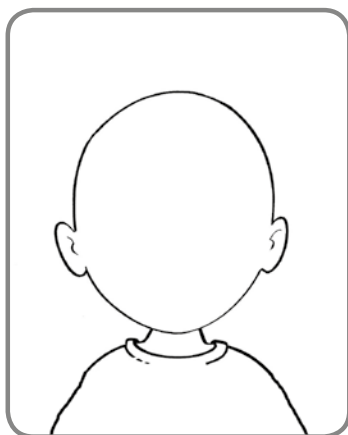


ZESZYT ćwiczeń

Tiger 1 **& Friends**

Tiger Passport



Name:

Surname:

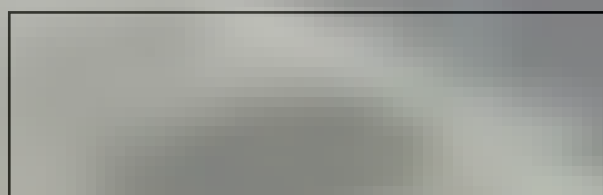
Class:



Dostęp do *Tiger&Friends 1 Pupil's App*

1. Wejdź na stronę:
www.macmillaneducationeverywhere.com
2. W lewym górnym rogu zmień ustawienia języka – z listy wybierz: **polski (Polish)**.
3. Kliknij: **Załącz nowe konto (Register)**. Konto powinno zostać założone przez osobę pełnoletnią (rodzic/opiekun).
4. Postępuj zgodnie z instrukcjami na ekranie, aby aktywować kod i założyć konto.
Uwaga! Kod zostanie aktywowany przy rejestracji – nie ma potrzeby ponownej aktywacji kodu po zalogowaniu.
5. Do logowania używaj nazwy użytkownika (**Username**) oraz hasła (**Password**) podanych podczas rejestracji.
6. Po zalogowaniu na stronie pobierz aplikację **Navio** na swój komputer bądź tablet, uruchom instalator i postępuj zgodnie z instrukcjami na ekranie.
7. 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 1 & Friends

My name is _____

Hello!	page 2
1 Welcome to School	page 6
2 The Gingerbread Man	page 16
Tiger Review 1	page 26
3 Tiger is Lost	page 28
4 Dinner Time	page 38
Tiger Review 2	page 48
5 The Sore Paw	page 50
6 The Missing Skateboard	page 60
Tiger Review 3	page 70
Goodbye, Tiger!	page 72
Festivals	page 73
Picture Dictionary	page 76
Extra Vocabulary	page 82
Teksty piosenek i rymowanek	page 88



Materiały video dostępne na:
www.macmillanlaucznia.pl/tiger-and-friends-1
lub po zeskanowaniu QR kodu
za pomocą smartfonu:



Carol Read
Mark Ormerod
with Magdalena Kondro

Hello!



Lesson 1

1 1.2 Znajdź i zakreśl dwa identyczne rysunki w każdym rzędzie.

Zaśpiewaj piosenkę *Hello, I'm Tiger*.

1



2



3



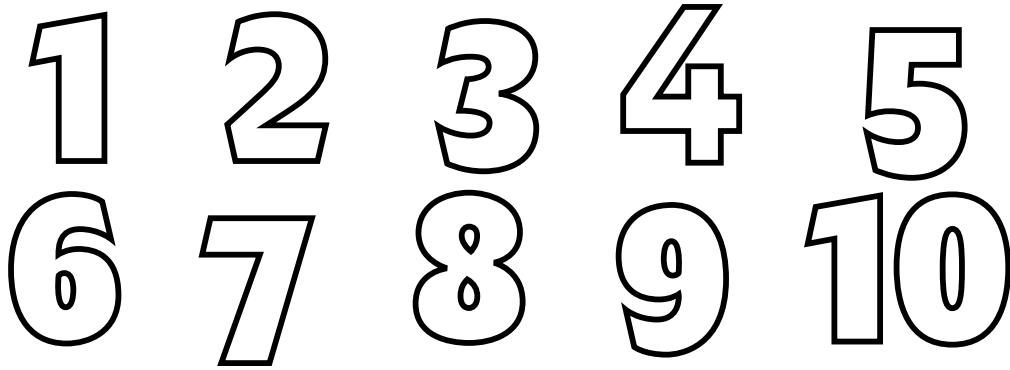
4



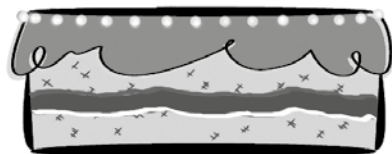
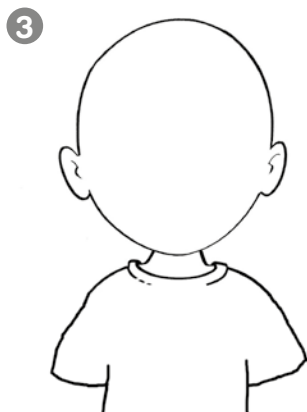
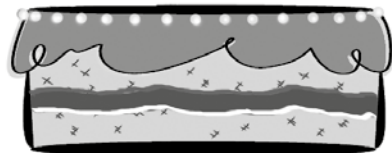
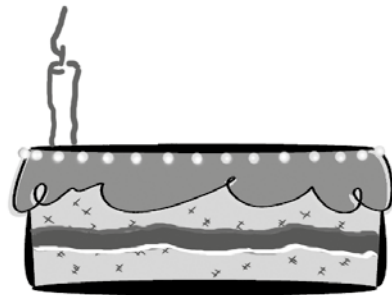


Lesson 2

1 Pokoloruj cyfry. Jakiego koloru jest każda z nich? 



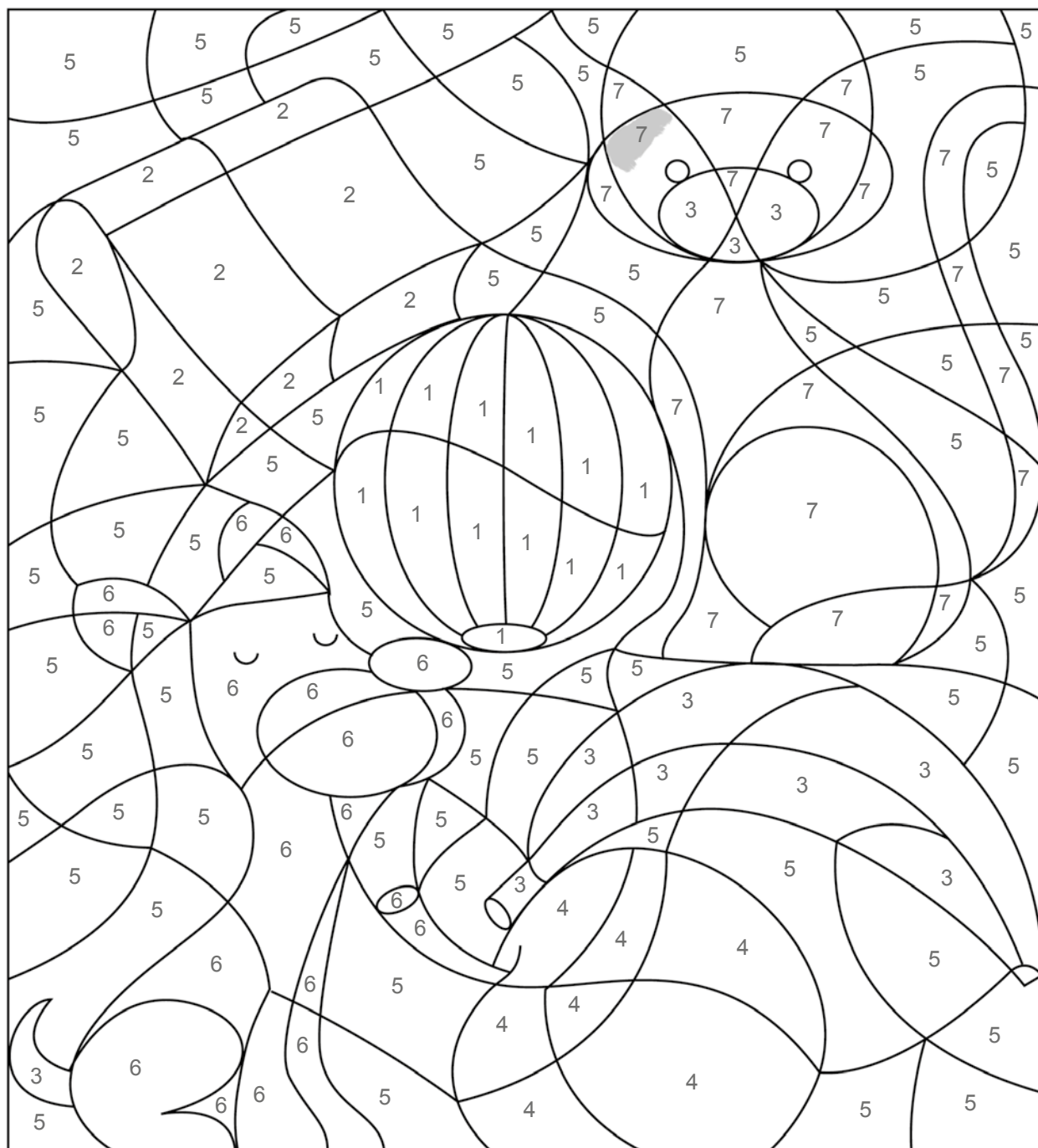
2 Dorysuj brakujące świece na tortach Sue i Jaya. Dokończ swój portret i narysuj na torcie odpowiednią liczbę świeczek. Podaj swoje imię i wiek. 





Lesson 3

- 1 Pokoloruj rysunek zgodnie z kolorami symboli na puszkach. Co kryje się na rysunku? 

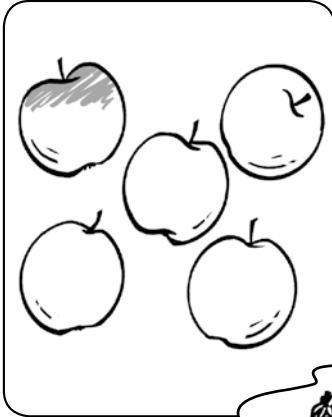




Lesson 4

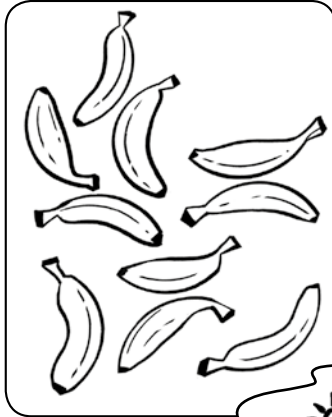
1 Pokoloruj rysunki zgodnie z kolorami symboli. Policz przedmioty i zwierzęta. Zakreśl i napisz po śladzie właściwe cyfry.  

1



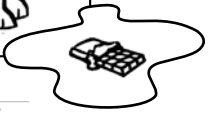
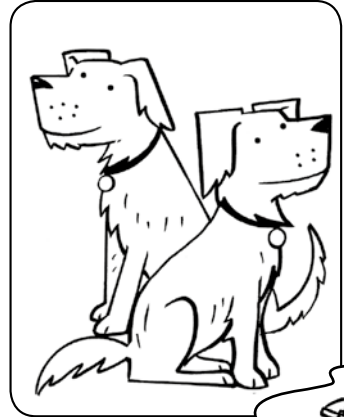
7 / 5

2



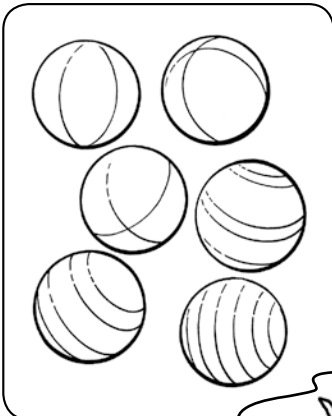
9 / 10

3



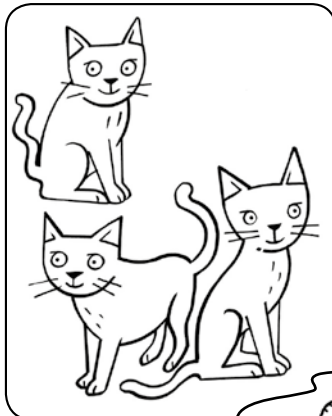
2 / 3

4



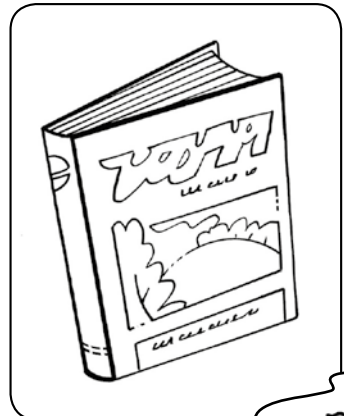
8 / 6

5



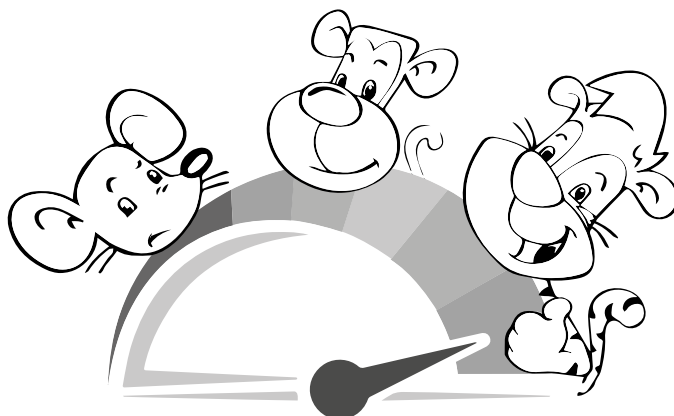
5 / 3

6



2 / 1

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



Ocenianie
kształtujące



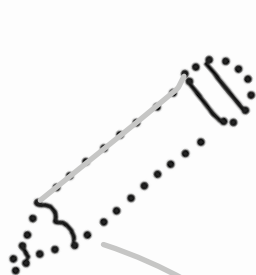
5

1 Welcome to School

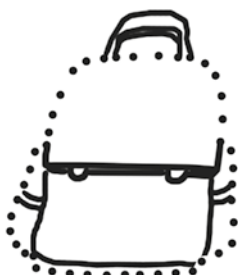


Lesson 1 Vocabulary

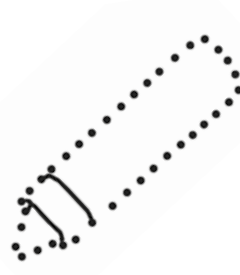
1 Dokończ rysunki przyborów szkolnych i połącz je z właściwymi półkami. Jakie przybory widzisz na rysunku?  



