

Książka ucznia

Kids Can!



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List of rubrics – polecenia do ćwiczeń

English	Polish
Act out	Odegraj
Ask	Zapytaj
Choose	Wybierz
Count	Policz
Draw	Narysuj
Find	Znajdź
Guess	Zgadnij
Imagine	Wyobraź sobie
Listen	Posłuchaj
Look	Popatrz
Make	Zrób / Przygotuj
Match	Połącz
Mime	Pokaż za pomocą gestów
Play	Zagraj
Point	Wskaż
Repeat	Powtórz
Say	Powiedz
Show	Pokaż
Sing	Zaśpiewaj
Think	Pomyśl
Write	Napisz



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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Kids Can!



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Nagrania w formacie MP3 dostępne na
www.macmillan.pl/strefa-ucznia oraz pod kodami QR



CD 1



CD 2



CD 3

Podręcznik przeznaczony do kilkuletniego użytku.

Unit	Key Vocabulary	Key Structures
Are you curious?	Greetings Numbers 1-10 Colours The weather	What's your name? I'm (Laura). How old are you? I'm (six). It's (red). It's (sunny).
What's in your classroom?	computer, crayon, pen, pencil, pencil case, rubber, ruler, sharpener bin, cupboard, desk, shelf	Where's my (pen)? It's here. Where's the (pen)? The pen is (on) the floor.
How are families different?	aunt, brother, dad, grandma, grandpa, mum, sister, uncle old, short, tall, young	Who's this? This is my (aunt). Is this your (brother)? Yes, it is. / No, it isn't.
1 & 2 Review	Story: The enormous turnip	
3 Where do pets live?	bird, cat, dog, fish, hamster, horse, rabbit, tortoise fast, friendly, slow, scary	I've got a (dog). I haven't got a (rabbit). Have you got a (dog)? Yes, I have. / No, I haven't.
4 What do monsters look like?	body, ears, eyes, fingers, head, mouth, nose, toes arms, feet, hands, legs	This is my (mouth). These are my (toes). How many (toes) have you got? I've got (ten toes).
3 & 4 Review	Story: The three billy goats gruff	
5 What can you do in your park?	catch a ball, climb, jump, play football, ride a bike, ride a horse, run, skip dance, hop, fly a kite, swim	I can (run). I can't (ride a bike). Can you (swim)? Yes, I can. / No, I can't.
6 What food and drink do you like?	burgers, cake, chips, eggs, juice, ice cream, milkshake, onions cherry, chocolate, lemon, mango, vanilla	I like (juice). I love (ice cream). I don't like (burgers). Do you like (ice cream)? Yes, I do. / No, I don't.
5 & 6 Review	Story: The fox and the crow	
7 Do you remember this?	Extra Review: Units 1-6	
Extra vocabulary	UNIT 1: floor, window, wall, door, board, chair UNIT 2: angry, tired, cool, scared, sleepy, relaxed UNIT 3: bear, fox, frog, hare, snail, wolf UNIT 4: cheek, neck, knees, elbows, belly, back UNIT 5: swing, slide, play Frisbee, ride a scooter, jog, rollerblade UNIT 6: raspberry, coconut, blueberry, bean, pumpkin, spinach	
Festivals	CHRISTMAS: bell, present, sack, star, stocking EASTER: bush, Easter egg, grass, rock EARTH DAY: glass, paper, plastic	CHRISTMAS: This is my Christmas tree. Merry Christmas! EASTER: This is my Easter egg. Happy Easter! EARTH DAY: I recycle (paper). I'm a planet hero!
Projects	Autumn Winter Spring Summer	I can see (red) leaves. Who's this? – This is my (mum). I've got (three eyes). I can (jump). – It's here. We can (swim) and we like (milk shakes).

Communication	CLIL	CULTURE
Can I have a (rubber), please? Yes, here you are. Thank you.	Primary and secondary colours	Classrooms in the UK
sad, happy, excited, worried How are you today? I'm (sad).	Different families	Birthday parties in the UK
What's your favourite pet? Is it a (cat)? My favourite pet is a (horse).	Where pets live	Zoos in the UK
I haven't got a (nose). Let's use a (ball). Good idea!	The five senses	Nature trails in the UK
Can you help me, please? Yes, I can. I can help.	How animals move	Parks in the UK
I'm (hungry). Can I have a (burger), please? Here you are.	The food rainbow and healthy eating	Making food at home in the UK



**Kids
Can!**

Lesson 1 Vocabulary

1 🎵 1.3 ▶ Listen and point. Sing and act out the *Hello, hello!* song.

2 What can you see? Say.

3 🎵 1.4 Listen, point and say.

4 🎵 1.5 Listen, point and repeat.
Say the chant.

5 🔄 Play *Find and say*.

👁️ Find and count the boxes.

1 bike

2 cat

3 rocket

4 hat

Language: What's your name? I'm (Ola); bike, cat, rocket, hat, book, ball, train, box; numbers 1-10

Lesson 2 Communication

1 🎵 1.6 ♻️ Listen and say.

Play *How old are you?*

2 🎵 1.7 Listen, point and say.

3 🎵 1.8 Listen and say.

4 🔄 Play *What colour is the ball?*

🕒 What colour are the boxes?



Language: *How old are you? I'm (seven). What colour is the (cat)? It's orange.*

Lesson 3 Story

Nice to meet you, Sam!

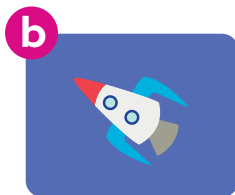


1 ♻️ Play *What colour is it?*

2 🎵 1.9 Listen and point. What animal is Sam?

3 🎵 1.10 Listen and repeat.

4 🔄 Look and say. What are the children playing with?



5 🎵 1.11 🎧 Listen and say.

👉 Choose a picture. What can you see?

Lesson 4 Vocabulary and Communication

- 1  1.10  Listen and say.
- 2  1.12  Listen and point. Act out.



- 3  1.13 Listen and point. Say the chant.



rainy



windy



hot



cloudy



cold



sunny

- 4  1.14 Listen to *The weather song* and point.
- 5  1.14 Sing and act out *The weather song*.

 Draw the weather today.

Language: What's the weather like? It's (sunny).

Sam's corner 

Play What's
the weather like?

1

What's in your classroom?

Lesson 1 Vocabulary

- 1  What can you see? Say.
- 2  1.17 Listen and point.
- 3  1.18  1.19  Listen, point and repeat. Say the chant.
- 4 Play *Draw the word*.
- 5 Make the mini-cards.

 Find and count the books.



1 pen

2 rubber

3 pencil case

4 pencil

5 sharpener



Lesson 2 Song

- 1 🎵 1.20 ♻️ Listen and say. What is missing?
- 2 🎵 1.21 🎧 Listen to the *Tidy up!* song and point. What colour is the ruler?
- 3 🎵 1.21 🎧 Listen. Sing and act out the *Tidy up!* song.
- 4 🎮 Play *Where's my ruler?*

🕒 What have you got in your pencil case?



6 computer

7 crayon

8 ruler

Sam's corner



Language: *Where's my (pen)? It's here.*

What is in the pencil case? Imagine and draw.

Lesson 3 Story

Where's my ruler?



Real English

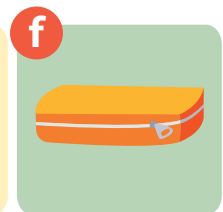
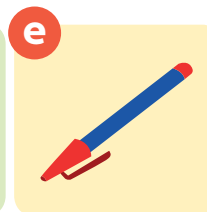
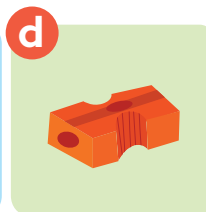
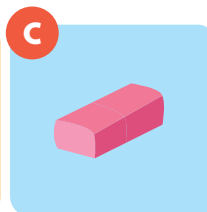
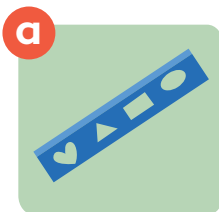
- Are you OK?
- Yes, I'm fine.

1 ♻️ Play *Where's my ruler?*

2 🎵 1.24 Listen and point.

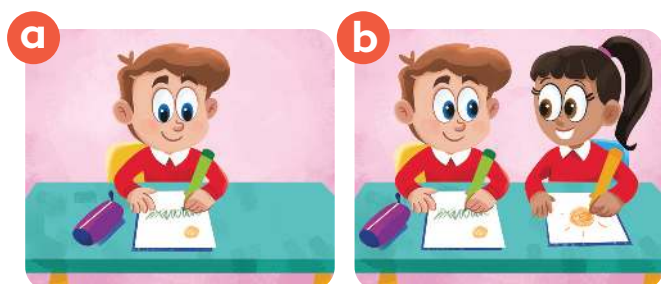
3 🎵 1.25 Listen and repeat.

4 🔄 Look and say. What school objects are there in the story?





5 Look, point and say.



It's good to work together.

6 1.26 Listen and say.

Find five rubbers and seven rulers in the story.

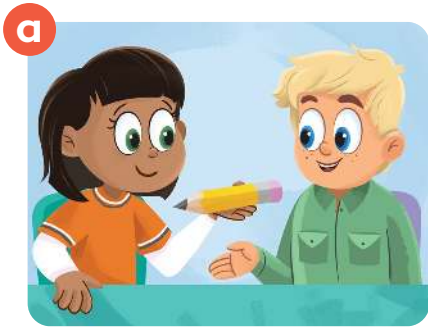
Sam's corner

How many pencil cases can you see?

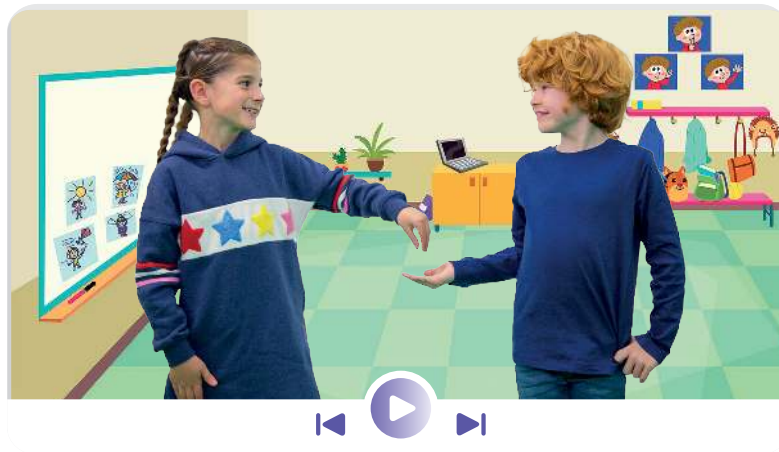
Lesson 4 Communication

1  1.25  Listen and say.

2  1.27  Listen and point. Act out.



3  1.28 Listen. Sing and act out the *Can I have a rubber, please?* song.



4 Play *Everybody up!*



Can I have
a ruler, please?



Yes, here
you are.



Sam's corner

Plan some new dance
steps to the song.



Outline your ruler and your rubber.
Colour and cut out.

Language: *Can I have a (rubber), please?
Yes, here you are. Thank you. / No, sorry.*

Lesson 5 Vocabulary and Grammar

1  Play *Sam's sack*.

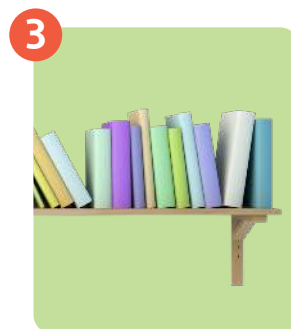
2  1.31  Listen, point and say. Play *Fast finger*.



desk



cupboard

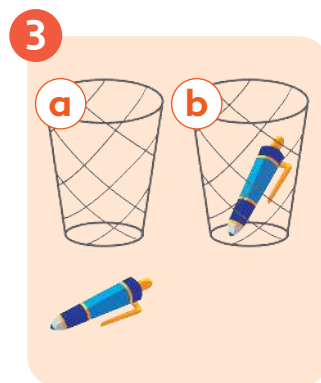
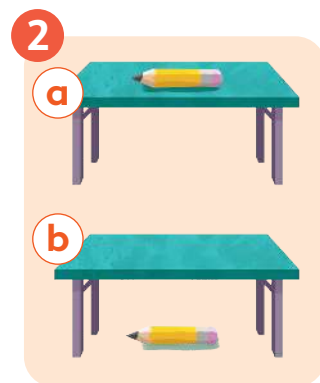
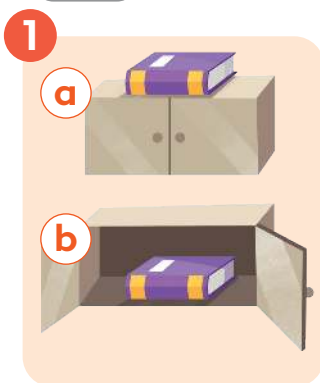


shelf

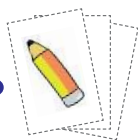


bin

3  1.32 Listen and choose.



