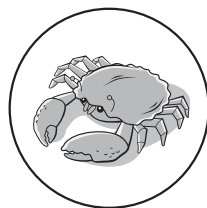
Unit 6











Basic Vocabulary

Days of the week

Monday

T

W

T

F

S

S



Numbers

1 o

2 t

3 t

4 f

5 f

6 s

7 s

8 e

9 n

10 t

11 e

12 t

13 t

14 f

15 f

16 s

17 s

18 e

19 n

20 t

30 t

40 f

50 f

60 s

70 s

80 e

90 n

100 a h



Seasons

s

s

a

w



Months

J

F

M

A

M

J

J

A

S

O

N

D

Tiger's Project



1 Podpisz zdjęcia nazwami sklepów z ramki.

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



clothes shop











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



Hello, I'd like this kite, please.

Here _____ are.



How _____ is it?

It's _____ euros.



Here's _____ euros. Thank _____.

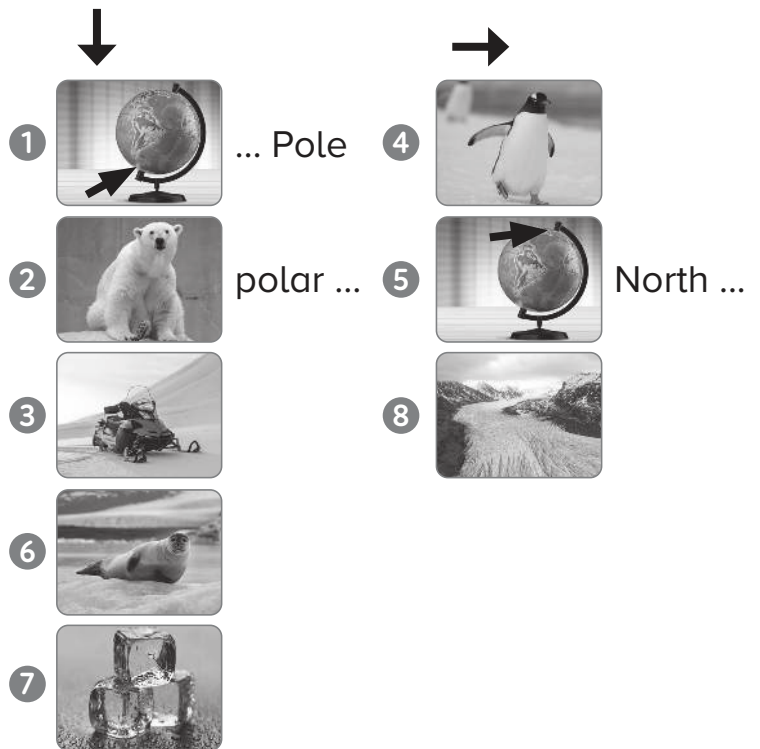
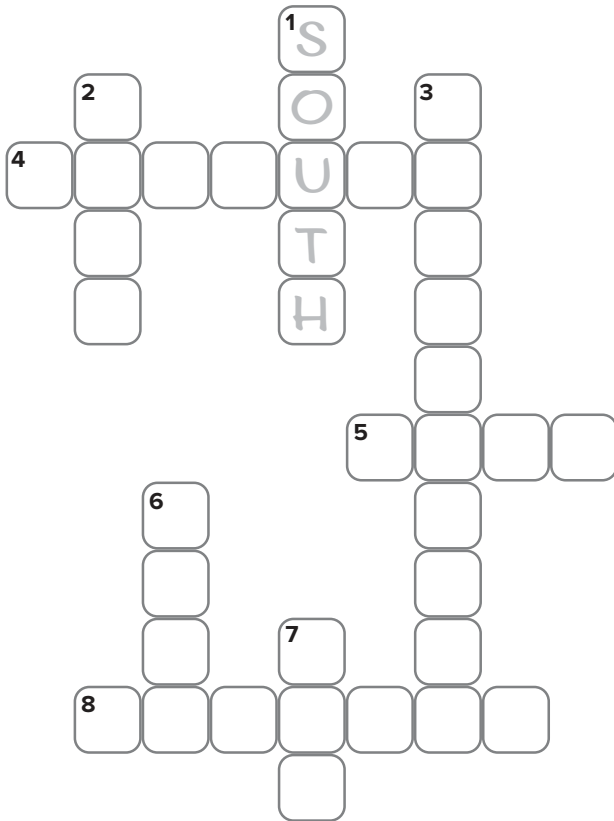
_____ you.



Reading Extension 1

INCREDIBLE ICE!