pencil



bag



crayon



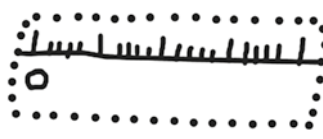
pen



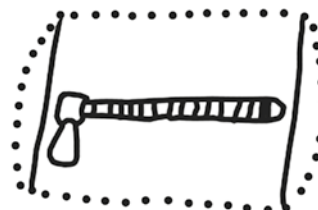
rubber



sharpener



ruler



pencil case

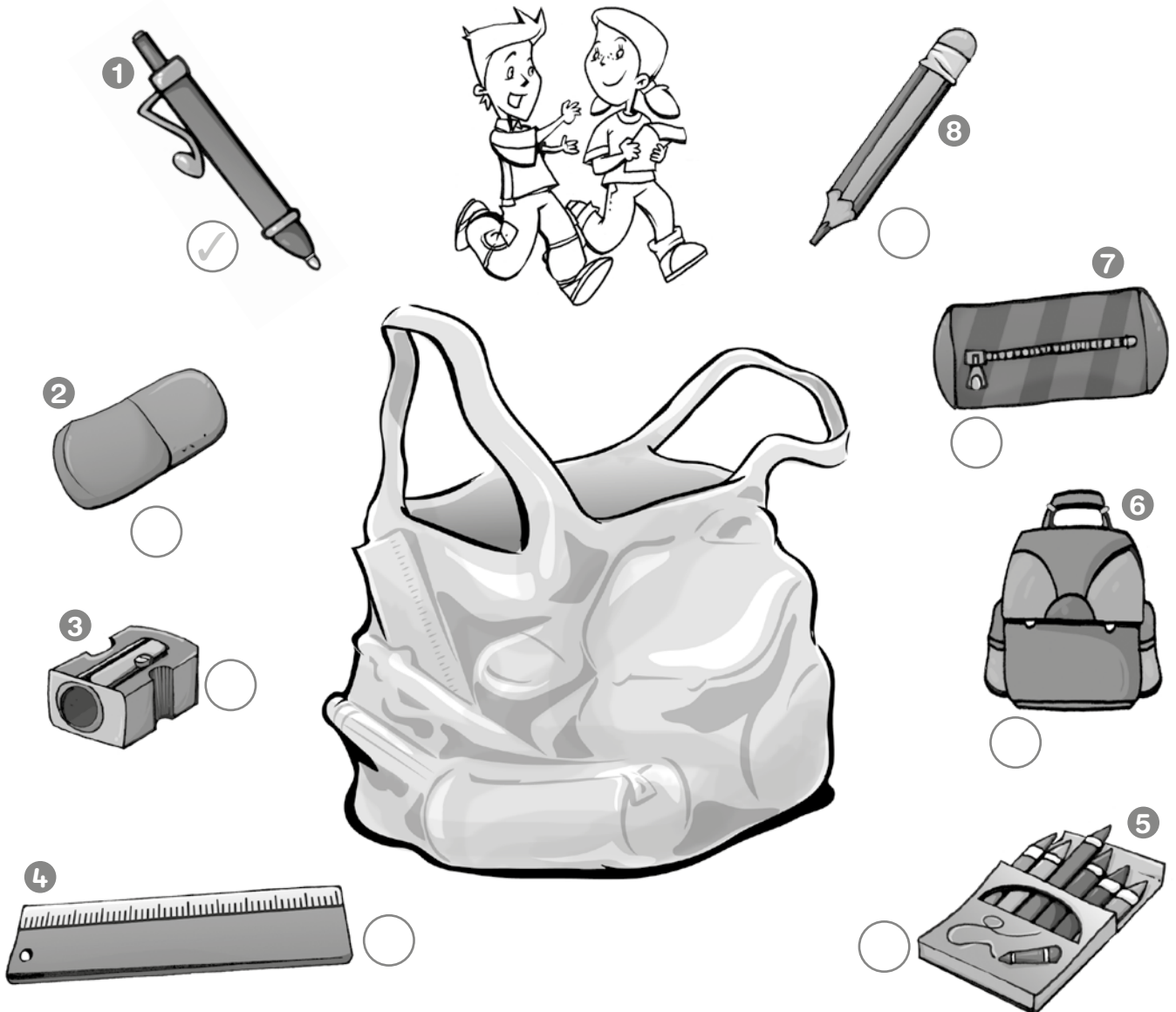


Lesson 2 Story

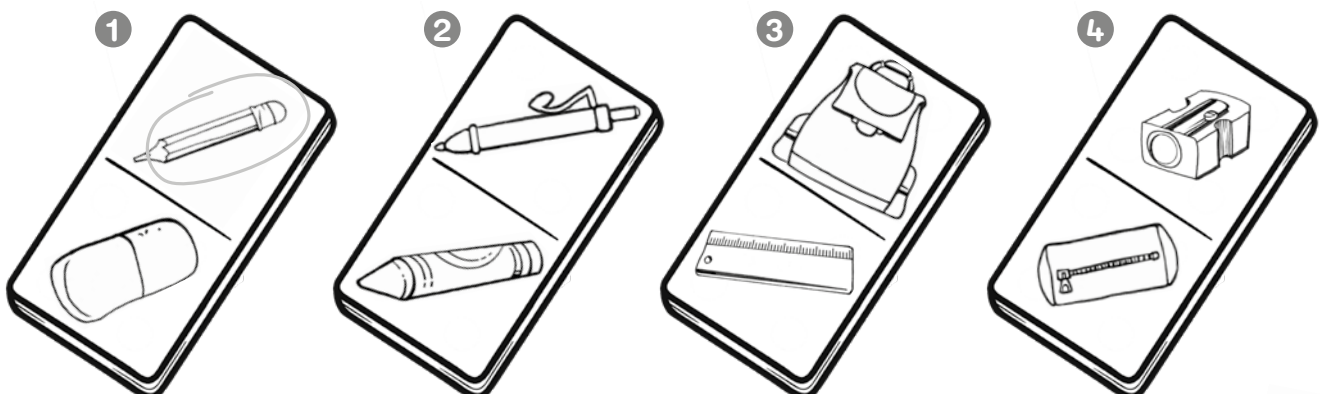


VIDEO 01 STORY TIME

1 Zaznacz (✓) i powiedz, które przybory kupiły dzieci.



2 Przeczytaj podpisy i zakreśl właściwe rysunki.



pencil

crayon

ruler

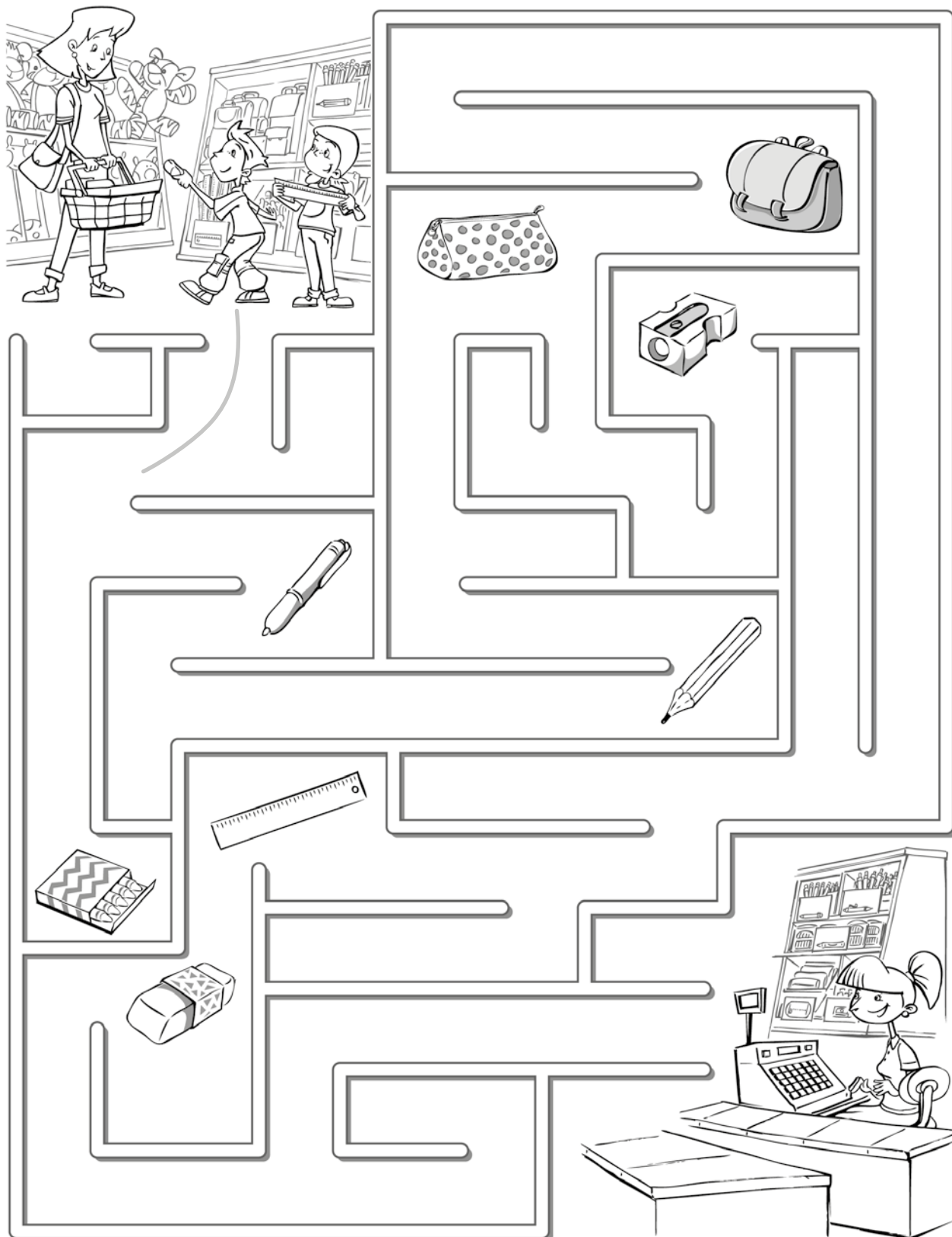
sharpener





Lesson 3 Story activities - Song

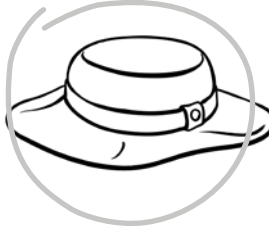
- 1 1.24 Narysuj drogę przez labirynt i zbierz przedmioty z piosenki *Can I have this pen, please?*. Zaśpiewaj tę piosenkę.