4 Make the classroom cards. ✂



5  1.33 Listen. Play *Where's the ...?*



 Draw a strange classroom with six bins in, on or under something.

Language: desk, cupboard, shelf, bin; Where's the (pen)?
The (pen) is (on the desk).



Lesson 6 Cross-curricular

1 ♻️ Play *What colour is ... ?*

2 🎵 1.34 🎧 Listen. What are the three primary colours?

Cool colours

primary
colours



secondary
colours

3 🌀 What colours can you make? Mix the paints and say.



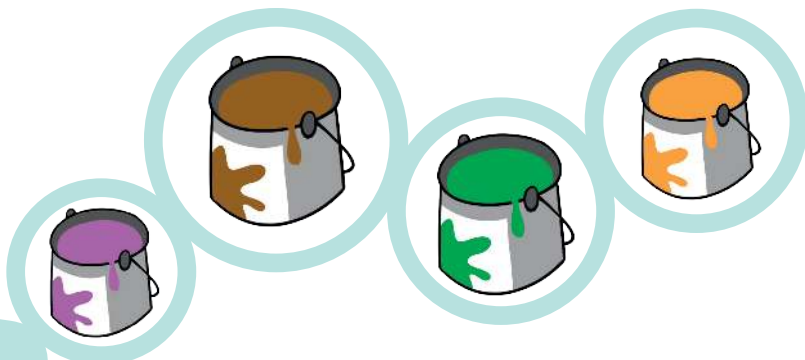
Blue, yellow
and red make ...

🕒 Draw a rainbow, using only the primary colours.



Sam's corner

Which colours make
these colours? Draw.

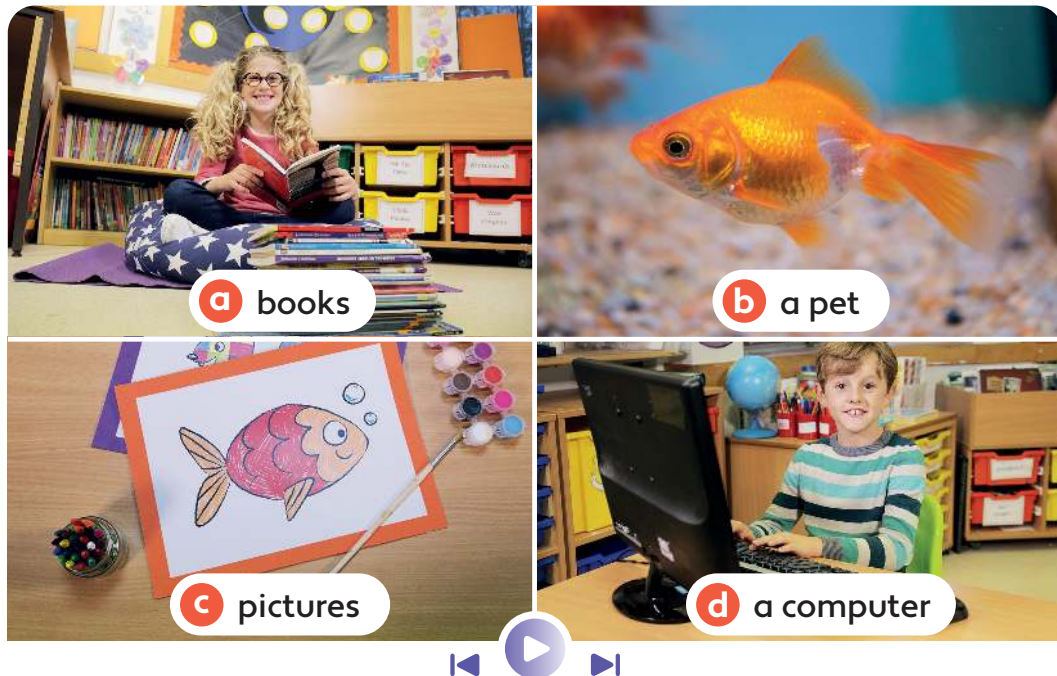


Language: (Blue) and (yellow) make (green).

Lesson 7 Culture

1  Look, think and say.

2  1.35 Listen. Point and say.



3  1.36 Listen and match.



Mia



Noah

4  What can you see in your classroom? Point and say.

5 Play *In my classroom, I can see ...*

 Think and say: *In my dream classroom, I can see ...*

Language: *In my classroom, I can see (a computer).*

Lesson 8 Revision

1  Play *Sam's sack*.

2  1.37 Listen and point. Match and say.

a



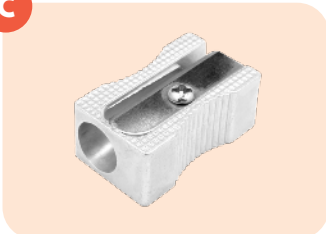
b



computer

sharpener

c



d



rubber

ruler

e



f



pencil

pen

g



h



crayon

pencil case

3  1.38  Listen and say. Ask and say.

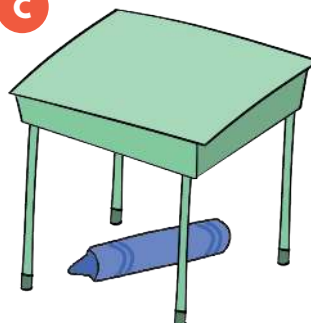
a



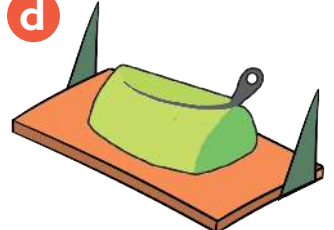
b



c



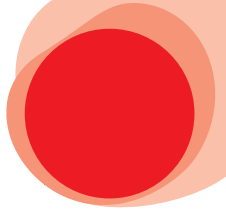
d



4 Play *Hide and Seek*.



Cumulative revision

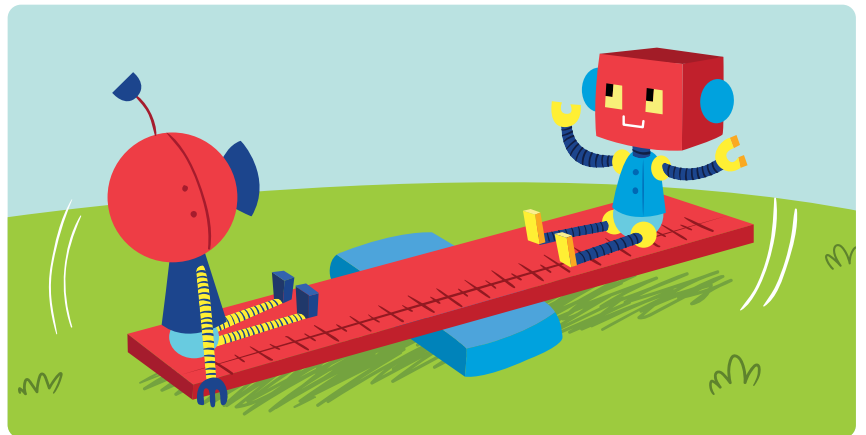


- 5 Play *Sam's six*.
- 6 Find, point and say.

- 7  1.39 Listen and say.

Sam's sounds
robots, red, ruler



- 8 Listen to your teacher, think and point.



Kids can - I can



2

How are families different?

Lesson 1 Vocabulary

- 1  What can you see? Say.
 - 2  1.40 Listen and point.
 - 3  1.41  1.42  Listen, point and repeat. Say the chant.
 - 4 Play *Mime* or say.
 - 5 Make the mini-cards.
-  Draw a family member. Say or write.



1 grandma

3 sister

2 brother

Language: brother, sister, grandma, grandpa, mum, dad, aunt, uncle; It's (dad).



Lesson 2 Song

1 🎵 1.43 ♻️ Listen and say. What is the extra word?

2 🎵 1.44 🎧 Listen to the *Who's this?* song and point. Who is a special family member?

3 🎵 1.44 🎧 Listen. Sing and act out the *Who's this?* song.

4 🎮 Play *Who's this?*

🏃🏻📝 Draw a special family member.



Language: *Who's this? This is (my mum).*

Sam's corner

Draw a classmate.
Show and guess.

Lesson 3 Story

Oh no! Where's my sister?



Real English

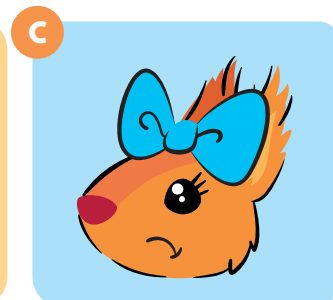
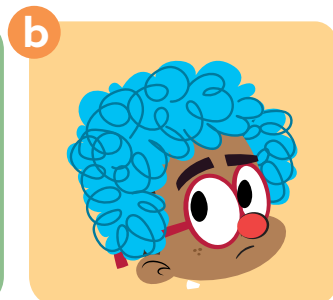
- How are you?
- I'm excited!

1 ♻️ Play Sam's sack.

2 🎵 1.47 Listen and point.

3 🎵 1.48 Listen and repeat.

4 🔄 Look and say. Who is sad in the story?





5 Show and say.

I'm excited.



I'm sad.



It's important to say how you feel.

6 1.49 Listen and say.

 Imagine and draw.
Where is Sam's little sister?

Sam's corner



Imagine and draw
a present for Jack.

Lesson 4 Communication

1  1.48  Listen and say.

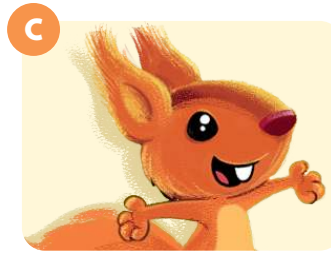
2  1.50 Listen and point. Mime and say.



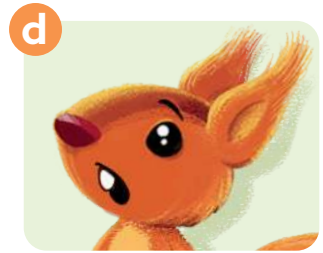
sad



happy



excited



worried

3  1.51 Listen. Sing and act out the *How are you today?* song.



4  Play *How are you today?*



How are you today?



I'm excited.



Sam's corner

Draw four funny emoticons. Say.



Use your school objects to design a face.



Language: *sad, happy, excited, worried; How are you today? I'm (excited).*

Lesson 5 Vocabulary and Grammar

1 1.54 Listen and say.

2 1.55 Listen, point and say. Play *Fast finger*.



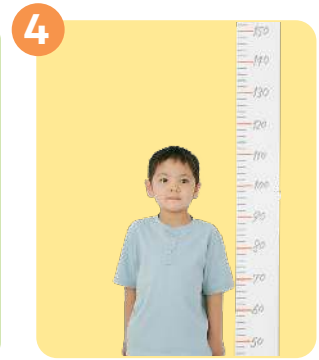
old



young

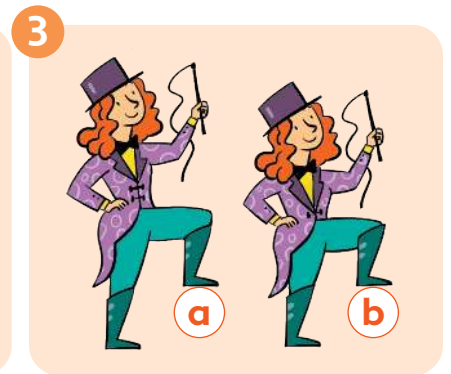
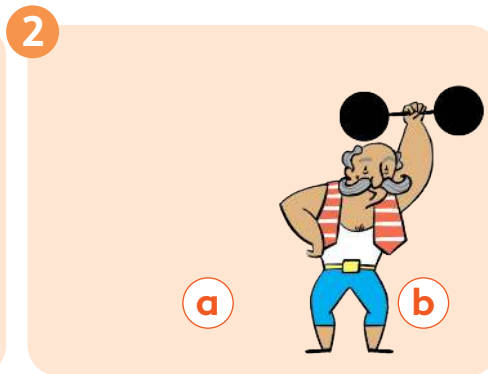


tall

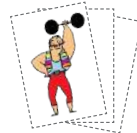


short

3 1.56 Listen and choose.



4 Make the circus family cards. ✂



5 1.57 Listen. Play *Family*.



Draw yourself in a house of mirrors. Say or write.

Language: old, young, tall, short; My (aunt) is (young).
Is this your (aunt)? Yes, it is. / No, it isn't.



Lesson 6 Cross-curricular

1  Look and say.

Fantastic families!