1 Co przedstawiają zdjęcia? Rozwiąż krzyżówkę. 



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

- | | |
|--|---|
| 1 The North Pole is in ...
a the Antarctic. b the Arctic. | 5 Polar bears have got ... teeth.
a 22 b 42 |
| 2 Winter is from March to September at ...
a the South Pole. b the North Pole. | 6 Penguins eat ...
a plants. b fish. |
| 3 There is no land under the ice at ...
a the South Pole. b the North Pole. | 7 Penguins ... swim underwater.
a can b can't |
| 4 Polar bears have got ... skin.
a black b white | 8 Seals ... sleep underwater.
a can b can't |

Reading Extension 2

Water Sports

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

slifejackethelmetombbodyboardrefgoalopowavesqupaddleberiverdoboate



life jacket



- 2 Przeczytaj tekst i zakreśl właściwe odpowiedzi. 



Snorkelling is swimming in water with ① **a mask** / **sunglasses** and a special tube, which is called a snorkel. It helps you breathe when your head is underwater. Snorkelling is great fun because you can observe the underwater world. But be careful: use ② **a hat** / **sun cream** in the water. The sun can burn your skin. Watch out for ③ **motor boats** / **helmets**. They often go very fast and can hit a snorkeller. In the picture, the boy is wearing fins on his ④ **hands** / **feet**. It's ⑤ **hot** / **cold** in the water and he's wearing a wetsuit to keep warm. He's looking at ⑥ **fish and shells** / **a sandcastle**.

Teksty piosenek i rapowanek

Welcome to the Tiger Street Club!

 *Welcome to the Tiger Street Club*

Welcome to the Tiger Street Club.

Hello, everyone!

Let's learn and _____ together.

It's exciting and fun!

We speak and _____ in English.

We do amazing projects, too.

_____ and join the Tiger

Street Club.

We want to be friends with _____!

 *The alphabet*

A B C D E – Sing the rap with me.

F G H I J – Sing it every _____.

K L M N O – Rap with me, let's _____.

P Q R S T – Spell your _____

to me.

U V W X Y Z – Can you _____ the
alphabet?

Unit 1

 *What do you do in your free time?*

What do you do in your free time?

What do you do every _____?

Do you _____ other people?

Do you study and _____?

I do sports and _____ a computer.

I read books and listen to

_____, too.

I watch _____ and paint pictures.

They're all great _____ to do.

Unit 2

 *A tiger has got sharp teeth*

A tiger has got sharp teeth.

A monkey has got a long _____.

A bird has got _____.

And a fish has got _____.

An elephant has got big _____.

A cat has got whiskers and _____.

A rabbit has got soft _____.

And a crocodile _____ got jaws.



Unit 3

I like food

I like food when it's delicious.

I like food when it's nutritious.

Some food is _____ for me to eat.

And some food is a special treat!

I love ice _____.

I like bananas, too.

But I don't like _____.

What about you?

I love strawberries.

I like _____, too.

But I don't like _____.

What about you?

I love _____.

I like sandwiches, too.

But I don't like _____.

What about you?

Unit 4

My day

It's my day, my typical day.

That's what I do _____ day.

I _____ up at seven o'clock.

I have breakfast and I _____ to school.

I have _____ at one o'clock.

I _____ with my friends. It's cool.

I have _____ at six o'clock.

I _____ on my pyjamas and say

'goodnight'.

I go to _____ at nine o'clock.

I read a _____ and turn out

the light.

Unit 5



I can play football

I can play football and ride a bike.

I can _____ and skateboard, too.

I can't play _____ or ride
a horse.

Tell me, what can you do?

My sister can dance
and ice-_____.

She can do _____ and karate, too.

She can't play tennis
or _____.

Tell me, what _____ you do?

My brother can _____
and rollerblade.

He can _____ and play
basketball, too.

He can't do judo or _____.

Tell me, what can you do?

Unit 6



It's summer time

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

We're playing on the beach
and having fun.

I'm _____ a sandcastle.

You're _____ volleyball.

He's _____ shells.

She's _____ badminton.

I'm _____ a kite.

You're _____ Frisbee.

She's _____ on sun cream.

He's _____ in the sea.

Festivals



Come to the Halloween party!

Come to the Halloween party
tonight.

It's _____ and fun.

Please don't get a fright!

Come as a witch, a _____
or a cat.

Come as a skeleton, a _____
or a bat.

Come to the Halloween party tonight.

It's scary and _____.

Please don't get a fright!



The cracker song

Crackers are for Christmas.

Listen to the pop, pop, pop!

Let's pull a Christmas _____.

And see what it's got.

A paper _____, a funny joke,

A small gift or toy.

_____ are for Christmas.

They bring fun and joy!



The Earth needs your help

It's Earth Day today.

Turn off the light.

Do it every day!

It's Earth Day today.

Recycle and _____.

Use things again and again.

It's Earth Day today.

_____ trees!

The Earth needs your help!

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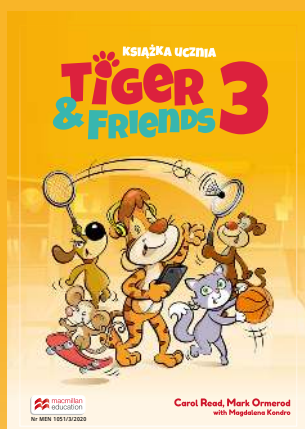
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