Lesson 4 Speaking

1 Powiedz, co widzisz na rysunkach. W każdym rzędzie zakreśl słowo, które zawiera dźwięk /æ/ (jak w wyrazie *black*). 

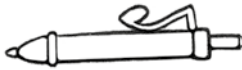
1



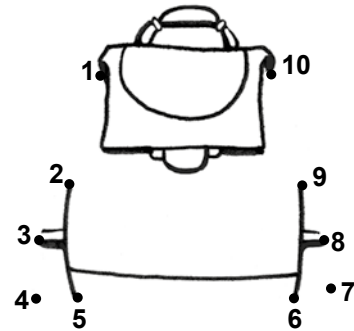
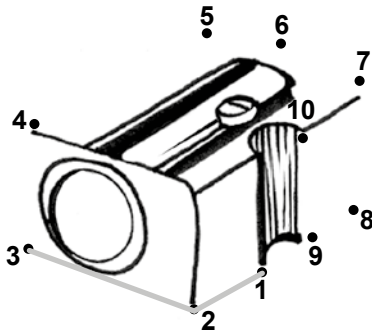
2



3



2 Połącz kropki. O co proszą dzieci i jakie słyszysz odpowiedzi? 

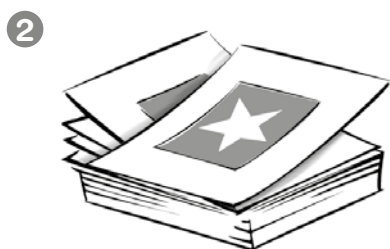


Lesson 5 CLIL

1 Połącz rysunki. Jakie czynności wykonują postaci?



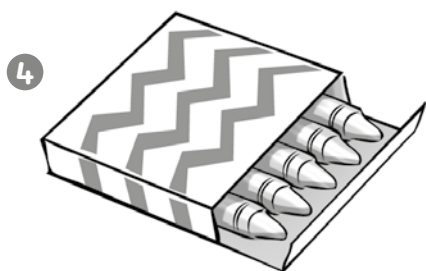
draw



play



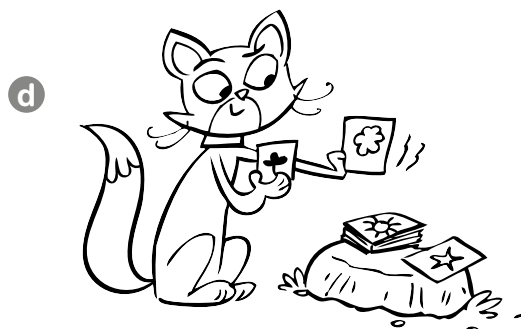
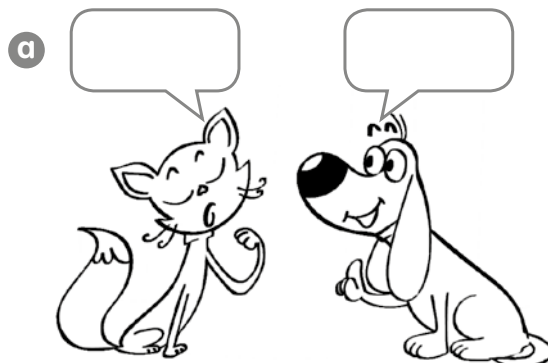
sing



colour



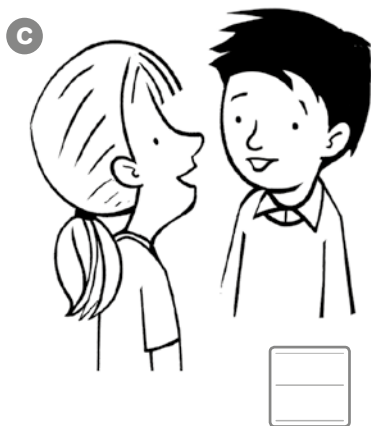
talk





Lesson 6 CLIL – Song

- 1 1.33 Ponumeruj rysunki zgodnie z treścią piosenki
I draw at school. Zaśpiewaj tę piosenkę.



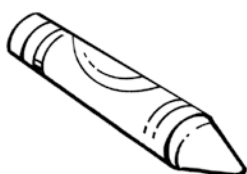
- 2 Połącz wyrazy z ilustracjami. Dorysuj w ramce brakujący przedmiot.

1 sing

2 colour

3 draw

a



b



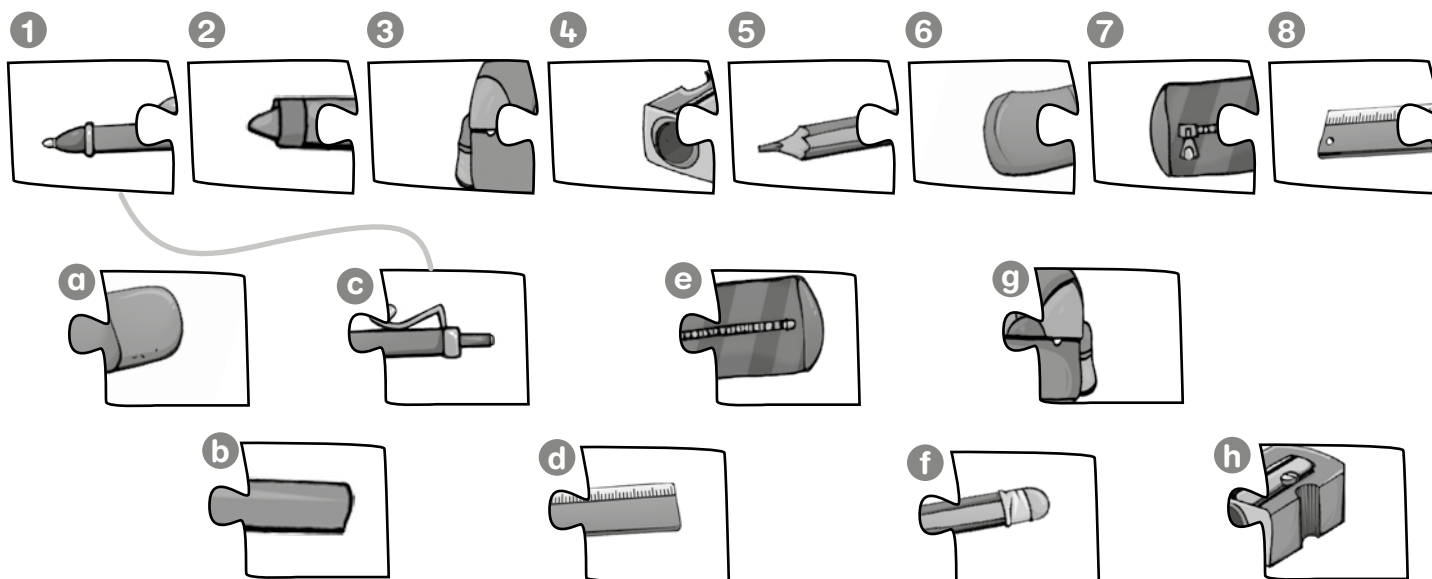
c



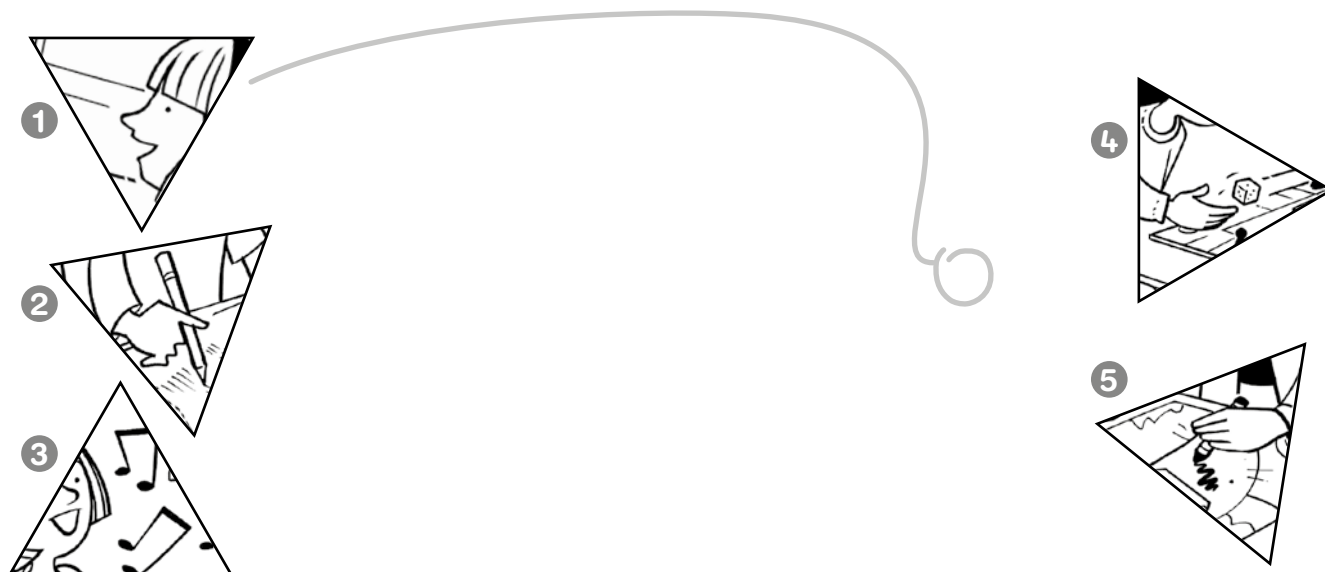


Lesson 7 Unit review

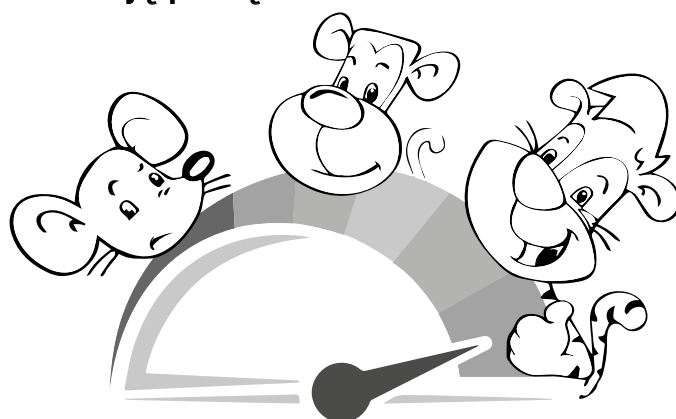
1 Połącz połówki przedmiotów. Jakie przybory szkolne widzisz na rysunkach? 



2 Połącz trójkąty z fragmentami rysunku. Co robią dzieci? 



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



Ocenianie kształtujące



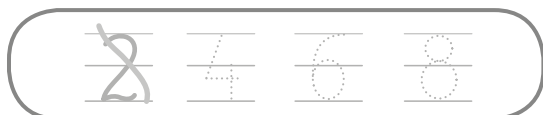


Kids' Culture 1



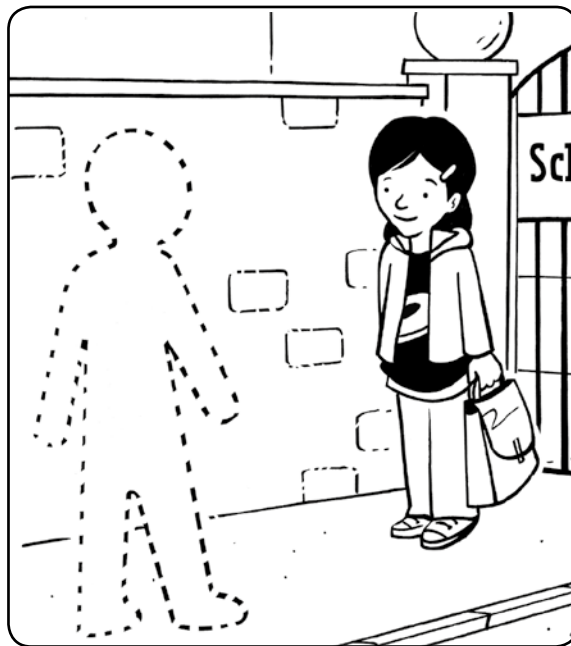
▶ VIDEO 02

- 1 1.38 Narysuj siebie i napisz brakujące cyfry zgodnie z treścią rymowanki *Two, four, six, eight*.

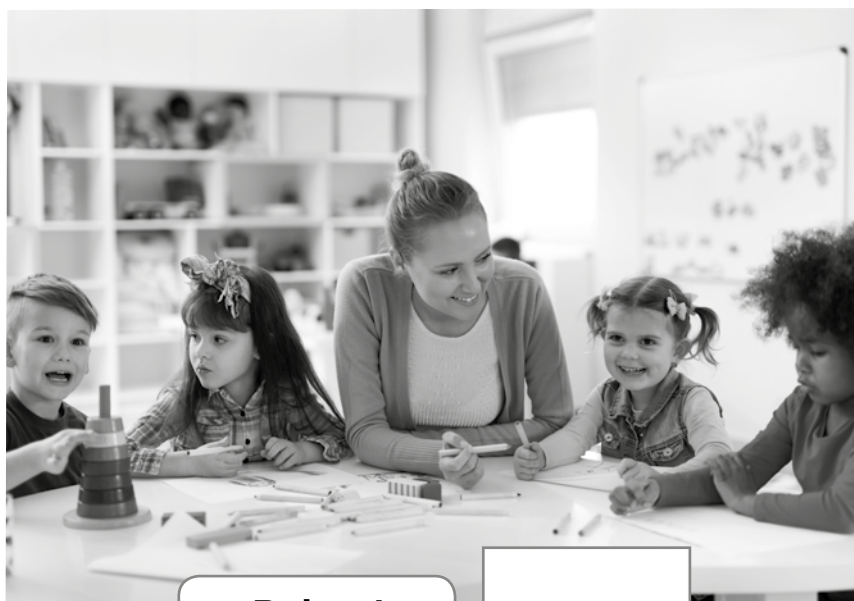


2 4 8

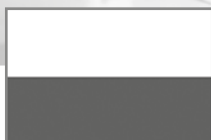
2 6



- 2 Co robią dzieci w polskiej szkole? Zaznacz (✓) te czynności, które widzisz na zdjęciu.