Elsa



big family

Harry



small family

2  1.58  Listen. Who is in these families?

3  Is your family big or small? Draw on your fingers and say.



 Write your family members' names.



Sam's corner

Look and say:
a big or a small family?



Language: *My family is big/small. This is (my mum).*

Lesson 7 Culture

1  Play *Pairs*.

2  1.59 Listen. Point and say.



3  1.60 Listen and match.



Tom

a



b



c



d



e



f





Tosia

4  What do you do on your birthday? Point, show or say.

5 Play *Pass the sack*.

 Draw your birthday present.

Language: sing *Happy Birthday*, play musical statues, play *Pass the parcel*, get birthday cards, get presents, have a birthday cake; On my birthday, I ...

Lesson 8 Revision

1  Play *Sam's sack*.

2  1.61 Listen and point. Match and say.



brother

aunt

mum

grandma

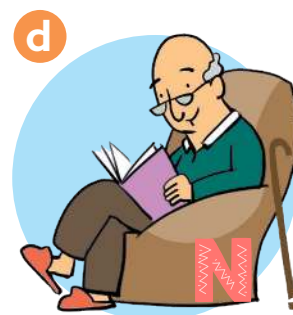
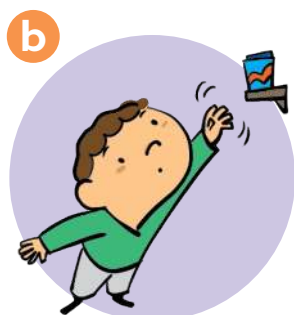
grandpa

sister

uncle

dad

3  1.62  Listen and point. Say.



4 Play Yes or No.



Cumulative revision



5 Play *Sam's six*.

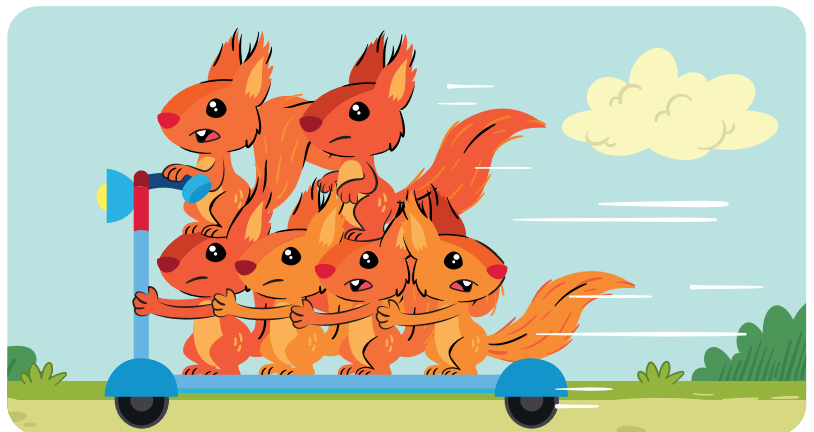
6 Find, point and say.



7 1.63 Listen and say.

Sam's sounds

six, **sad**,
squirrels, **scooter**



8 Listen to your teacher, think and point.



Kids can - I can



1 🎵 1.64 Listen and point. How many people help Tom?



2 Act out the story.

3

Where do pets live?

Lesson 1 Vocabulary

- 1 ♻️ What can you see? Say.
- 2 🎵 2.1 Listen and point.
- 3 🎵 2.2 🎵 2.3 🔄 Listen, point and repeat.
Say the chant.
- 4 Play *Mime* or say.
- 5 Make the mini-cards.

🕒 Find and count the dogs.



Lesson 2 Song

- 1 🎵 2.4 ♻️ Listen and say. What is missing?
- 2 🎵 2.5 Listen to the *Can I have another pet?* song and point. What colour is the fish?
- 3 🎵 2.5 ▶️ Listen. Sing and act out the *Can I have another pet?* song.
- 4 🎮 Play *I've got a dog*.

🕒 Which pets have you got? Look and say.

3 horse



4 dog

6 rabbit



5 cat



7 bird



8 tortoise



Sam's corner



Imagine and draw your dream pet.

Language: I've got a (cat). I haven't got a (rabbit).
Can I have a (dog), please?

Lesson 3 Story

The pet hotel



Real English

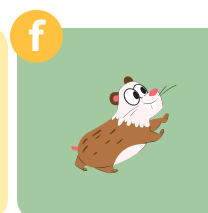
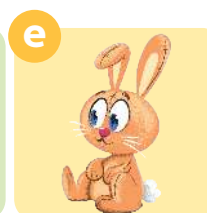
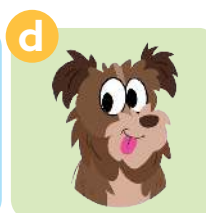
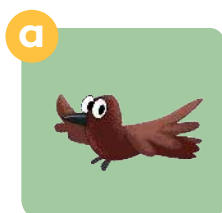
- Stop! Don't open the cage!
- Oh, dear!

1 ♻️ Play *I've got a cat!*

2 🎵 2.8 Listen and point.

3 🎵 2.9 Listen and repeat.

4 🎮 Look and say. What pets are there in the pet hotel?



Language: *I've got (a cat). I haven't got (a rabbit).*

5



6



7



8



5 Look, point and say.



6  2.10  Listen and say.

 Draw two animals that can stay at the pet hotel.



It's important to listen to instructions.

Sam's corner



What animals can you see in picture 1?

Lesson 4 Communication

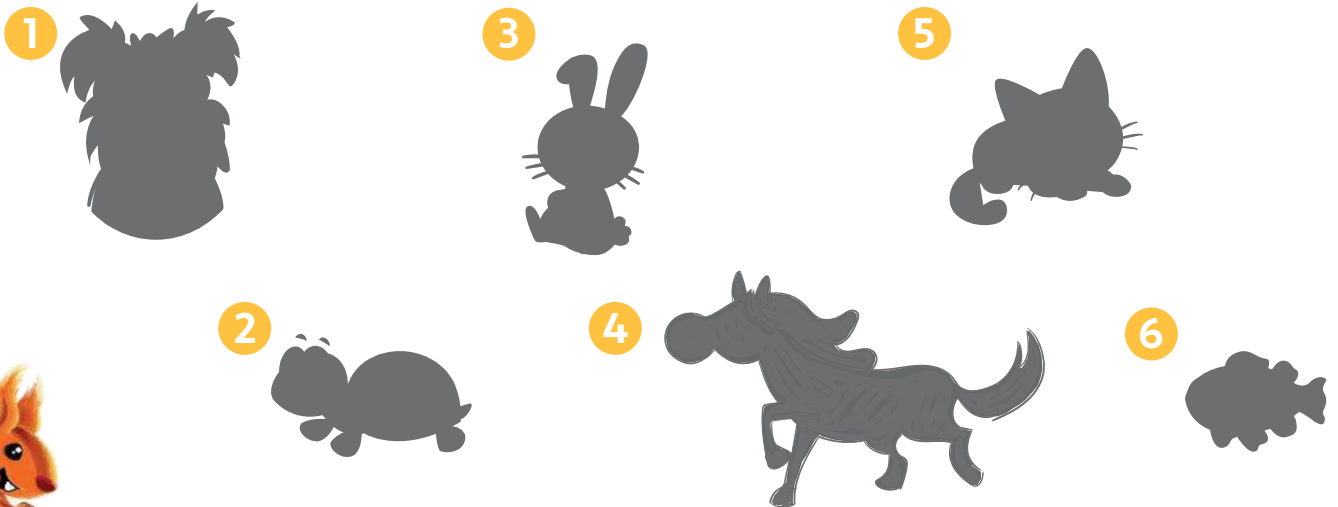
- 1 2.9 Listen and say.
- 2 2.11 Listen and point. Act out.



- 3 2.12 Listen. Sing and act out the *What's your favourite pet?* song.



- 4 Play *Is it a bird?*



Sam's corner

Think of a new verse for the song.



Close your eyes and draw your favourite pet.

Language: *What's your favourite pet?*
My favourite pet is a (horse).

Lesson 5 Vocabulary and Grammar

1  Play *Sam's sack*.

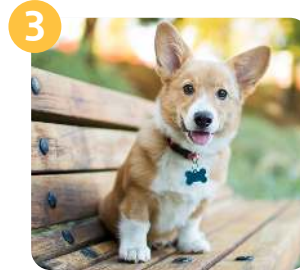
2  2.15  Listen, point and say. Play *Mime and guess*.



fast



slow



friendly



scary

3  2.16 Listen and choose.



4 Make the pet cards. ✂



5  2.17 Listen. Play *Have you got a ...?*



 Draw four animals: one fast, one slow, one friendly and one scary.

Language: *fast, slow, scary, friendly; My pet is (scary).
Have you got a (dog)? Yes, I have. / No, I haven't.*



Lesson 6 Cross-curricular

- 1  Play *Pair and share*.
- 2  2.18  Listen. Which pets live inside?

Pets at home



inside



outside



- 3  Which pets live inside and which live outside? Draw and say.



This rabbit lives inside.

-  Draw and write the name of a pet that lives inside and outside.



Sam's corner

Write the words and illustrate them.



inside



outside

Language: inside, outside; This (cat) lives (outside).

Lesson 7 Culture

- 1  Look, think and say.
- 2  2.19 Listen. Point and say.

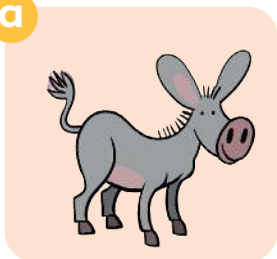


- 3  2.20 Listen and match.



Sandra

a



b



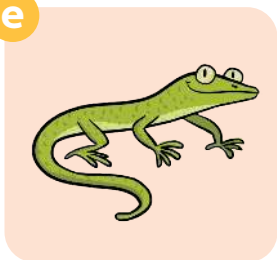
c



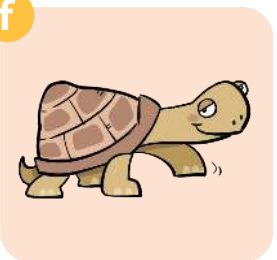
d



e



f





Liam

- 4  What is your favourite pet? Ask and say.
- 5 Look, think and say.

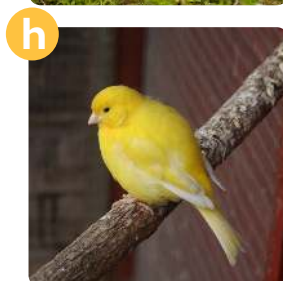
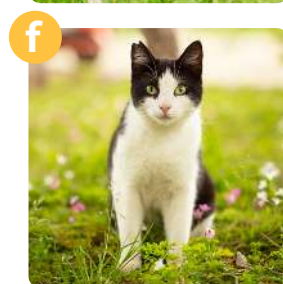
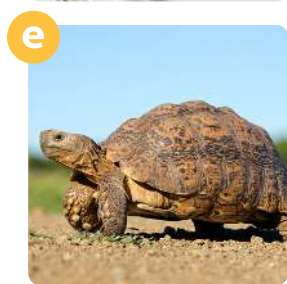
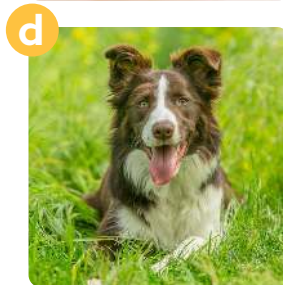
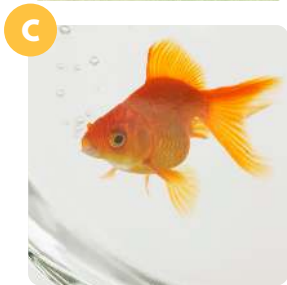
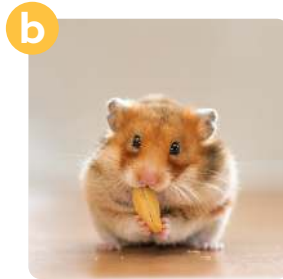
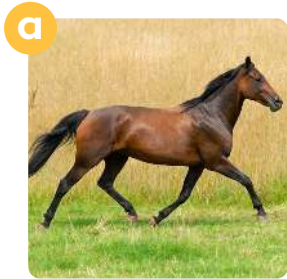
 Draw and name three animals in a petting zoo.

Language: rabbit, guinea pig, donkey, lizard; What's your favourite pet? My favourite pet is a (dog).

Lesson 8 Revision

1  Play *Sam's sack*.

2  2.21 Listen and point. Match and say.



cat

tortoise

hamster

bird

dog

rabbit

fish

horse

3 Match and say.

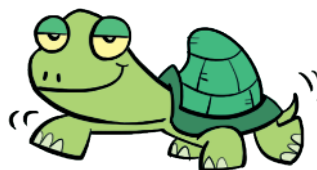
scary

friendly



fast

slow



4  Play *My favourite pet*.



Cumulative revision

3

5 Play Sam's six.

6 Find, point and say.

7	8	?	
	?		9
?			
			
	?		

7  2.22 Listen and say.

Sam's sounds
five, fish, fun



8 Listen to your teacher, think and point.



Kids can - I can



4

What do monsters look like?

Lesson 1 Vocabulary

- 1 ♻️ What can you see? Say.
 - 2 🎵 2.25 Listen and point.
 - 3 🎵 2.26 🎵 2.27 🔄 Listen, point and repeat. Say the chant.
 - 4 Play *This is my body*.
 - 5 Make the mini-cards.
- 🕒 Find and count the toes.



1 nose

2 head

3 toes

4 body



Lesson 2 Song

- 1 🎵 2.28 ♻️ Listen and say. What is the extra word?
- 2 🎵 2.29 🎧 Listen to *The monster rock* song and point. What colour is the monster's nose?
- 3 🎵 2.29 ▶️ Listen. Sing and act out *The monster rock* song.
- 4 🎮 Play *I'm a monster*.

🕒 Point to your body and say.



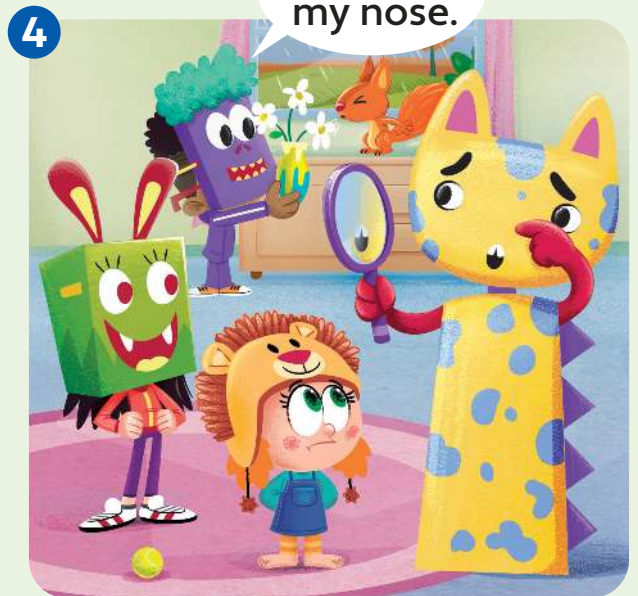
Language: *This is my (head). These are my (eyes).*

Sam's corner

Imagine and draw
a monster. Say.

Lesson 3 Story

A nose for Norman



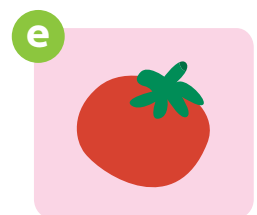
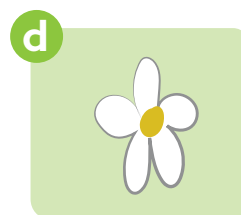
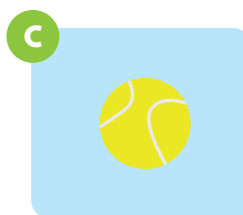
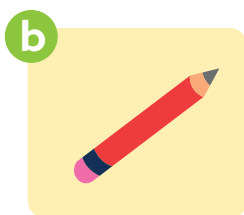
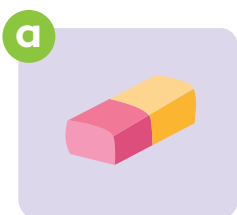
Real English

1 ♻️ Play *This is my head!*

2 🎵 2.32 Listen and point.

3 🎵 2.33 Listen and repeat.

4 🎮 Look and say. What is Norman's nose?



Language: *This is my (nose). These are my (eyes).*



5 Look, point and say.



It's good to try different ideas.

6 2.34 Listen and say.

Draw a monster with funny body parts.

Sam's corner

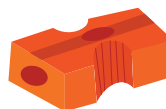
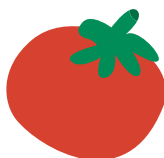


What can you use for Norman's body parts?

Lesson 4 Communication

1  2.33  Listen and say.

2  2.35  Listen and point. Act out.



3  2.36 Listen. Sing and act out the *Good idea!* song.



4 Play *Let's use a ball!*



Sam's corner

Think of a new verse for the song and act it out.

 Imagine and write: *I'm a monster.*
I've got ...

Language: *I haven't got (a nose). Let's use (a ball).*
Good idea!

Lesson 5 Vocabulary and Grammar

1 Play *Sam's Sack*.

2 2.39 Listen, point and say. Play *Move your body!*



legs



feet

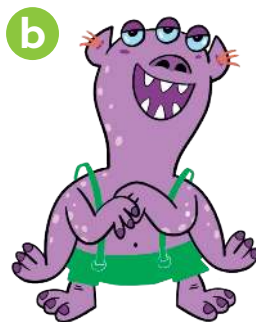


arms



hands

3 2.40 Look and say. Listen and choose.



4 Make the monster cards. ✂



5 2.41 Listen. Play *Monsters*.

How many arms have you got?



I've got four arms.



Draw a monster with three heads, four arms, one leg and two feet.

Language: legs, feet, arms, hands; How many (legs) have you got? I've got (ten legs).



Lesson 6 Cross-curricular

1  Play *Faster, faster*.

2  2.42  Listen. What parts of the body do your senses use?

The five senses



touch



listen



see

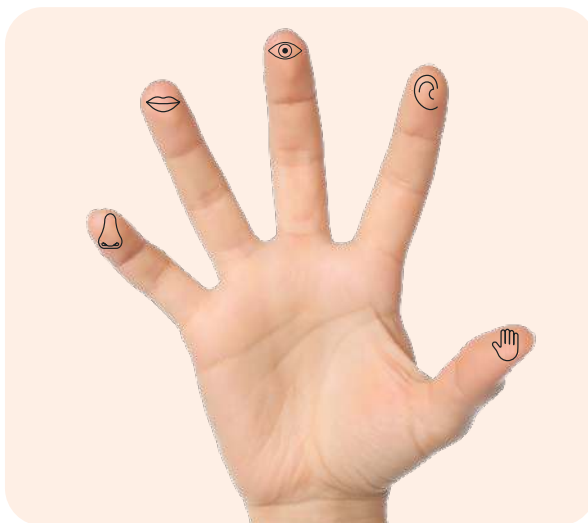


smell



taste

3  Draw the five senses symbols on your fingers. Point and say.



Sam's corner

How do you use your senses? Mime and say.

 Draw five objects and say.



I smell a flower.

Language: touch, listen, see, smell, taste;
I (smell) with my (nose).

Lesson 7 Culture

1  Look, think and say.

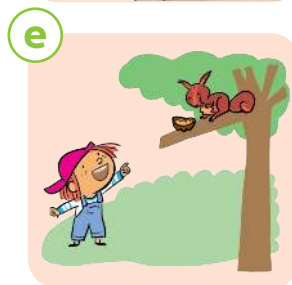
2  2.43 Listen. Point and say.



3  2.44 Listen and match.



Louis



Eva

4  What do you do in the park? Ask and say.

5 Look, think and say.

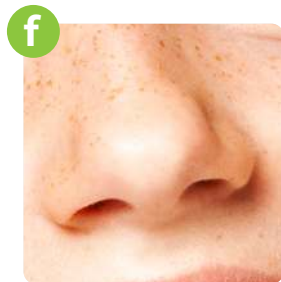
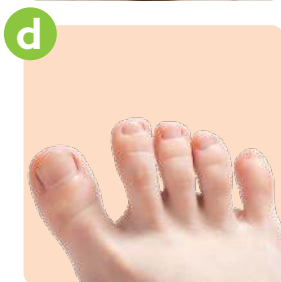
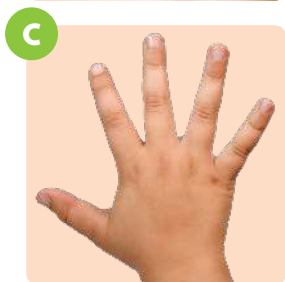
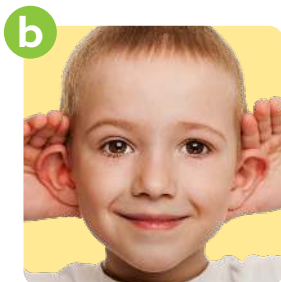
 Think and draw one thing you can see, touch and smell in a park.

Language: What do you (hear) in the park? I (hear water) in the park.

Lesson 8 Revision

1  Play *Sam's Sack*.

2  2.45 Listen and point. Match and say.



fingers

mouth

head

body

nose

toes

eyes

ears

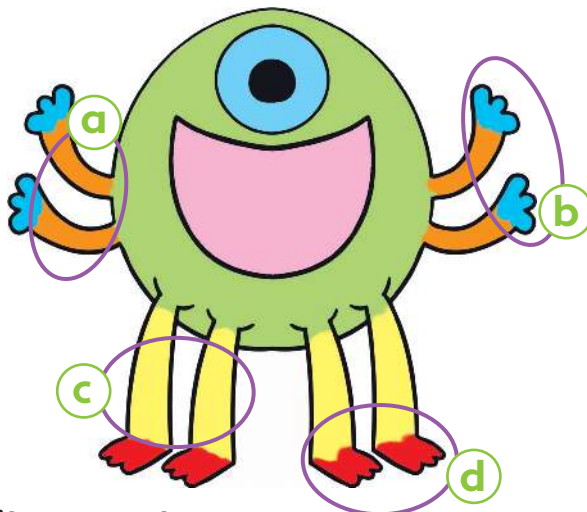
3 Match and say.

1 hands

2 arms

3 legs

4 feet



4  Play *My favourite monster*.

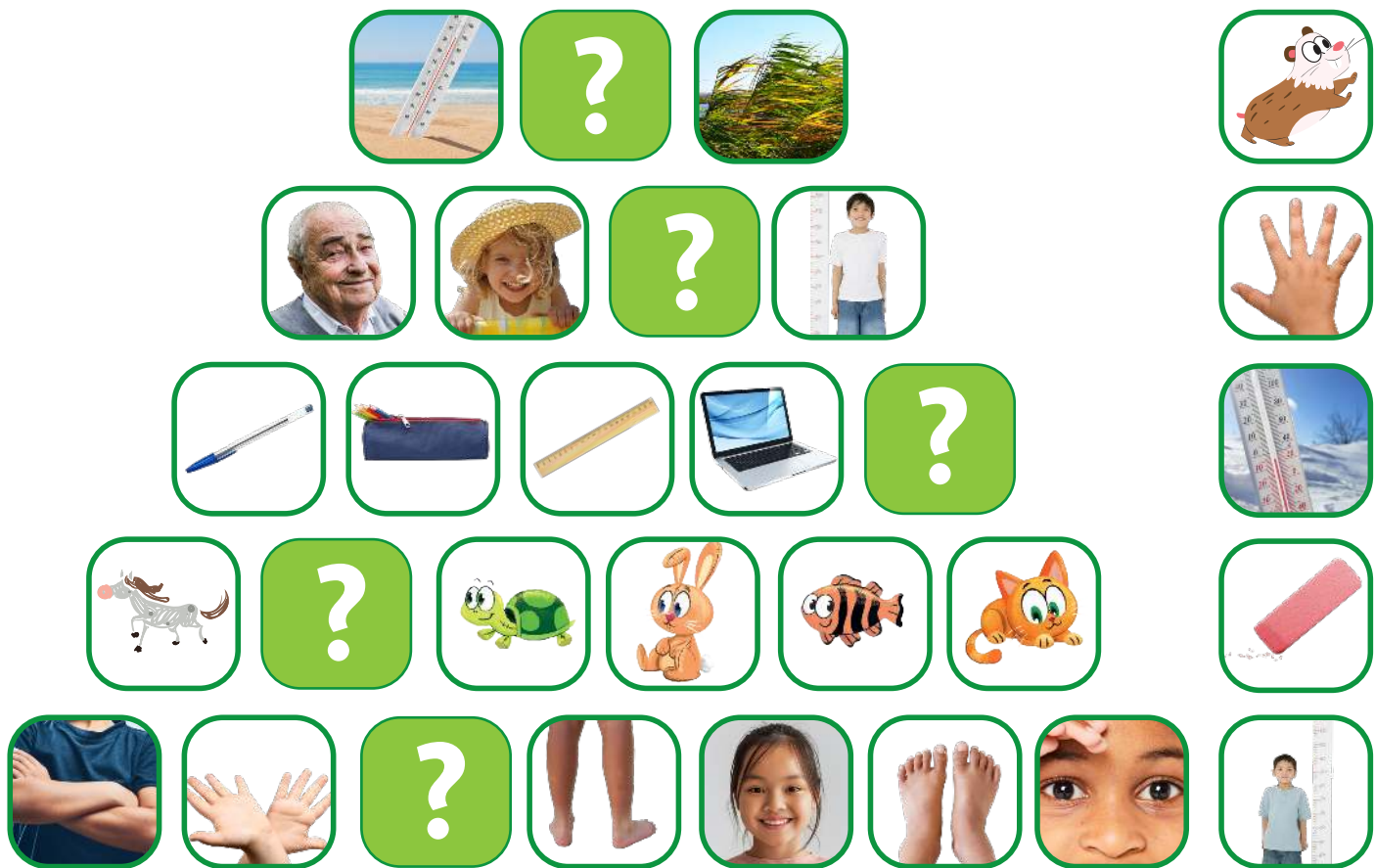


Cumulative revision

4

5 Play *Sam's Six*.

6 Find, point and say.



7 2.46 Listen and say.