Poland



draw ☒

colour ☐

sing ☐

talk ☐

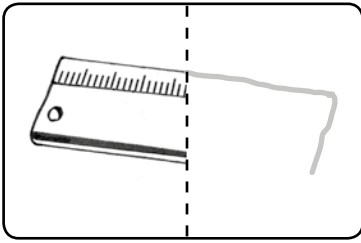
play ☐



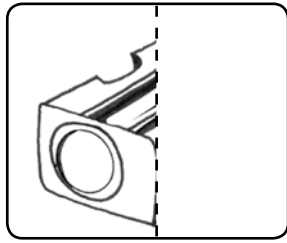


EARLY FINISH

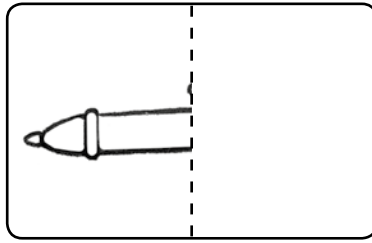
1 Dokończ rysunki i je pokoloruj.



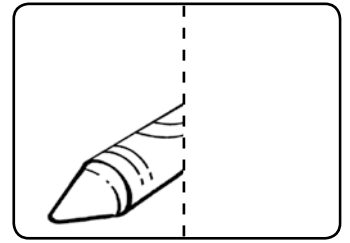
ruler



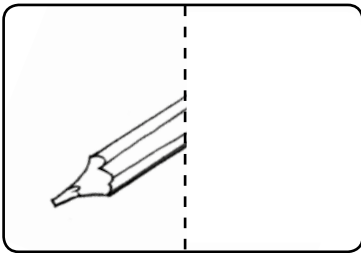
sharpener



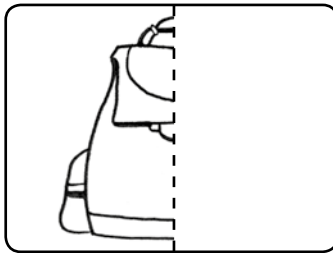
pen



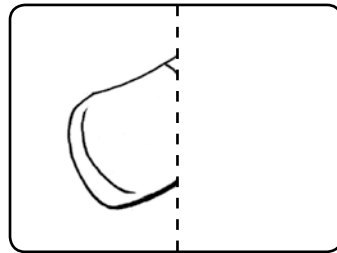
crayon



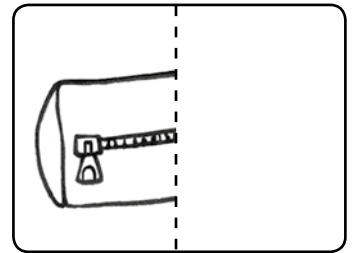
pencil



bag



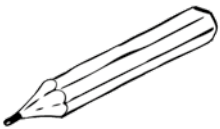
rubber



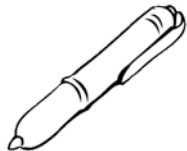
pencil case

2 Narysuj, co jest w twoim piórniku, i pokoloruj rysunek.

*Możesz napisać wyrazy po śladzie.



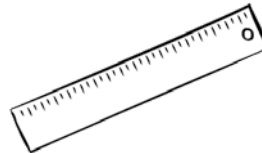
pencil



pen



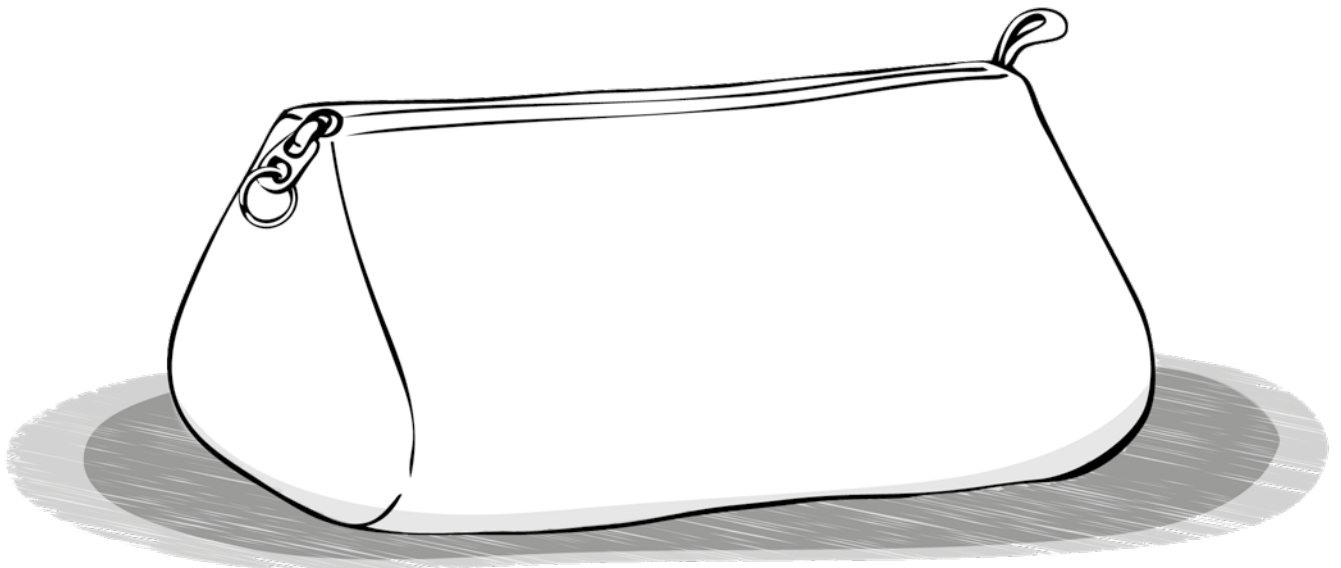
crayon



ruler

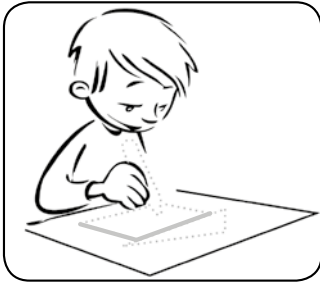


sharpener



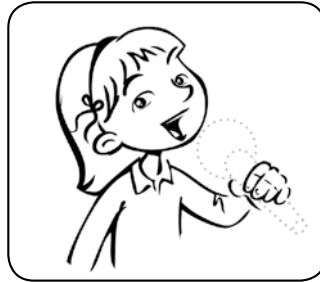
3 Dokończ rysunki i je pokoloruj.

1



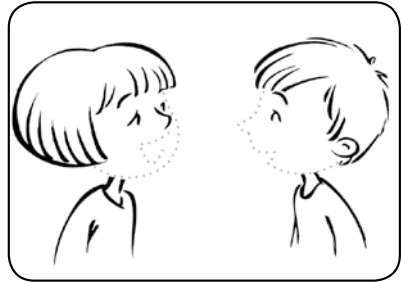
draw

2



sing

3



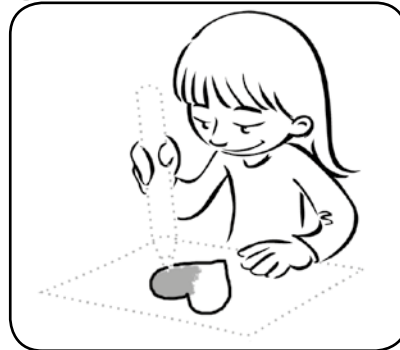
talk

4



play

5



colour

4 Połącz rysunki ze zdaniami. *Możesz napisać wyrazy po śladzie.

1



a

I

sing

at school.

2



b

I

play

at school.

3



c

I

draw

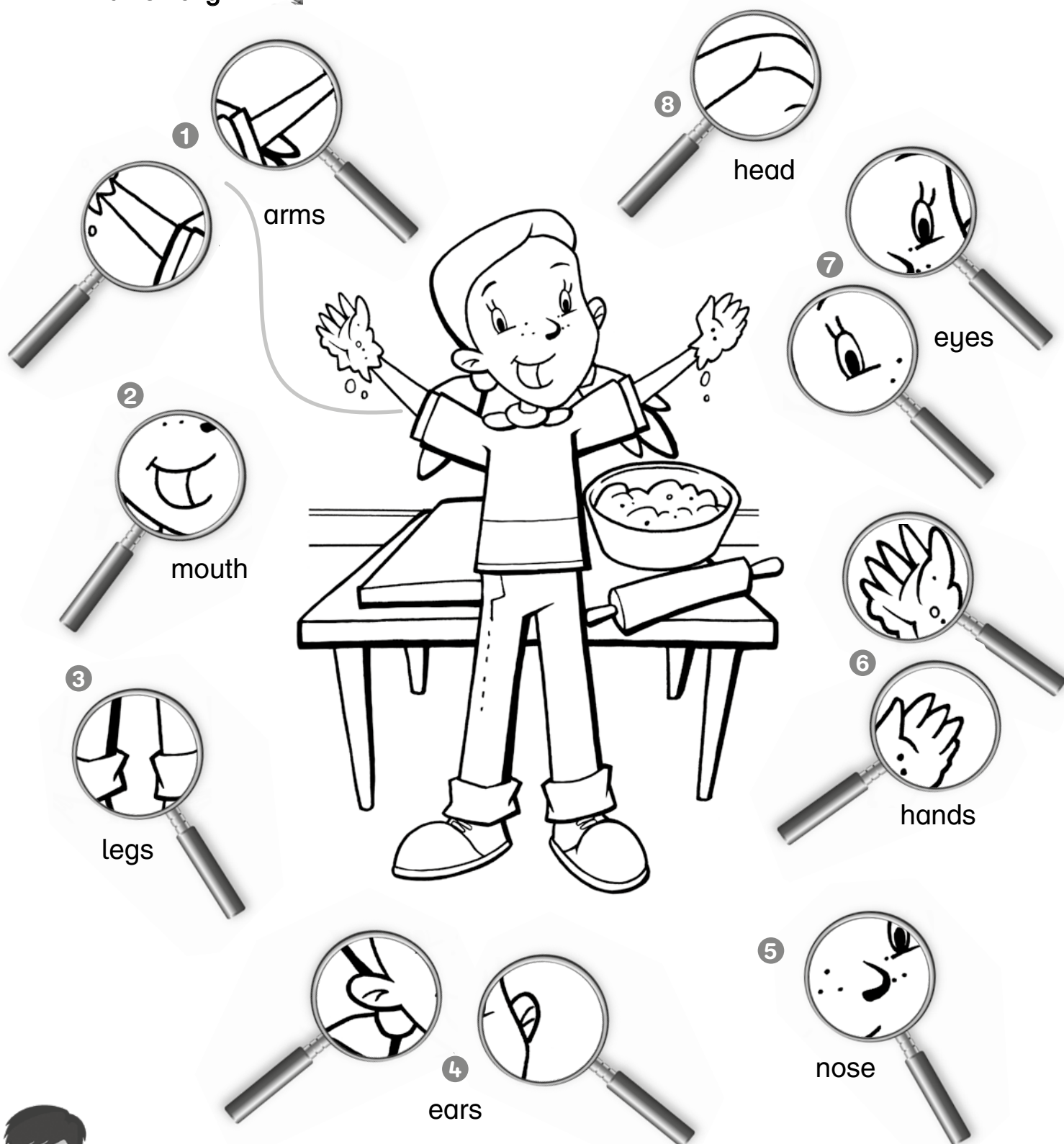
at school.

2 The Gingerbread Man



Lesson 1 Vocabulary

1 Połącz lupy z fragmentami rysunku i nazwij części ciała dziewczynki.



Lesson 2 Story



STORY TIME

1 Ponumeruj scenki z historyjki we właściwej kolejności.

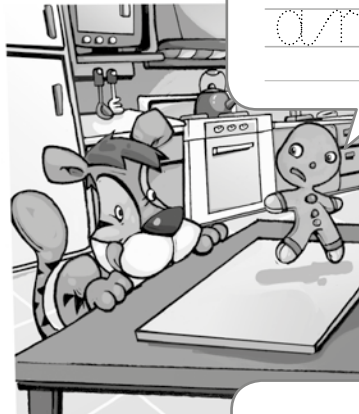
*Możesz napisać wyrazy po śladzie.





And these are the eyes.





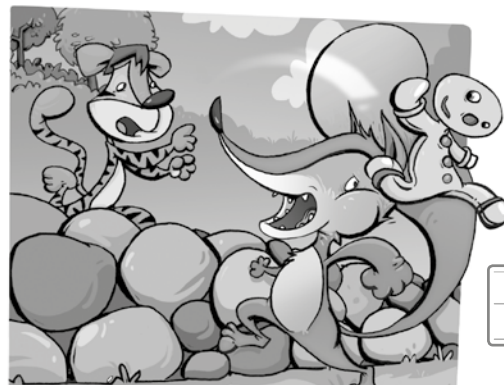
I've got arms and legs.





This is the head.



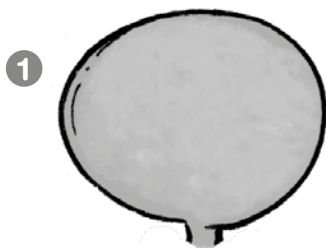






Lesson 3 Story activities - Song

1 Przeczytaj wyrazy i zakreśl te, które są zgodne z rysunkiem. 



ears / head



eyes / nose



mouth / legs



eyes / arms

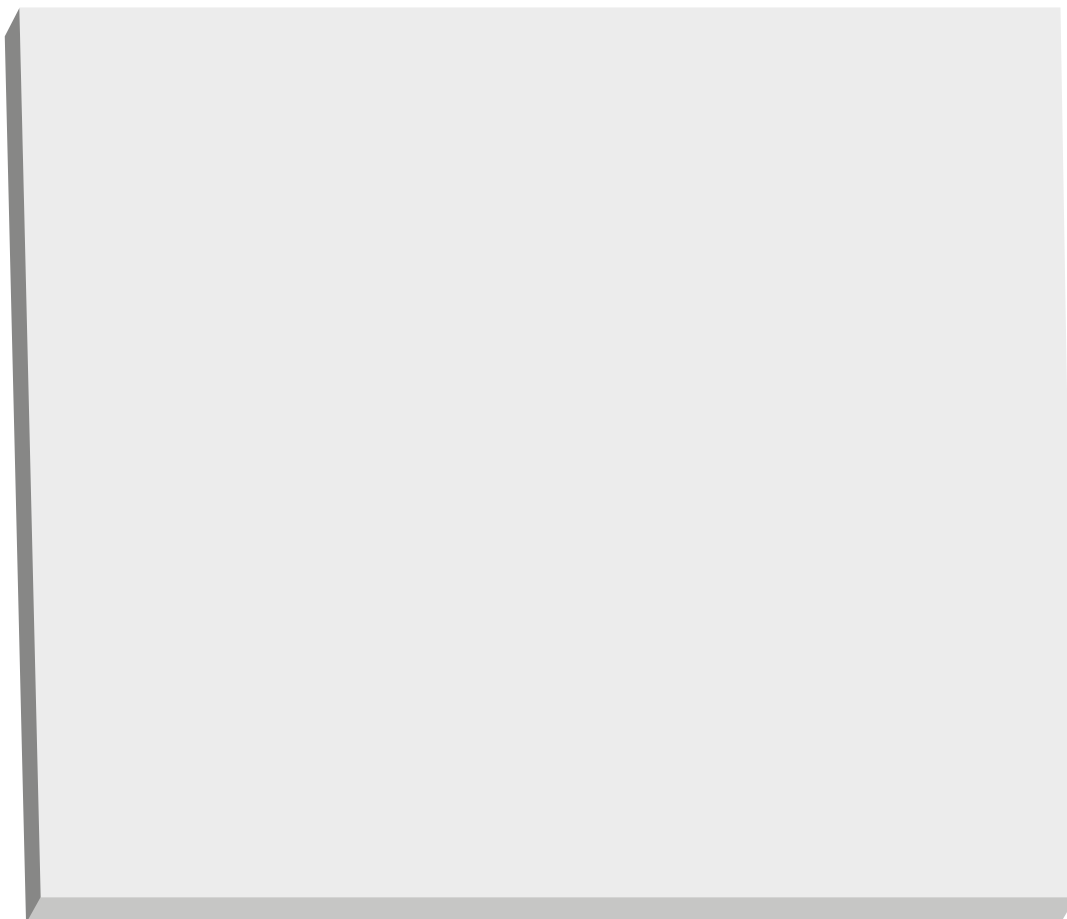


legs / hands



arms / eyes

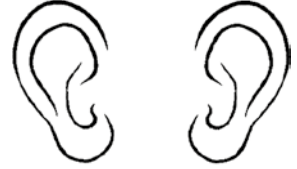
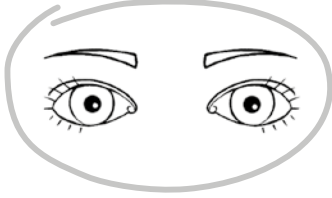
2  1.48 Narysuj bohatera historyjki. Zaśpiewaj piosenkę *I've got a head*.  



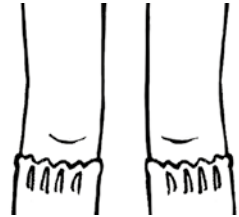
Lesson 4 Speaking

1 Powiedz, co widzisz na rysunkach. W każdym rzędzie zakreśl dwa rysunki, których nazwa zawiera dźwięk /z/ (jak w wyrazie *arms*). 

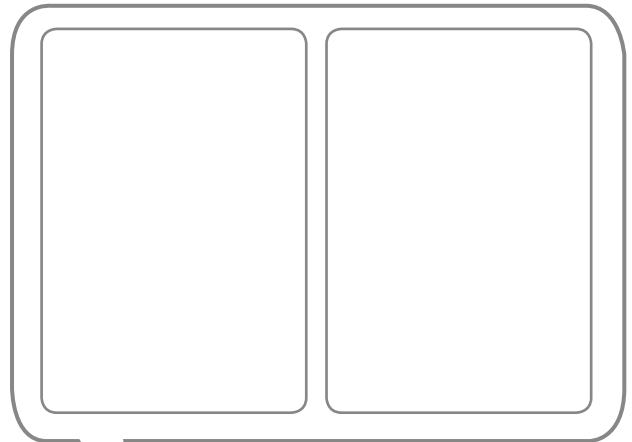
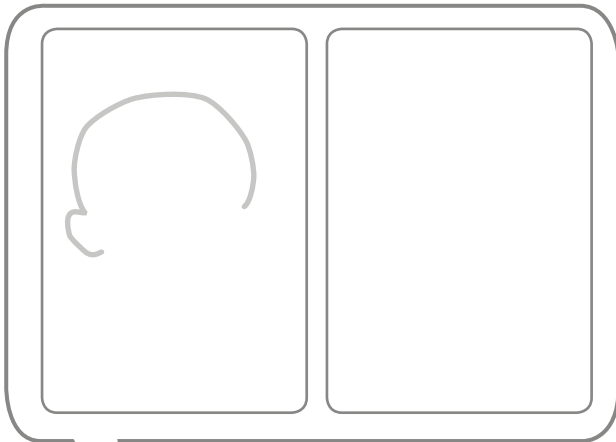
1



2



2 Narysuj części ciała, które wskazują dzieci. Co mówią dzieci? 





Lesson 5 CLIL

1 Połącz rysunki. Jaki zmysł jest związany z daną częścią ciała?

1



2



3



4



5



a



touch

b



listen

c



smell

d



taste

e



see

2 Znajdź w diagramie 5 nazw czynności związanych ze zmysłami.

L	I	S	T	E	N	C	B	S	E	E
M	T	O	V	C	H	R	F	V	I	L
T	A	R	T	A	S	T	E	H	I	R
L	I	S	M	E	L	L	T	A	R	T

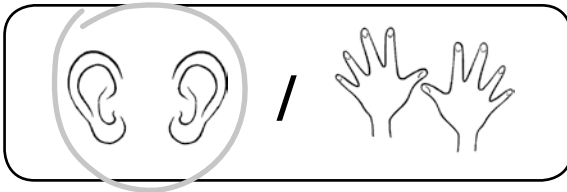




Lesson 6 CLIL – Song

1 2.1 Posłuchaj piosenki *I listen with my ears* i zakreśl odpowiednie części ciała.

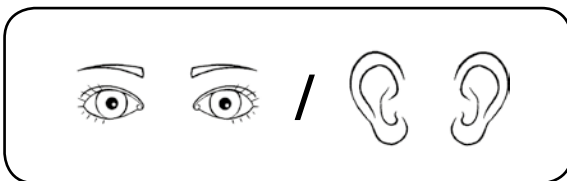
1



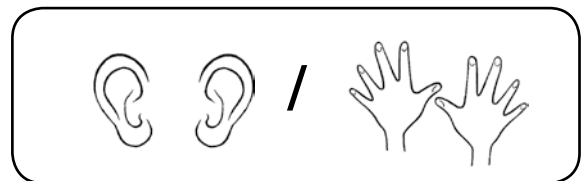
2



3



4



5





Lesson 7 Unit review

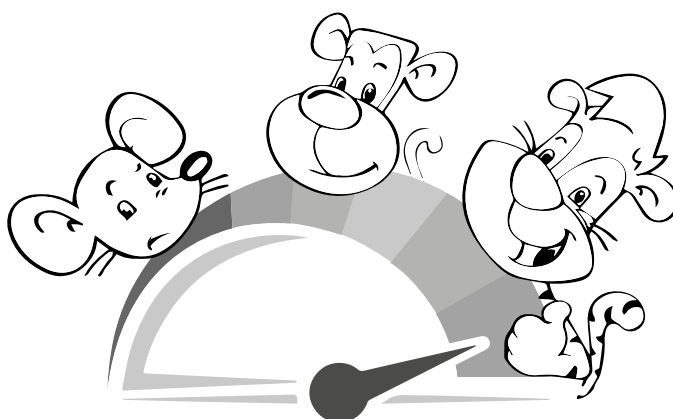
1 W każdym rzędzie narysuj brakujące części ciała i nazwij je.

1					
2					
3					
4					

2 Połącz części ciała z odpowiadającymi im czynnościami. Jakie czynności wykonują dzieci?

1	2	3	4	5
a	b	c	d	e

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



Ocenianie kształtujące



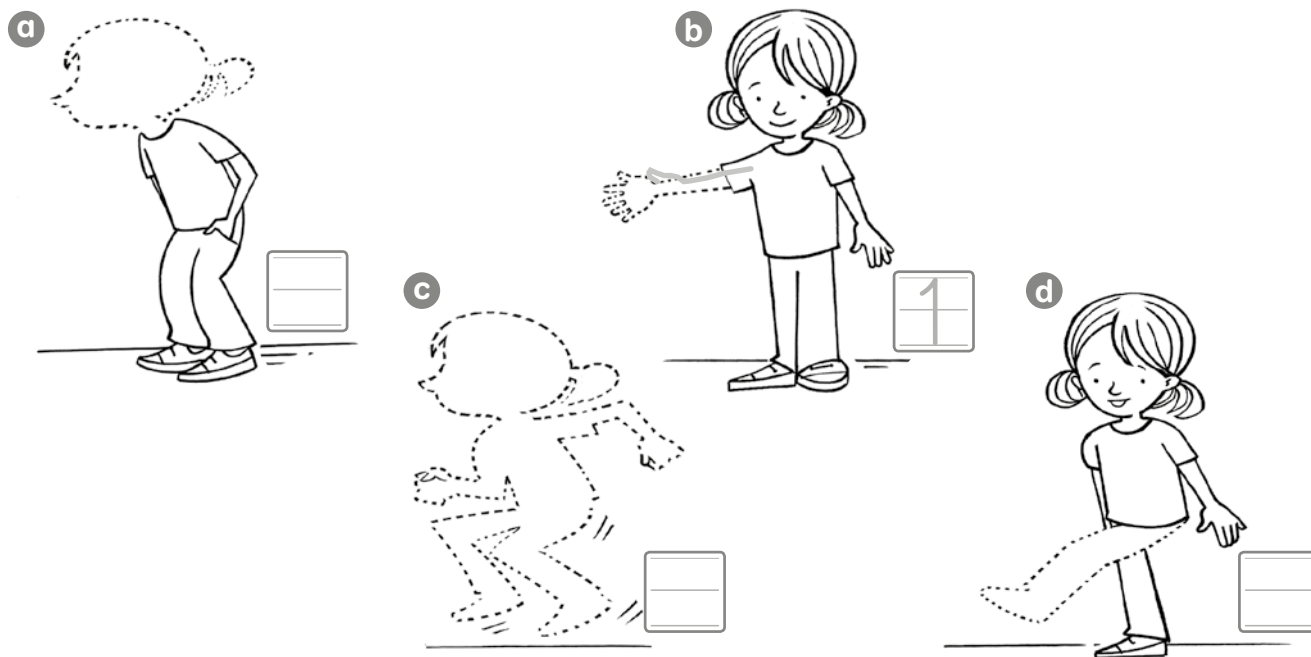


Kids' Culture 2



▶ VIDEO 04

- 1 2.6 Dokończ rysunki i ponumeruj je zgodnie z treścią piosenki *Hokey cokey*.



- 2 Połącz zdjęcia ze zdaniami. *Możesz napisać wyrazy po śladzie.

1



2



3



a I see with my eyes.