Sam's sounds

eyes, ears, fingers, toes



8 Listen to your teacher, think and point.



Kids can - I can



1  2.47 Listen and point. Who is small?



2 Act out the story.

3 Play the Review 2 race.



 Write three words. Use colours.

rabbit

5

What can you do in your park?

Lesson 1 Vocabulary

- 1  What can you see? Say.
 - 2  2.48 Listen and point.
 - 3  2.49  2.50  Listen, point and repeat. Say the chant.
 - 4 Play *I can run!*
 - 5 Make the mini-cards.
-  Look and count the animals. Say.



1 climb

2 jump

3 ride a bike

4 run

Lesson 2 Song

1 🎵 2.51 ♻️ Listen and say. What is missing?

2 🎵 2.52 Listen to *The park is fun* song and point. What can't the children do?

3 🎵 2.52 ▶️ Listen. Sing and act out *The park is fun* song.

4 🔄 Play *I can do it too!*

🕒 Look. What can you do? Count and say.

5 ride a horse

6 skip

7 catch a ball

8 play football

Language: *I can (run). I can't (skip).*

Sam's corner

What can you do?
Draw and say.

Lesson 3 Story

Animals United



Real English

- Can you help?

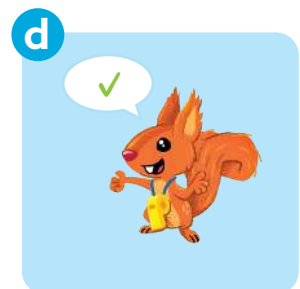
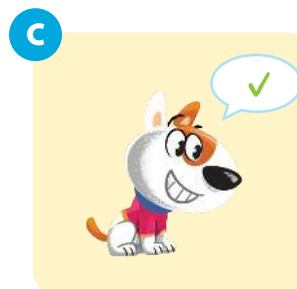
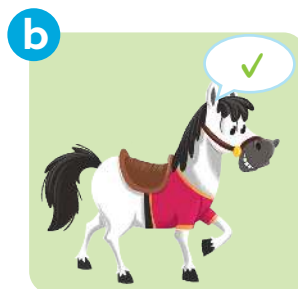
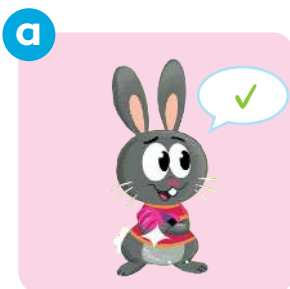
- Yes, I can. I can help.

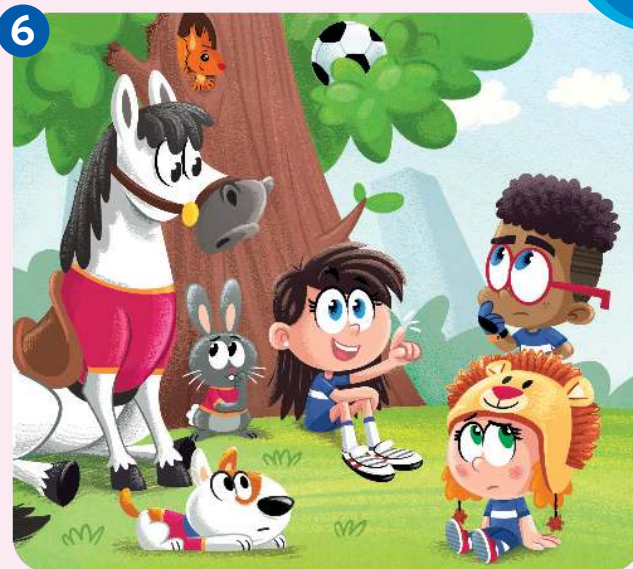
1 ♻️ Play Do what I can do!

2 🎵 2.55 Listen and point.

3 🎵 2.56 Listen and repeat.

4 🎮 Look and say. What can they do?





5 Look, point and say.



It's OK to ask for help.

6 2.57 Listen and say.

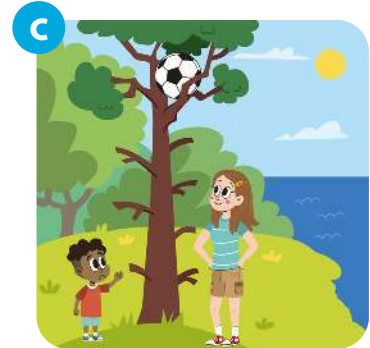
 Imagine you are an animal.
What can you do?

Sam's corner

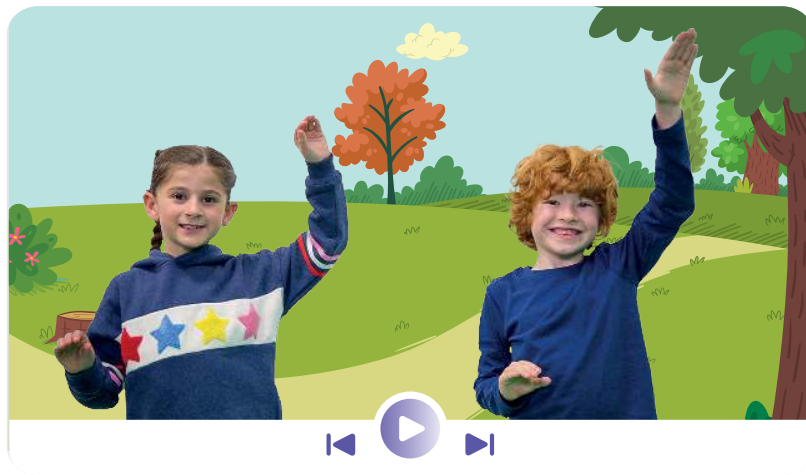
Do a role-play
Who can help?

Lesson 4 Communication

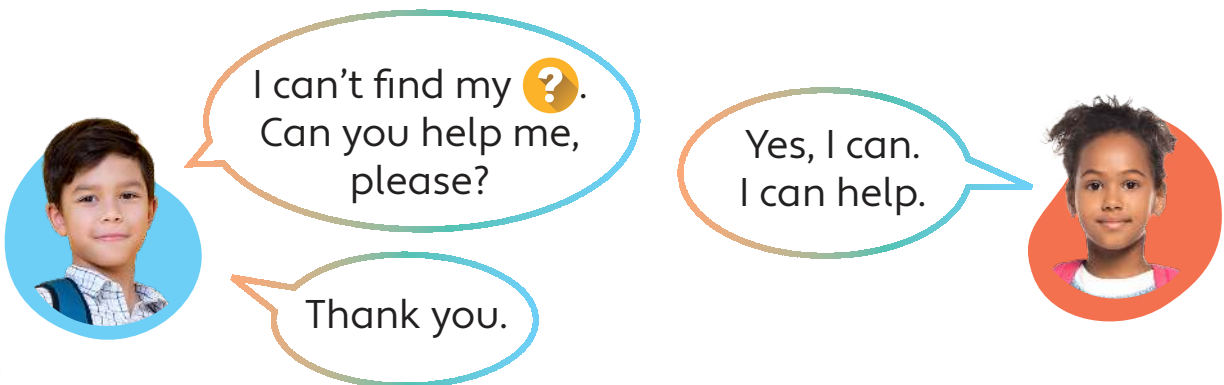
- 1  2.56  Listen and say.
- 2  2.58  Listen and point. Say.



- 3  2.59 Listen. Sing and act out the *Can you help me?* song.



- 4 Play *Can you help me, please?*



Sam's corner

Do a role-play *Can you help me, please?*

 Make a classroom poster *Can you help me, please?*

Language: *Can you help me, please? Yes, I can. I can help.*

Lesson 5 Vocabulary and Grammar

1  Play *Sam's sack*.

2  2.62  Listen, point and say. Play *Mime and guess*.



hop



swim



fly a kite



dance

3  2.63 Look and say. Listen and show Yes or No.



Max



Lou

4 Make the spinner. ✂



5  2.64 Listen. Play *Can you ...?*

Can you swim?



Yes, I can.



 What can you do? Write.

Language: hop, swim, fly a kite, dance; Can you (swim)? Yes, I can. / No, I can't.



Lesson 6 Cross-curricular

1  Play *I'm a horse. What can I do?*

2  2.65  Listen. Which of the animals can't climb?

Park animals in action



frog



hedgehog



duck



squirrel

climb

fly

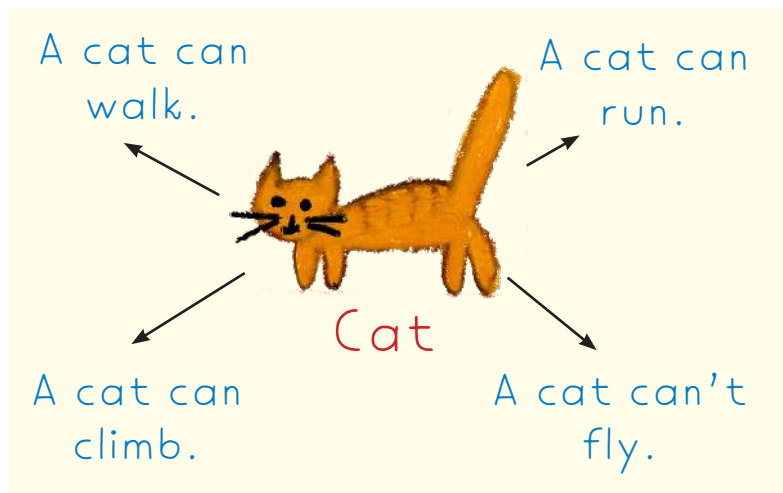
jump

run

swim

walk

3  Make a poster. Point and say.



 Choose three animals. What can they do? Write.



Sam's corner

Can these animals swim, fly, climb?



Language: climb, fly, jump, run, swim, walk;
A (frog) can/can't (swim).

Lesson 7 Culture

1  Look and say.

2  2.66 Listen. Point and say.



3  2.67 Listen and match.



Charlotte

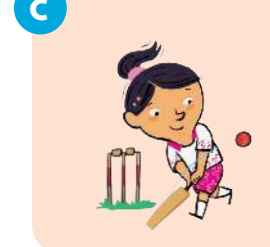
a



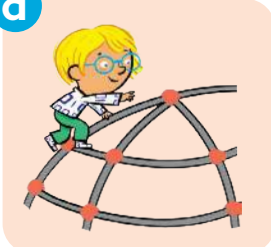
b



c



d



e



f





Ivan

4  What can you do in your park? Ask and say.

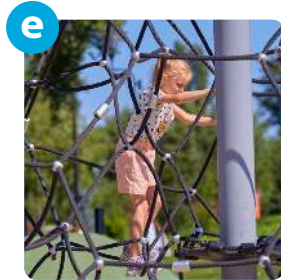
 What can you do in the park? Write.

Language: go on a boat, have a picnic, play cricket; I can (run) in the park.
Can you (run) in the park? Yes, I can. / No, I can't.

Lesson 8 Revision

1  Play *Sam's sack*.

2  2.68 Listen and point. Match and say.



ride a bike

skip

ride a horse

play football

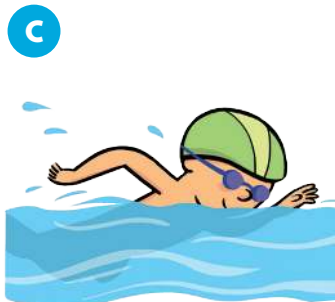
jump

run

catch a ball

climb

3  Ask and say.



4 Play *I can run!*



5 Play *Sam's six*.

6 Find, point and say.



7 2.69 Listen and say.

Sam's sounds

Helen, **h**elp,
Henry, **h**orse



8 Listen to your teacher, think and point.



Kids can - I can



6

What food and drink do you like?