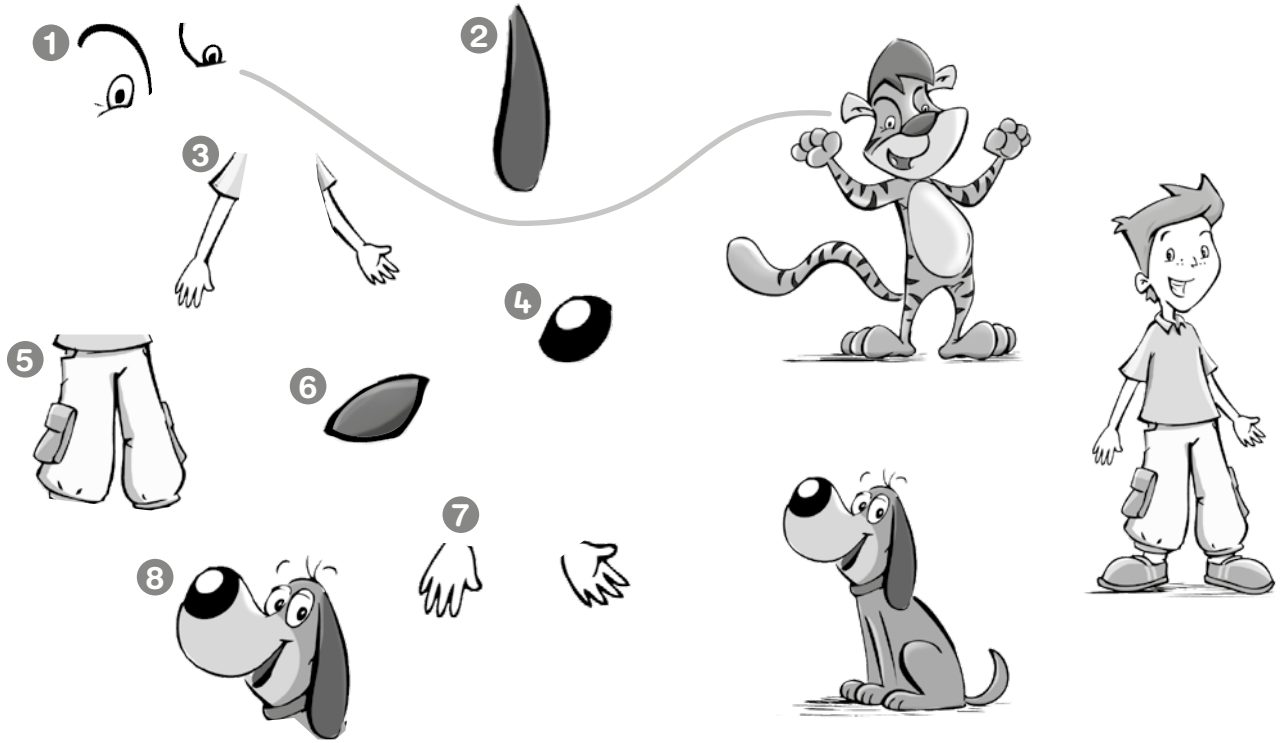
b I taste with my mouth.

c I touch with my hands.



EARLY FINISH

1 Połącz części ciała z właściwymi postaciami. 



2 Narysuj swojego ulubionego bohatera i pokoloruj rysunek.

*Możesz napisać wyrazy po śladzie.  



head



eyes



ears



nose



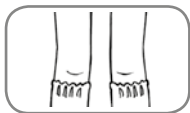
mouth



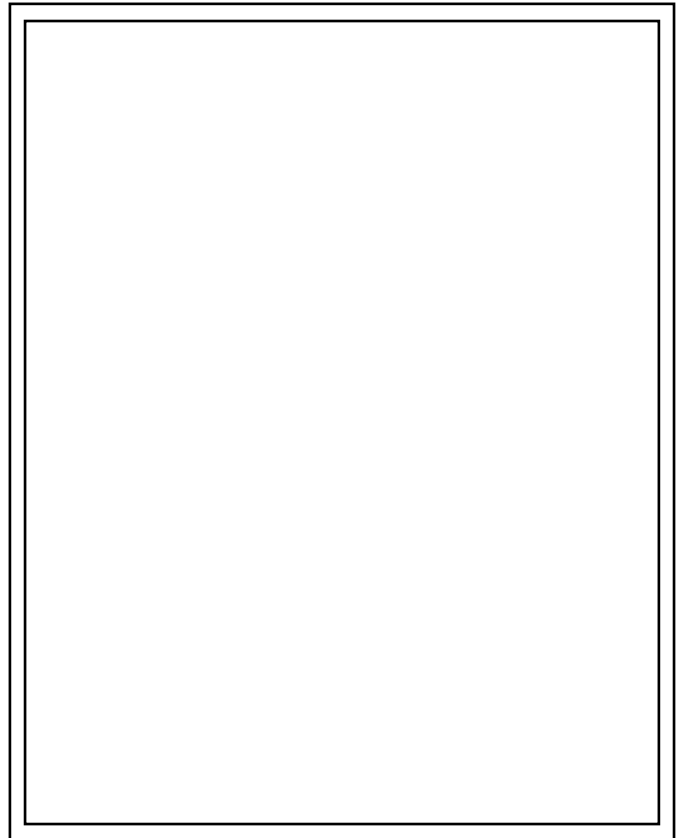
arms



hands



legs



3 Dorysuj pięć brakujących szczegółów na rysunku 2. 

1



taste

smell

touch

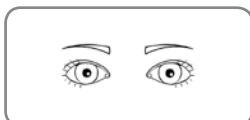
see

listen

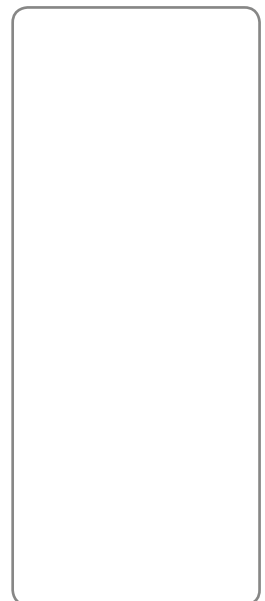
2



4 Narysuj rzeczy, które możesz zobaczyć, posłuchać, powąchać, zjeść i dotknąć. 





Tiger Review 1



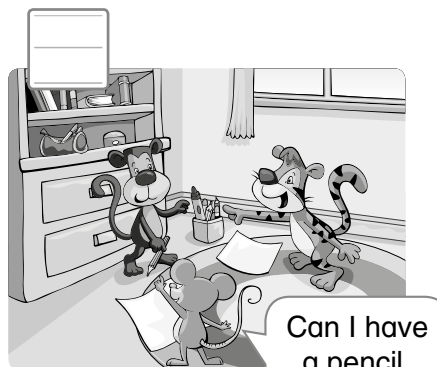
VIDEO 05

Tiger and Friends

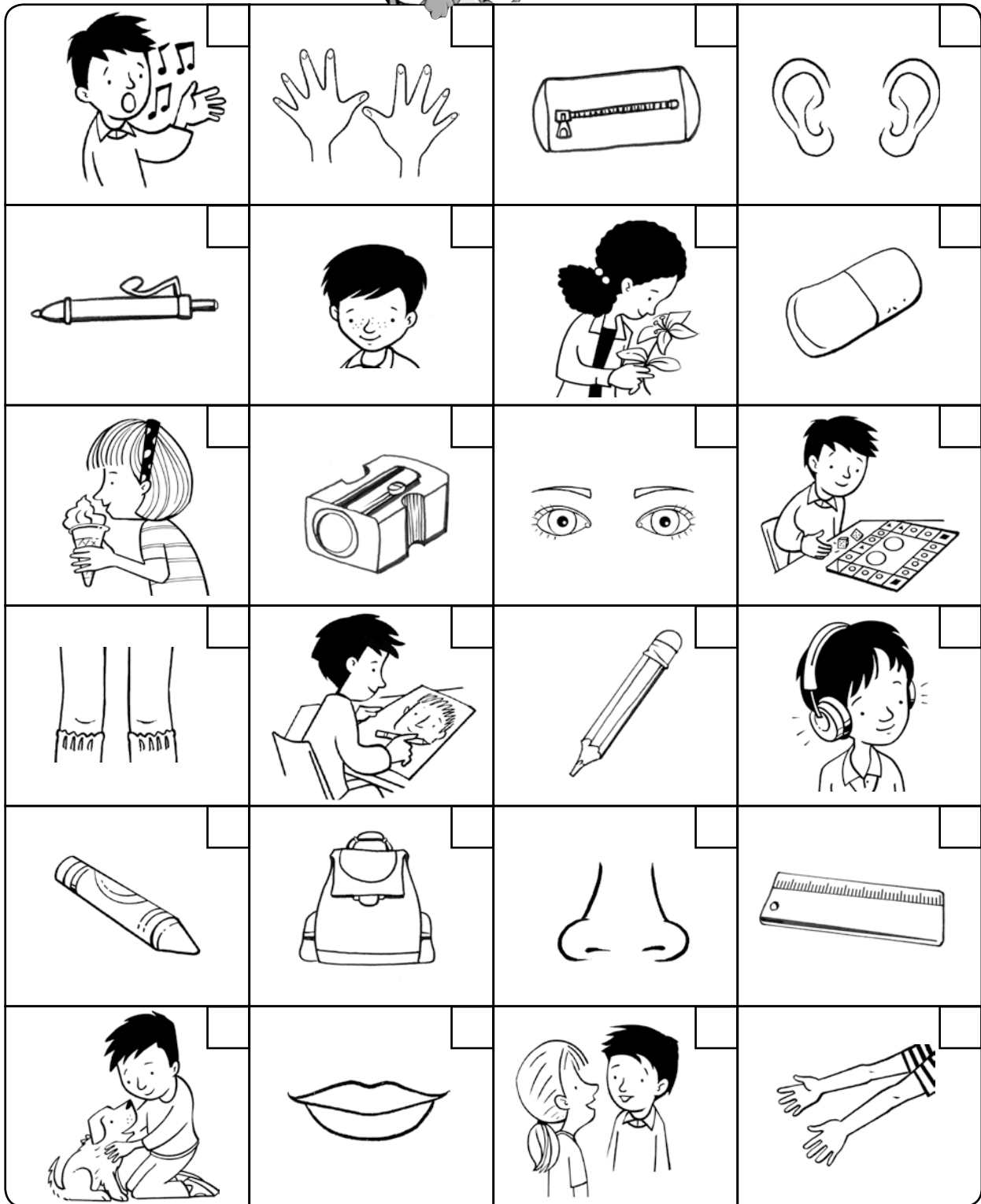
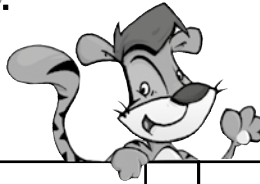
- 1 Znajdź i zakreśl na niebiesko cztery przybory szkolne, a na czerwono cztery części ciała. Nazwij znalezione elementy rysunku.



- 2 Ponumeruj scenki z historyjki we właściwej kolejności.



3 Zagraj w *Tiger's Bingo*.



3 Tiger is Lost



Lesson 1 Vocabulary

- 1 Połącz postaci z właściwymi fryzurami. Jakich członków rodziny widzisz na rysunkach? 

FAMILY



brother



father



mother



baby



grandfather



grandmother



sister

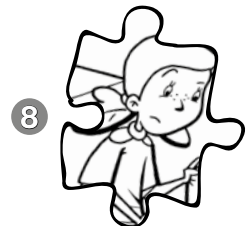
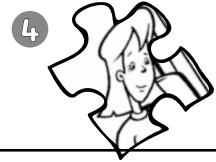
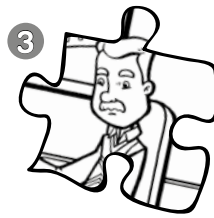
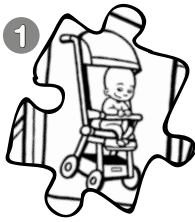


Lesson 2 Story



VIDEO 06 STORY TIME

1 Dopasuj brakujące kawałki układanki. Które postaci z historyjki widzisz na rysunku?



2 Uzupełnij brakujące samogłoski w wyrazach. Połącz wyrazy z postaciami na rysunku.



1	s	i	s	t	e	r	
2	m		t	h		r	
3	f		t	h		r	
4	b	r		t	h		r





Lesson 3 Story activities - Song

- 1  2.20 Ponumeruj postaci zgodnie z treścią piosenki *Have you got Tiger?*. Zaśpiewaj tę piosenkę. 

1

- 2 Połącz kropki. Kto ma maskotkę Tygrysa w historyjce? 



Lesson 4 Speaking

- 1 Napisz zaznaczone litery po śladzie. Przeczytaj kolejne wyrazy trzy razy, za każdym razem szybciej. 



Tiger



mother



father



brother



sister

- 2 Narysuj postaci. O co dzieci pytają swoich krewnych i jakie słyszą odpowiedzi? 