Lesson 1 Vocabulary

- 1 ♻️ What can you see? Say.
 - 2 🎵 3.1 Listen and point.
 - 3 🎵 3.2 🎵 3.3 🎧 Listen, point and repeat. Say the chant.
 - 4 Play *I like burgers*.
 - 5 Make the mini-cards.
- 🕒 Look and count. How many things do you like?



1 burgers

2 eggs

3 onions

4 chips

Language: burgers, eggs, onions, chips, milkshake, cake, juice, ice cream;
I like (ice cream). I don't like (onions).



Lesson 2 Song

- 1 🎵 3.4 ♻️ Listen and say. What is the extra word?
- 2 🎵 3.5 Listen to the *I'm hungry!* song and point. What do the children like?
- 3 🎵 3.5 ▶️ Listen. Sing and act out the *I'm hungry!* song.
- 4 🎮 Play *I like chips too!*

🕒 What is your favourite food?
Think and say.



Sam's corner

Imagine and draw
Sam's favourite food.

Language: *I like (cake). I don't like (onions).*
What about you?

Lesson 3 Story

The cake competition



Real English

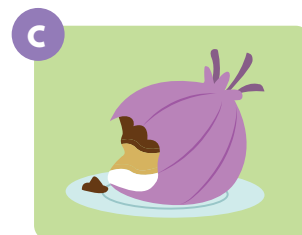
1 ♻️ Play *I like ...*

2 🎵 3.8 Listen and point.

3 🎵 3.9 Listen and repeat.

4 🎮 Look, read and say. Which cake do the children like?

banana burger chips chocolate eggs ice cream





5 Look and say.



Mmm ...
I can taste ...



It's good to taste
different products.

6 3.10 Listen and say.

What is in cakes 2 and 3? Write.

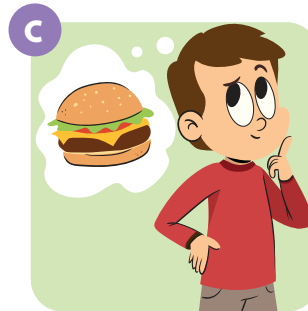
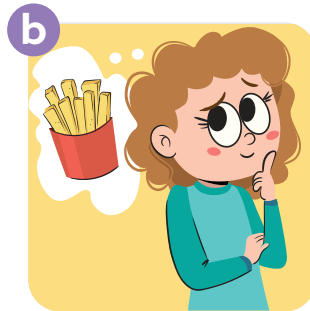
Sam's corner

Draw a cake.
Write and say.

Lesson 4 Communication

1 3.9 Listen and say.

2 3.11 Look and say. Listen and point.



3 3.12 Listen. Sing and act out the *I'm thirsty* song.



4 Play *Can I have some water, please?*



I'm hungry /
thirsty. Can I have ,
please?

Yes, here you
are.



Thank you.



Sam's corner

Imagine Sam is at a restaurant.
Write a dialogue.

Prepare a funny sketch.

Language: *I'm (hungry). Can I have (a burger), please?
Yes, here you are. Thank you.*

Lesson 5 Vocabulary and Grammar

1  Play *Sam's Sack*.

2  3.15  Listen, point and say. Play *Colour or flavour*.



lemon



mango



cherry



chocolate



vanilla

3  3.16 Look and say. Listen and point.



4 Make the ice cream sundae. ✂ 

5  3.17 Listen. Play *I like ice cream*.

Do you like
cherry ice cream?

Yes, I do.

Do you like
lemon ice cream?

No, I don't.



 Draw an ice cream sundae. Write.

Language: *lemon, mango, cherry, chocolate, vanilla;*
Do you like (chocolate) ice cream? Yes, I do. / No, I don't.



Lesson 6 Cross-curricular

- 1  Play *Five flavours*.
- 2  3.18  Listen. What fruit and vegetables can you remember?

Food rainbow

FRUIT



strawberries



grapes

VEGETABLES



carrots



peppers

- 3  Make a food rainbow. Point and say.



Carrots are orange.
I like carrots.



Sam's corner

Describe a fruit or a vegetable. Guess.

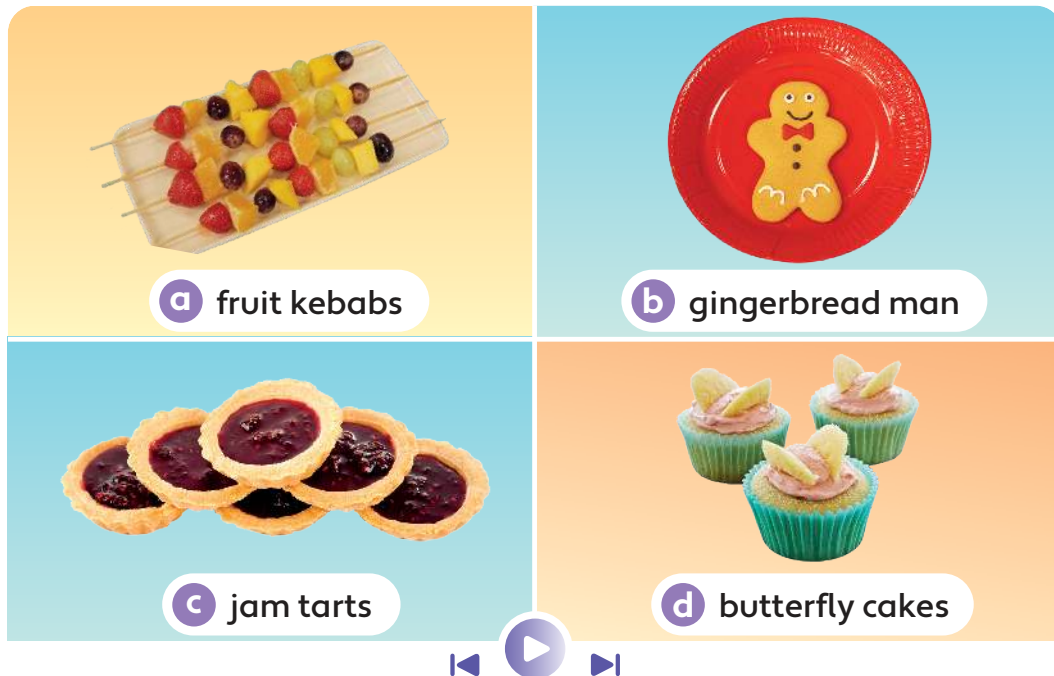


Write what fruit and vegetables you eat.

Language: fruit, vegetables, strawberries, grapes, carrots, peppers; (Carrots) are (orange). I like (peppers).

Lesson 7 Culture

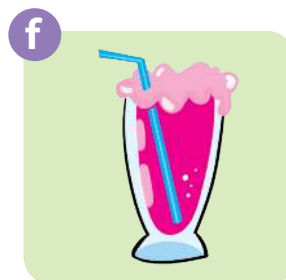
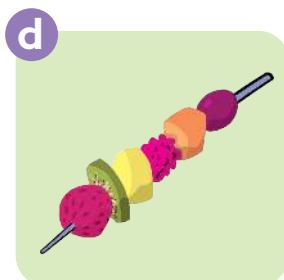
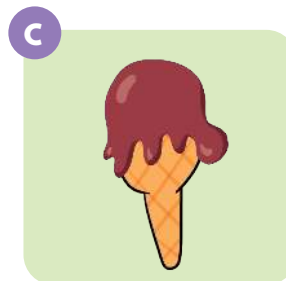
- 1  Look, think and say.
- 2  3.19 Listen. Point and say.



- 3  3.20 Listen and match.



Tanya



Robert

- 4  Play *Can I have some cake, please?*

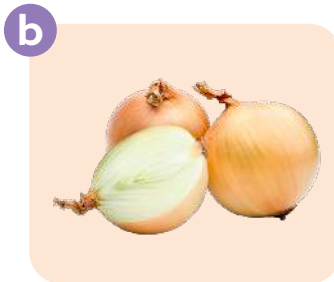
 Imagine a stall with your favourite products.
Say or write *I've got ...*

Language: fruit kebabs, gingerbread man, jam tarts, butterfly cakes; I'm hungry/thirsty. Can I have (some cake), please? Yes, here you are. Thank you.

Lesson 8 Revision

1  Play *Sam's sack*.

2  3.21 Listen and point. Match and say.



chips

burgers

cake

milkshake

ice cream

juice

onions

eggs

3 Read and choose. Say.

lemon mango cherry chocolate vanilla



4 Play *Do you like ...?*



Cumulative revision



6

5 Play *Sam's six*.

6 Find, point and say.



7 3.22 Listen and say.

Sam's sounds

three,
thin, thirsty



8 Listen to your teacher, think and point.



Kids can - I can



1  3.23 Listen and point. What can the crow do?



2 Act out the story.

3 Play the Review 3 race.



 Write three sentences. Use colours.

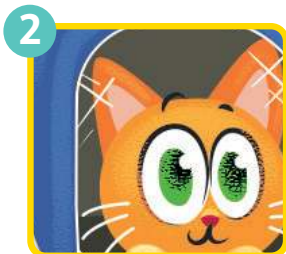
I can run.

7

Do you remember this?

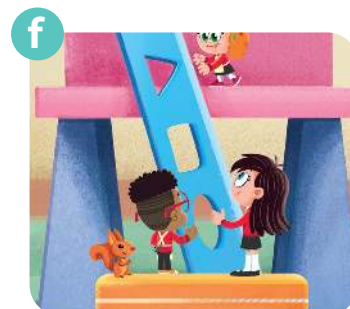
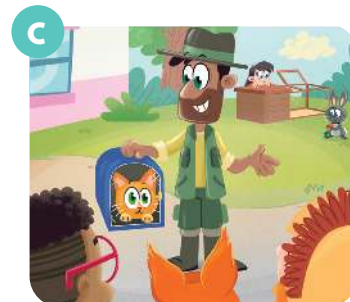
Lesson 1 Story time 1

1  Look, find and say.



2 Play *Mime* and guess.

3  3.24 Look and say. Listen, find and point.



4 Play 1, 2 or 3.



5 Look and read. Act out.

HEALTHY SNACKS



yogurt



salad



banana



smoothie

SCHOOL OBJECTS

crayon

pen

pencil

rubber

ruler

sharpener

FOOD

burger

cake

chips

ice cream

juice

milkshake

Can I have a yogurt, please?



Here you are.

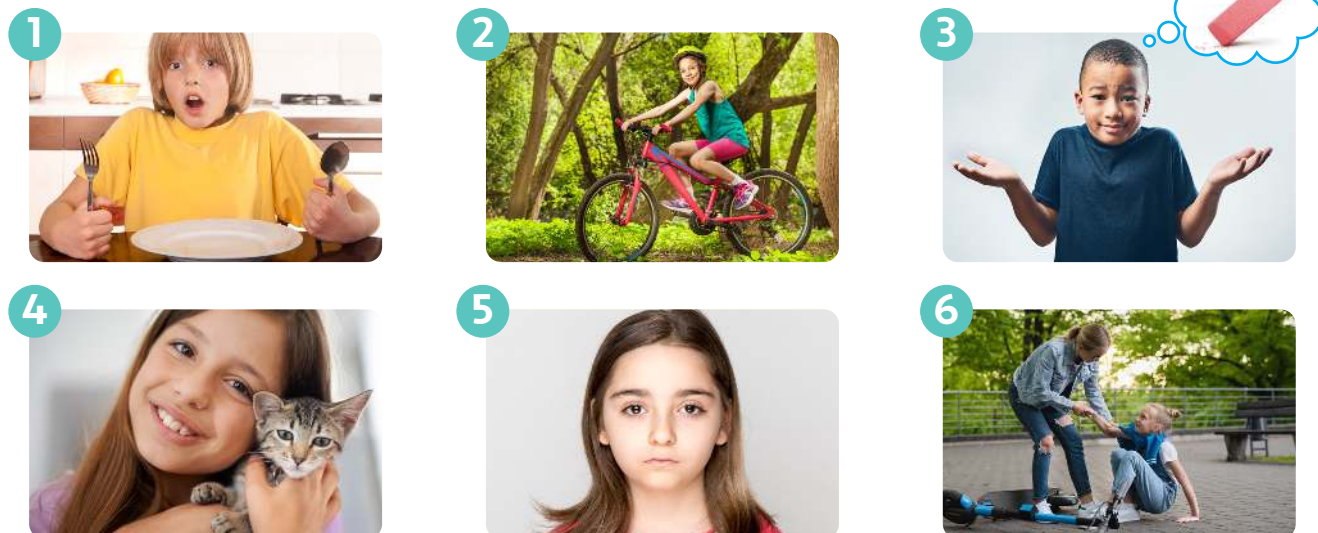
Language: STORY REVISION: Units 1, 3, 6; *yogurt, salad, banana, smoothie; Can I have a (smoothie), please? Here you are.*

Lesson 2 Song time 1

1  Look, find and say.



2 Read and match.

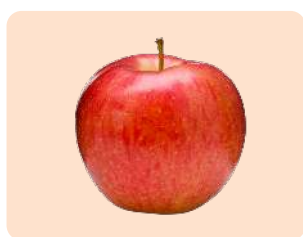


- a I can ride a bike. b My favourite pet's a cat. c I'm hungry!
- d I'm sad. e Where's my rubber? f Can you help me, please?

3 Look and say.



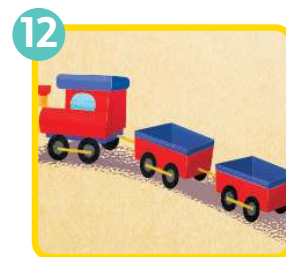
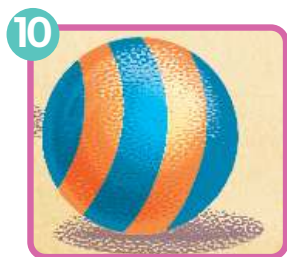
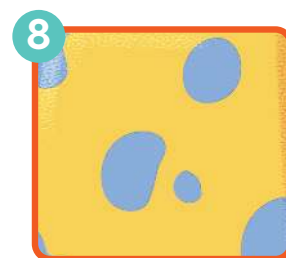
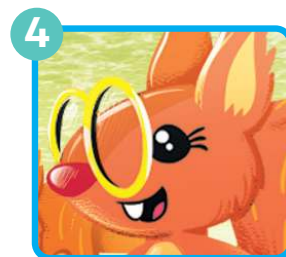
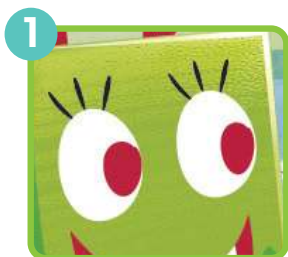
4 3.25 Listen and say. Point and sing.



5 3.26 Play Don't forget the text!

Lesson 3 Story time 2

1  Look, find and say.



2 Play *Mime and guess*.

3  3.27 Look and say. Listen, find and point.



4 Play 1, 2 or 3.



5 Look and read. Act out.



actor



doctor



pilot



footballer



teacher



singer



I want to be a doctor. What about you?

I want to be a ...

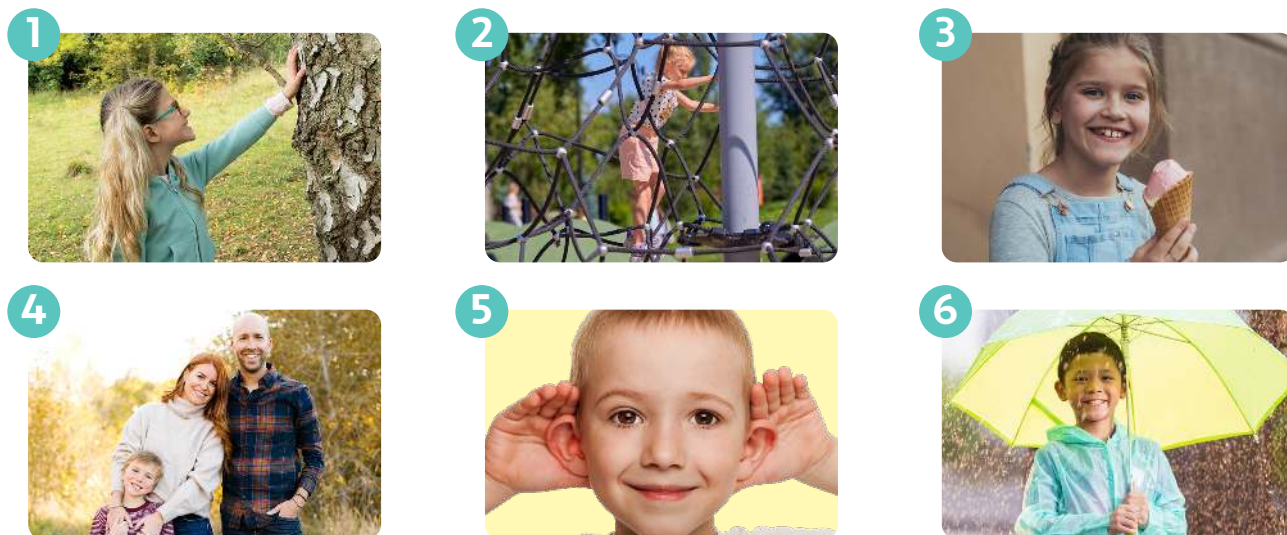
Language: STORY REVISION: Units 2, 4, 5; actor, doctor, pilot, footballer, teacher, singer; I want to be a (teacher). What about you?

Lesson 4 Song time 2

1  Look, find and say.



2 Read and match.



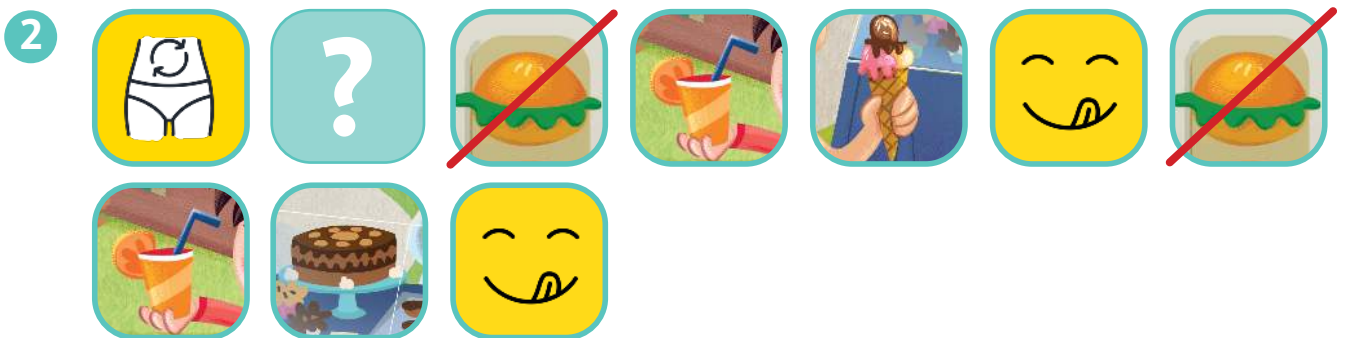
- a I love ice cream. b These are my ears. c I touch with my fingers.
- d It's rainy. e I can climb. f This is my family.

3 Look and say.



4 🎵 3.28 Listen and sing. Act out.

5 🎵 3.29 🎮 Play Guess the song!



Lesson 5

1 Play the *Review race*.





 Use the code to write your message.

Extra vocabulary

1  Look around and say.

2  3.30 Listen and point. Play *What ...?*



board



window



door



wall

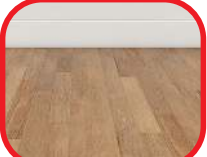


chair



floor

3  Point and say.

1						
2						
3						

4  3.32 Listen and say the *In my classroom* chant.

 Draw a crazy classroom and say.

Language: board, window, door, wall, chair, floor; *In my classroom, I can see a (chair).*

Extra vocabulary

1  Look, mime and say.

2  3.34 Listen and point. Play *Word or number?*



scared



sleepy



relaxed



angry



tired



cool

3  Look, think and say.



angry



cool



relaxed



scared



sleepy



tired

A

			1 
2 			
		3 	
	4 		5 

B

6 			
	7 		
			8 
9 		10 	

4  3.36 Listen and say the *How are you?* chant.

 Draw two emotions and say.

Language: scared, sleepy, relaxed, angry, tired, cool; How are you today? I'm (cool).

3

Extra vocabulary

1  Ask and say.

2  3.38 Listen and point. Play *More and more*.



bear



fox



frog



hare



snail



wolf

3  Look, find and say.



I can see
one bear. It's
scary.



4  3.40 Listen and say the *I can see a fox* chant.

 Draw with your other hand. Guess.

Language: bear, fox, frog, hare, snail, wolf; *I can see a (wolf). It's (scary).*

4

Extra vocabulary

1 Look and mime or say.

2 3.42 Listen and point. Play *What ...?*



cheek



belly



neck



elbows



knees



back

3 Look, read and say.

This is my .



This is my .



These are my .



This is my .



This is my .



These are my .



4 3.44 Listen and say the *This is my belly* chant.

Make small body cards. Stick and say.

Language: *cheek, belly, neck, elbows, knees, back;*
This is my (neck). These are my (elbows).

5

Extra vocabulary

1  Mime and guess.

2  3.46 Listen and point. Play *Word or number?*



ride a scooter



swing



slide



play Frisbee

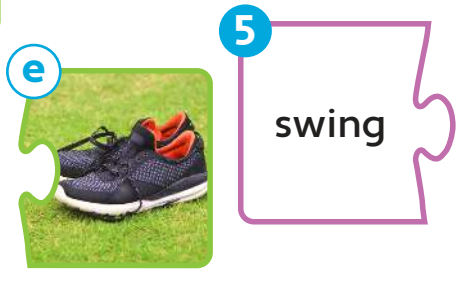
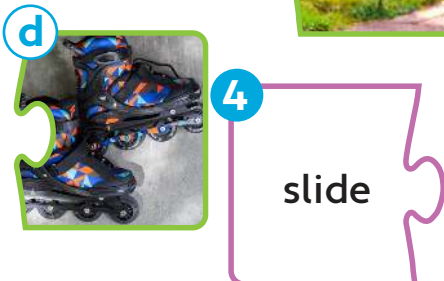


rollerblade



jog

3  Read and match. Say.



4  3.48 Listen and say the *I can swing* chant.

 Draw, write and say.

Language: ride a scooter, swing, slide, play Frisbee, rollerblade, jog;
I can (slide). I can't (ride a scooter).

6

Extra vocabulary

1  Play Food Chain.

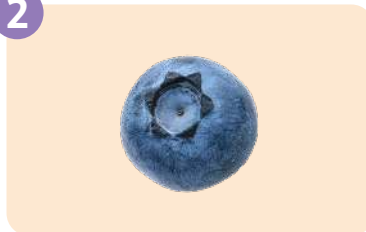
2  3.50 Listen and point. Play Fast finger.

1



raspberry

2



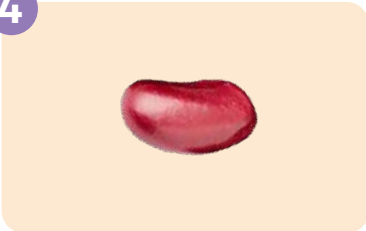
blueberry

3



coconut

4



bean

5



pumpkin

6



spinach

3  Look, read and match. Say.

raspberry blueberry coconut

bean pumpkin spinach

1



2



4  3.52 Listen and say the *I like spinach cake* chant.

 Draw a milkshake, write and say.

Language: *raspberry, blueberry, coconut, bean, pumpkin, spinach; I like (pumpkin cake). It's my favourite food.*

Christmas



1  Look and say.

2  3.54 Listen, point and say.

1



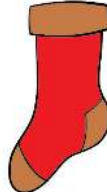
star

2



present

3



stocking

4



sack

5

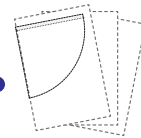


bell

3 Look, count and say.



4  Make your Christmas tree. Show and tell. ✂



This is my Christmas tree.



Merry Christmas!



 Make a Christmas card.

Easter



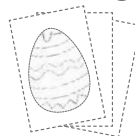
1 ♻️ Where is the Easter egg? Say.

2 Look, count and say.



3 🎵 3.55 Look and say. Listen, sing the *It's Easter* song and act out.

4 🌀 Make your Easter egg. Show and tell. ✂️



This is my
Easter egg.

Happy
Easter!



🕒 Make an Easter card.

Language: Easter egg; This is my Easter egg. Happy Easter!

Earth day



1 ♻️ Paper or plastic? Say.

2 🎵 3.57 Listen, point and say.



plastic

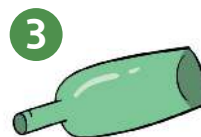


glass



paper

3 🎵 3.58 Look and say. Listen and match.



4 🌍 Make your planet hero cuffs. Show and tell.



I recycle paper.
I'm a planet
hero!



I recycle
plastic.
I'm a planet
hero.



🕒 Draw three recycling bins and write.

Language: plastic, glass, paper; I recycle (paper). I'm a planet hero!