1

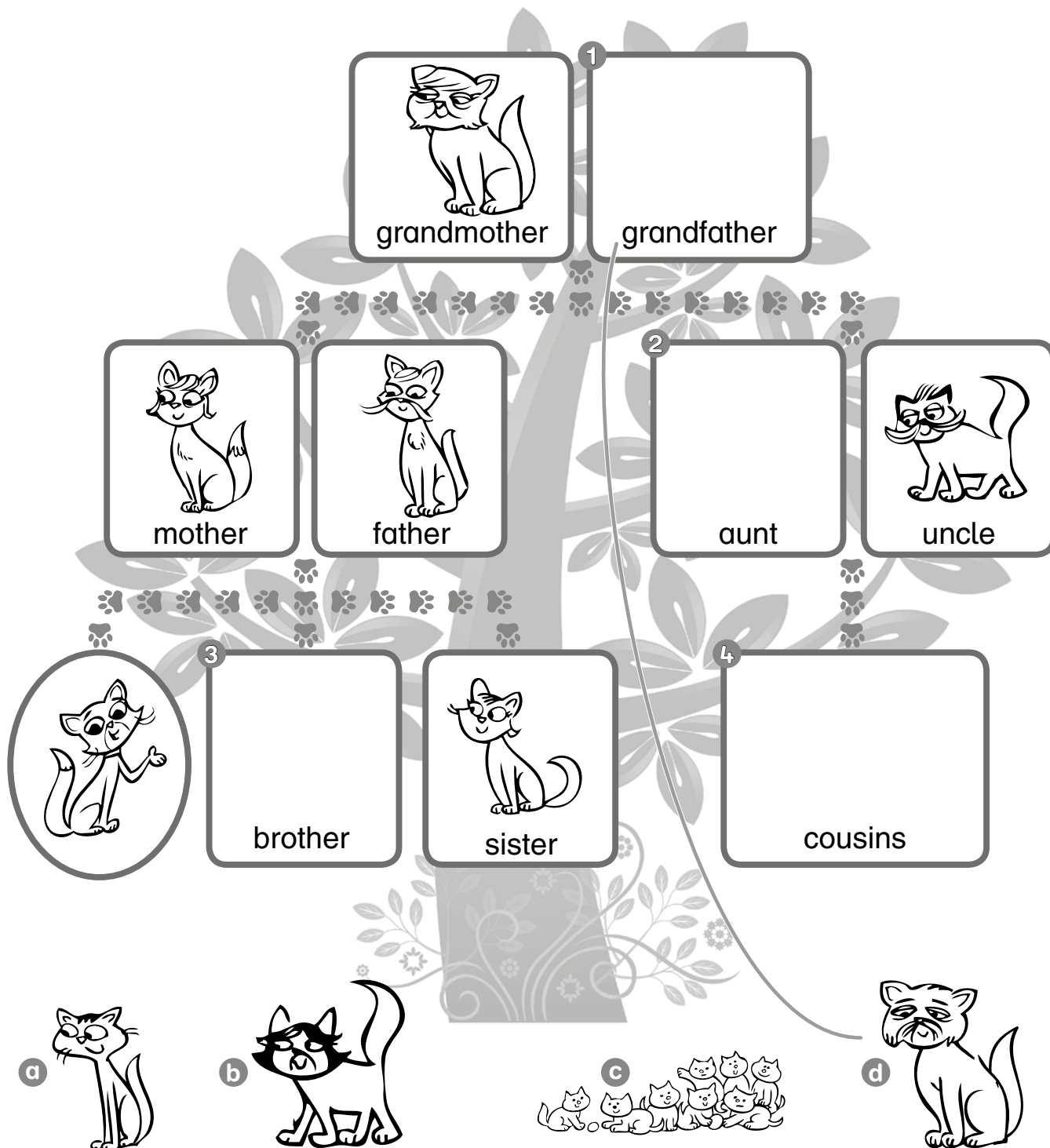


2



Lesson 5 CLIL

1 Dopasuj krewnych Ping do właściwych miejsc i nazwij ich. 



2 Znajdź i zakreśl w węźu wyrazowym 6 nazw członków rodziny. 

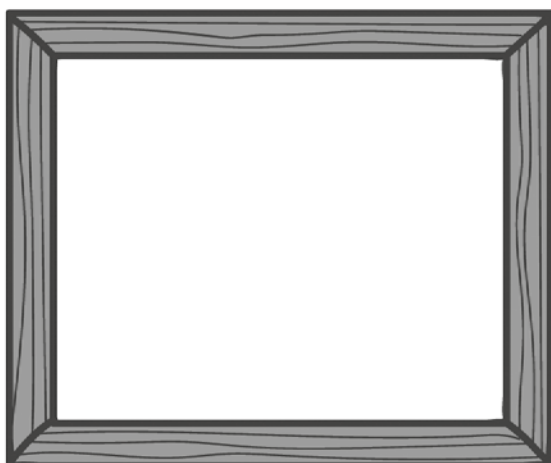


Lesson 6 CLIL – Song

- 1 2.29 Ponumeruj pomieszane kawałki rysunku we właściwej kolejności. Zaśpiewaj piosenkę *Some families are big*.



- 2 Narysuj wybranego członka rodziny i uzupełnij zdanie.

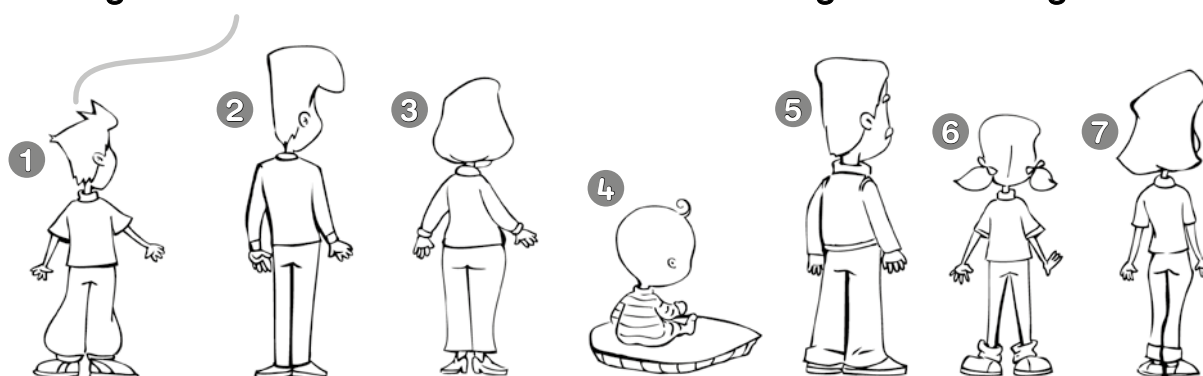
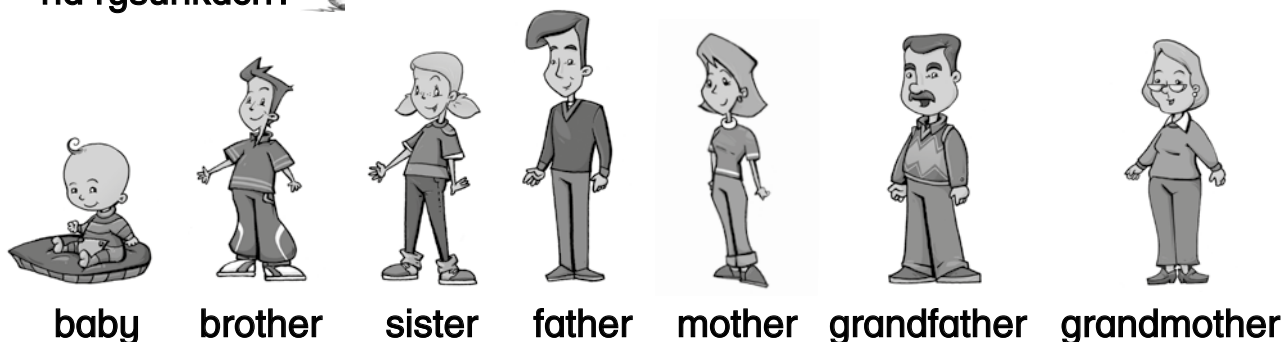


This is my

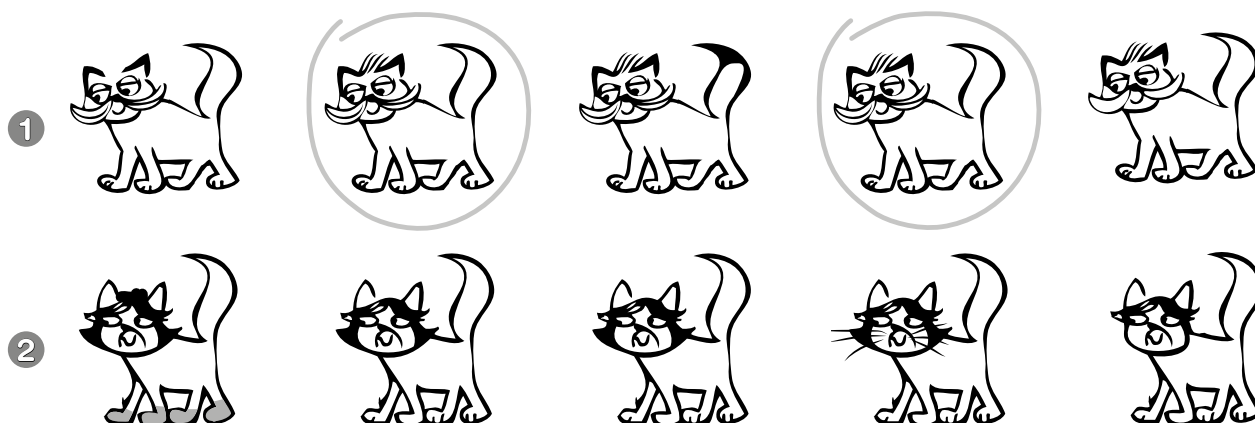


Lesson 7 Unit review

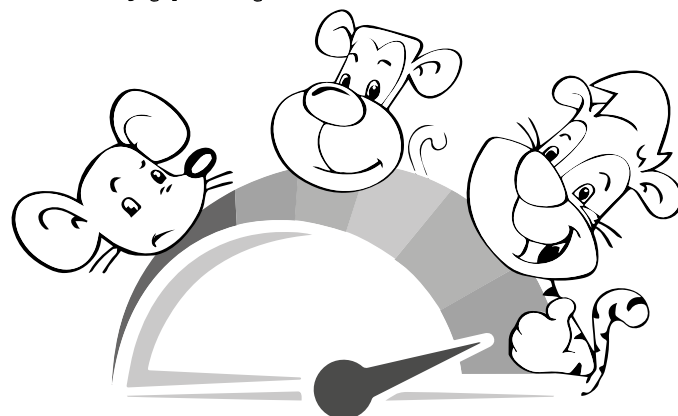
1 Połącz rysunki. Jakich członków rodziny widzisz na rysunkach?



2 W każdym rzędzie zakreśl dwa identyczne rysunki. Jakich krewnych Ping widzisz na rysunkach?



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



Ocenianie kształtujące





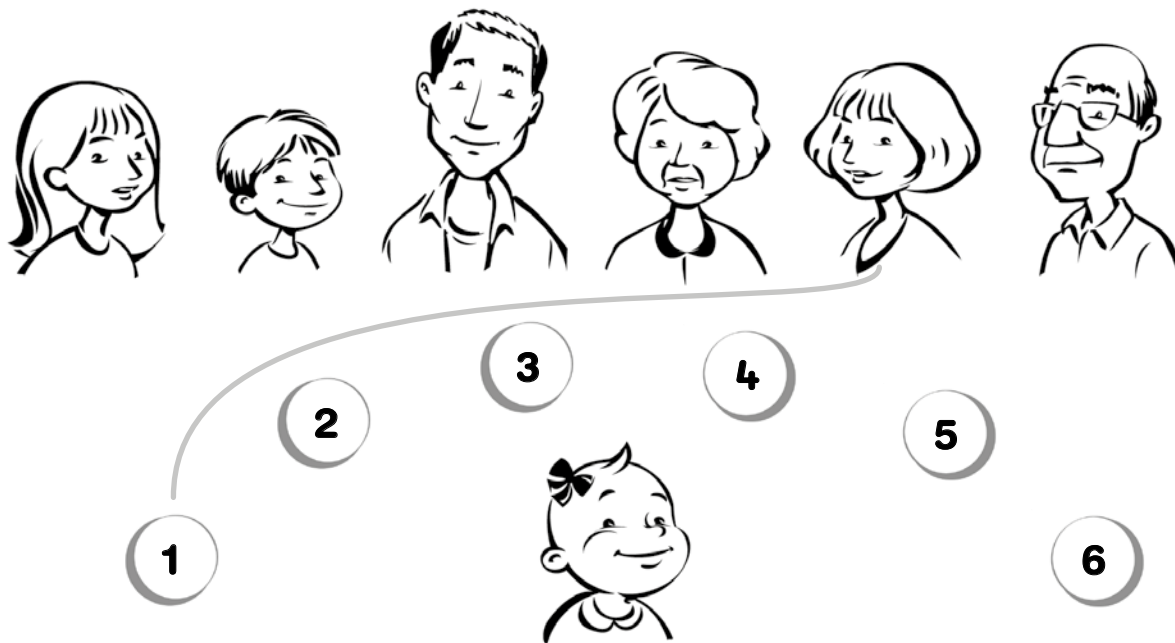
Kids' Culture 3



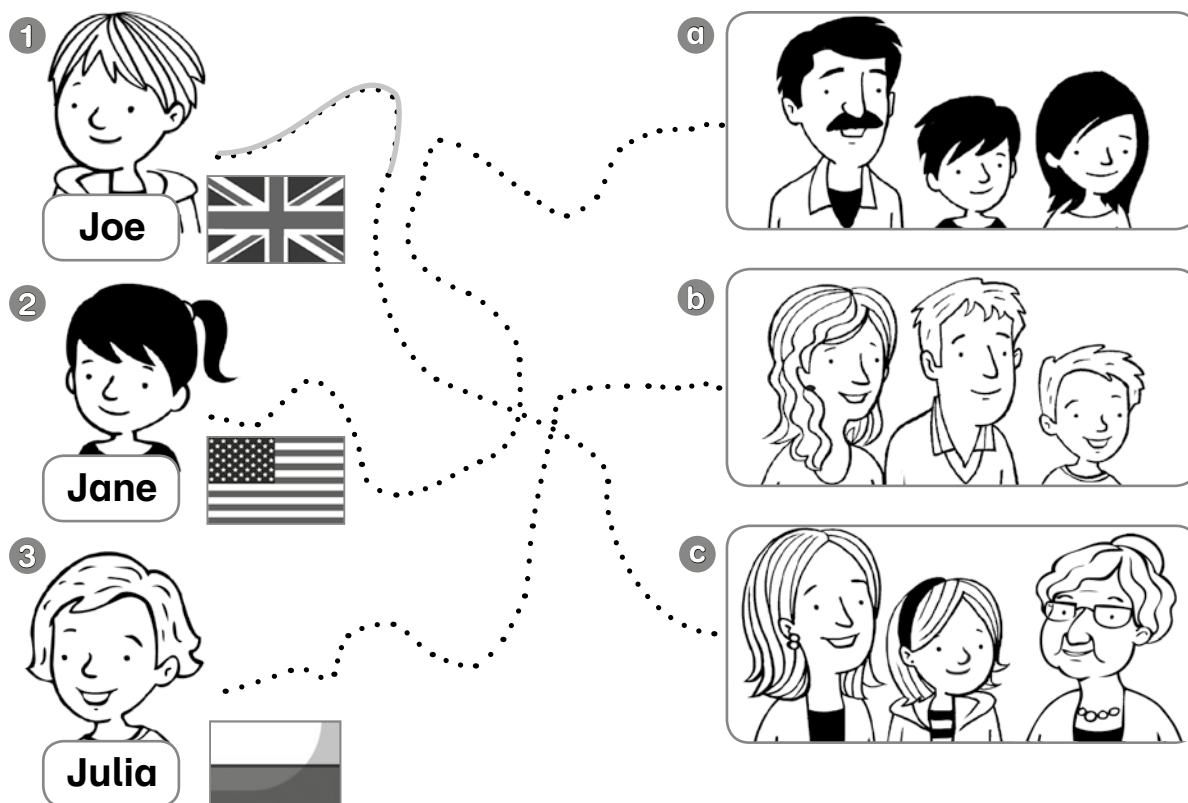
▶ VIDEO 07

1 2.34 Ułóż postaci w kolejności zgodnie z treścią piosenki

The baby wants a mother.