Picture dictionary

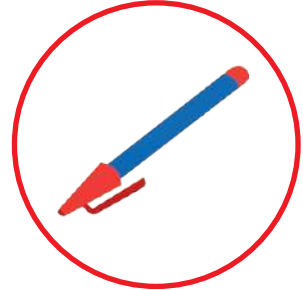
Unit 1



computer



crayon



pen



pencil



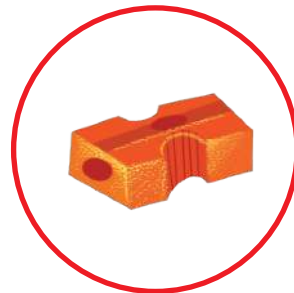
pencil case



rubber



ruler



sharpener



bin



cupboard



desk



shelf

Unit 2



aunt



brother



dad



grandma



grandpa



mum



sister



uncle



old



short



tall



young

Unit 3



bird



cat



dog



fish



hamster



horse



rabbit



tortoise



fast



friendly



scary



slow

Unit 4



body



ears



eyes



fingers



head



mouth



nose



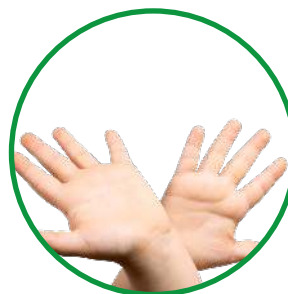
toes



arms



feet



hands



legs

Unit 5



catch a ball



climb



jump



play football



ride a bike



ride a horse



run



skip



dance



fly a kite

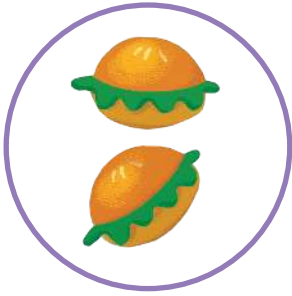


hop



swim

Unit 6



burgers



cake



chips



eggs



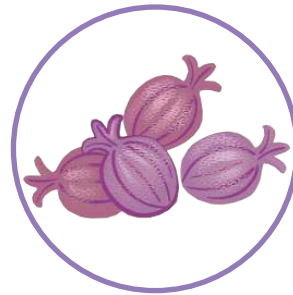
ice cream



juice



milkshake



onions



cherry



chocolate



lemon

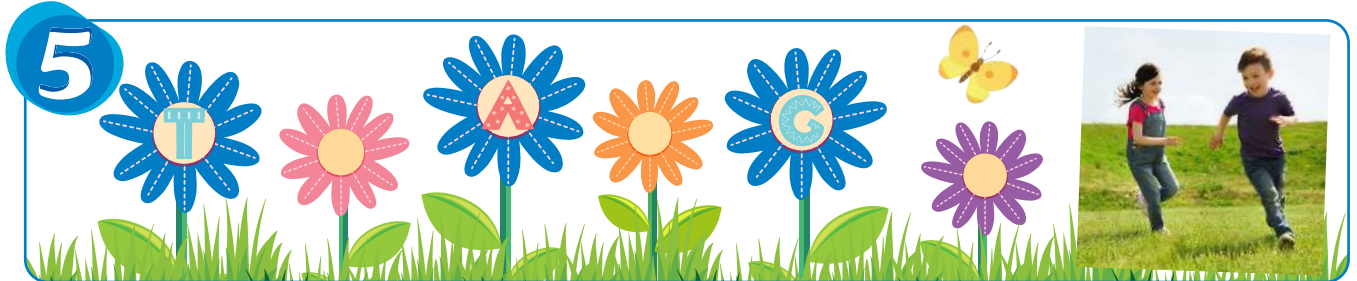
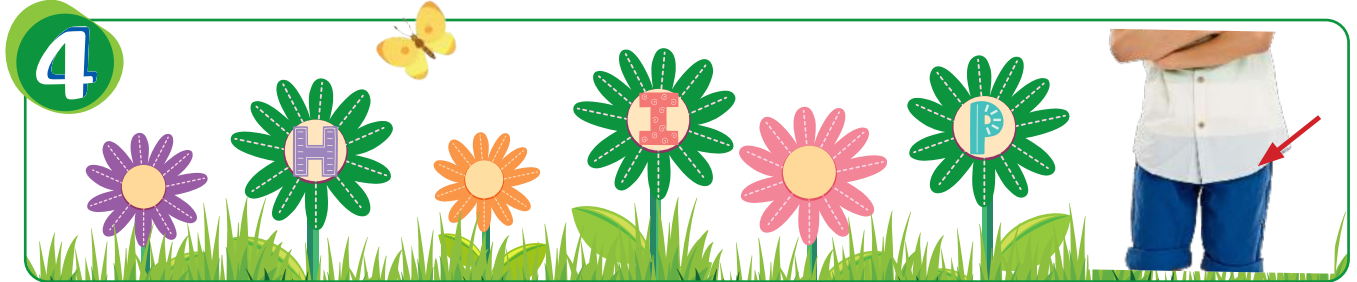
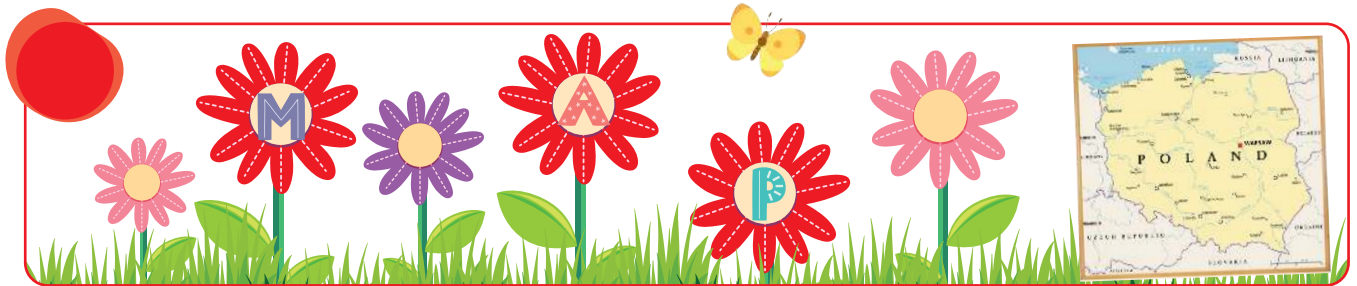


mango



vanilla

Mystery words



Autumn gallery



1 Prepare the project.



Collect autumn leaves.



Paint the leaves.



Stamp the leaves on a tree.

2 Describe the colours.



Language: *I can see (red) leaves.*

Winter gallery



1 Prepare the project.



Prepare paper, crayons, scissors, glue and some cotton pads.

Draw your family and pets.

Cut out a frame and decorate it.

2 Describe your family.



Spring gallery

1 Prepare the project.



Draw a monster and cut it out.



Draw a park.



Stick your monster.

2 Describe your monster.

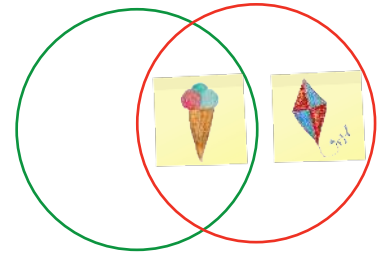
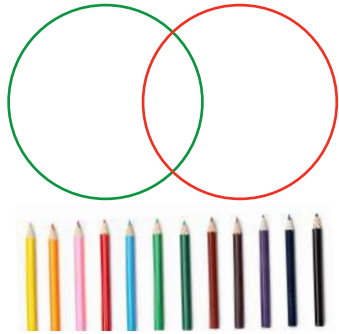


Language: *It's got (two ears) and (four arms). It can (jump). It's here.*

Summer gallery



1 Prepare the project.

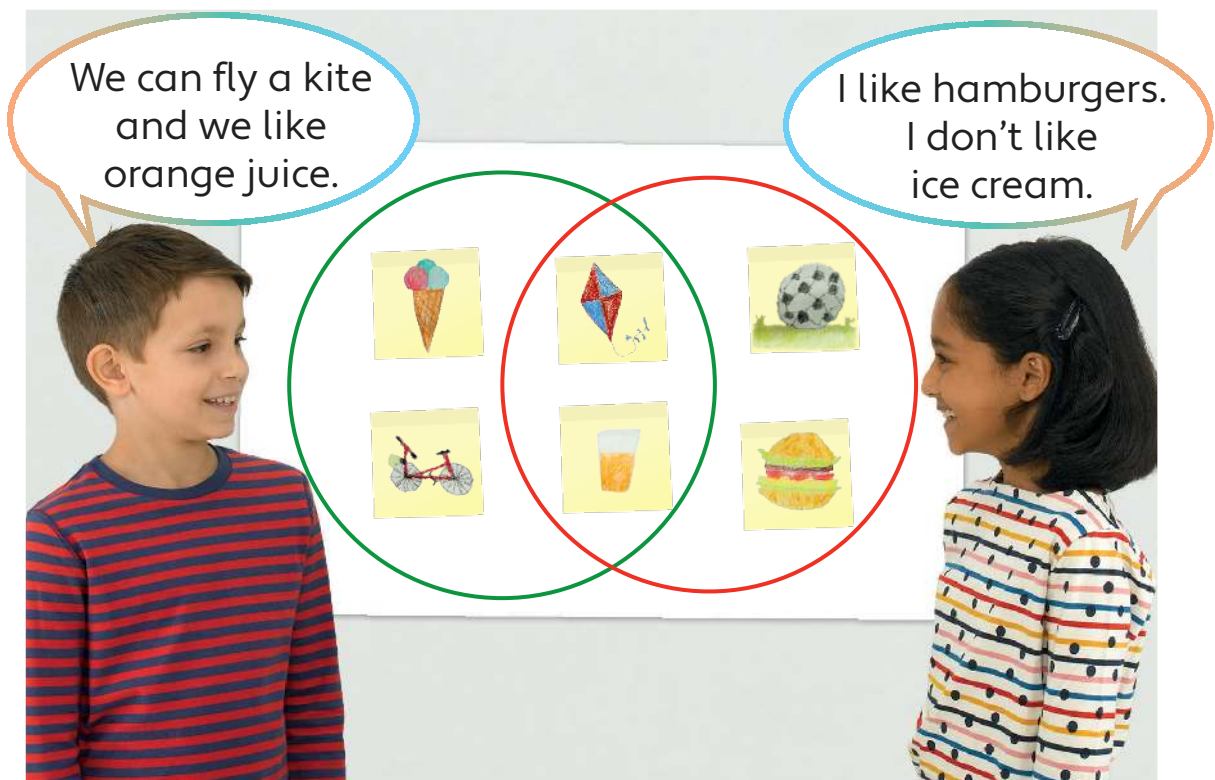


Work in pairs. Draw two big circles.

Draw your favourite summer activities and food.

Talk to your friend. Stick the summer activities and food on the poster.

2 Describe what you can do and what you like.



Language: Can you (fly a kite)? Yes, I can. / No, I can't. Do you like (orange juice)? Yes, I do. / No, I don't. We can (fly a kite) and we like (orange juice).

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(mouth, ears, hand, toes, nose, head), 49 (thermometres, grass,
pen, pencil case, ruler, laptop, arms, hands, head, feet, hand), 51
(pencil), 56, 57, 58, 59, 60, 61, 66, 67, 68, 69, 70, 71 (except girl
with pony tails and horse), 73, 75, 76 (except mum, dad, horse,
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monster on a field), 103 (food, summer activities)

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pp12-15, 22-25, 29, 34-37, 44-47, 56-59, 66, 67, 69, 76 (family),
80 (girl, boy)

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Kids Can! to seria czterech podręczników do nauki języka angielskiego przeznaczona dla uczniów klas zerowych oraz klas 1–3 szkoły podstawowej. **Kids Can!** jest w pełni zgodny z wymaganiami podstawy programowej, kształtuje wszystkie umiejętności językowe i jest dostosowany do zróżnicowanych potrzeb edukacyjnych najmłodszych uczniów.

Kids Can!:

- ✶ zapewnia **wsparcie każdego dziecka** poprzez unikatowy system zadań o różnym stopniu trudności i dodatkowe zadania dla dzieci pracujących szybciej
- ✶ efektywnie uczy **komunikowania się** w języku angielskim poprzez angażujące gry i zabawy oraz liczne scenki odgrywane w parach i grupach
- ✶ skutecznie utrwala poznane słownictwo poprzez regularne **powtarzanie** oraz kumulatywne nadbudowywanie treści
- ✶ pobudza ciekawość i rozwija **kreatywność** dziecka, zachęcając je do wykonywania twórczych zadań, m.in. w *Sam's corners*
- ✶ proponuje **wieloetapowe** podejście do rozumienia historyjek i uczenia się piosenek
- ✶ zachęca do **współdziałania** poprzez grupowe wykonywanie zadań i projektów
- ✶ łączy elementy świata baśni z rzeczywistością, rozwijając dziecięcą **wyobraźnię**
- ✶ gwarantuje twórczą **zabawę**, dzięki której dzieci mają możliwość osiągnąć sukces językowy