2 Narysuj linie łączące dzieci z ich rodzinami. Z jakich krajów pochodzą dzieci?



EARLY FINISH

1 Połącz wyrazy z rysunkami.

sister

mother

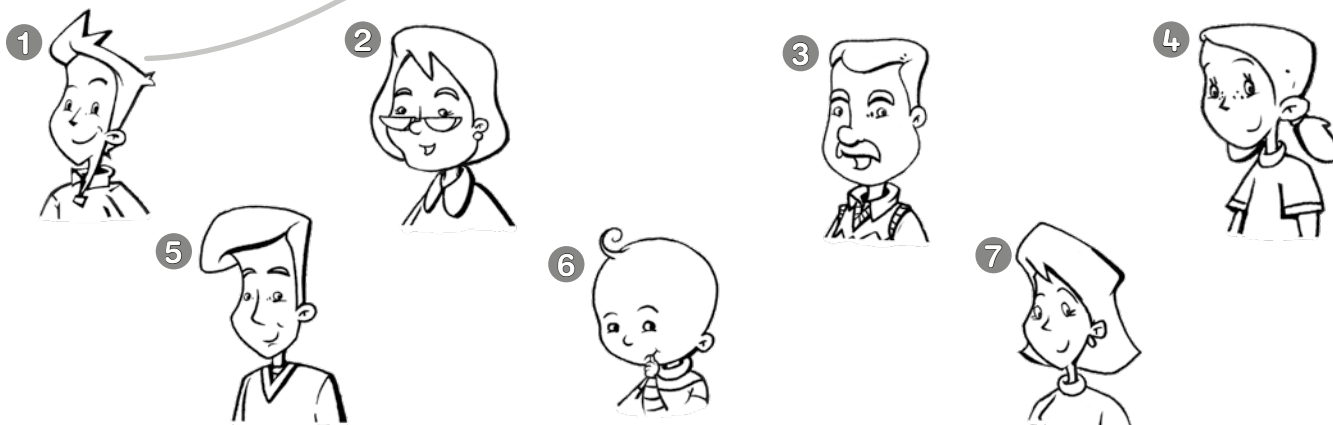
father

brother

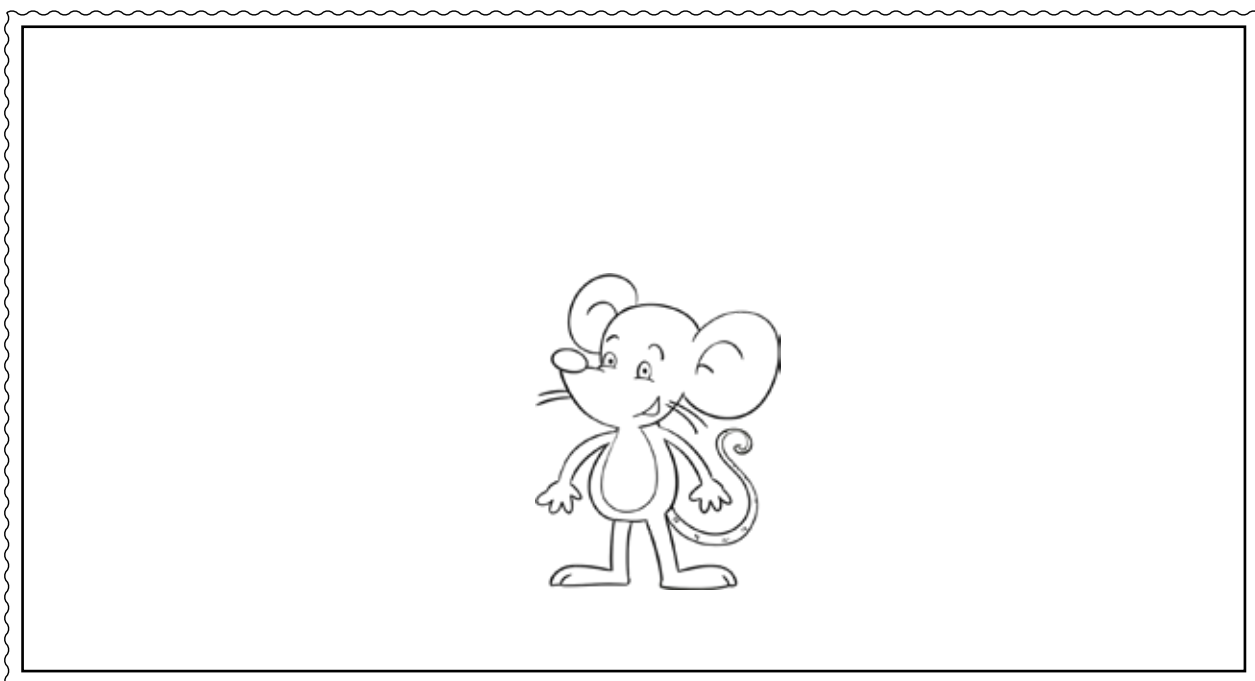
grandfather

grandmother

baby



2 Narysuj członków rodziny Myszy i pokoloruj rysunek. Napisz wyrazy po śladzie.



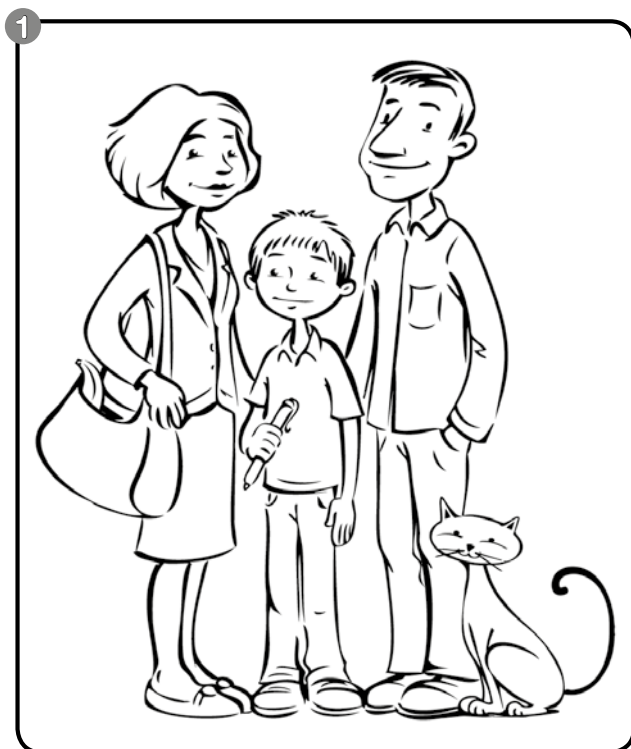
mother

father

brother

sister

3 Znajdź i zakreśl sześć różnic między rysunkami. 



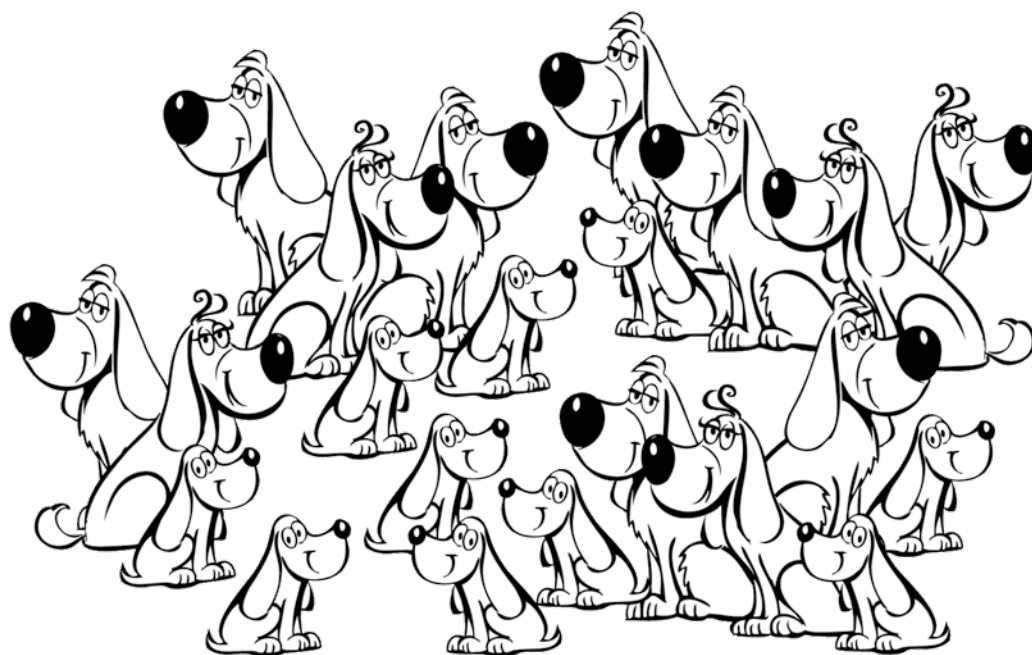
4 Policz krewnych Ponga i napisz właściwy wynik. Napisz wyrazy po śladzie. 



5







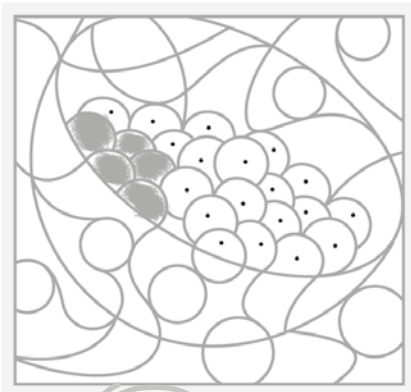
4 Dinner Time



Lesson 1 Vocabulary

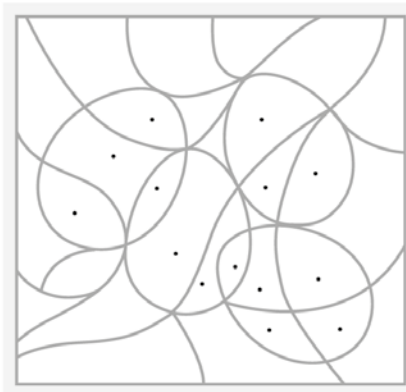
- 1 Pokoloruj oznaczone pola i zakreśl właściwe wyrazy.
Jakie produkty widzisz na rysunkach?  

1



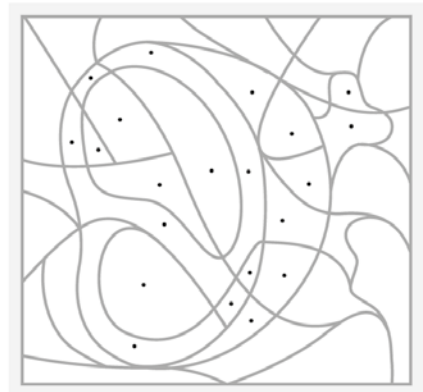
peas / eggs

2



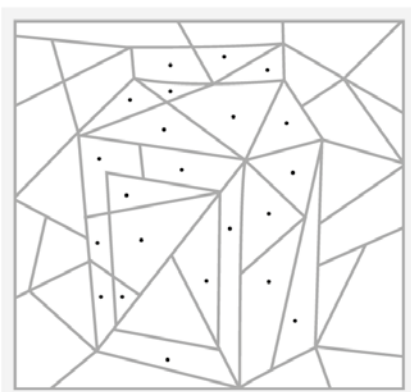
eggs / cheese

3



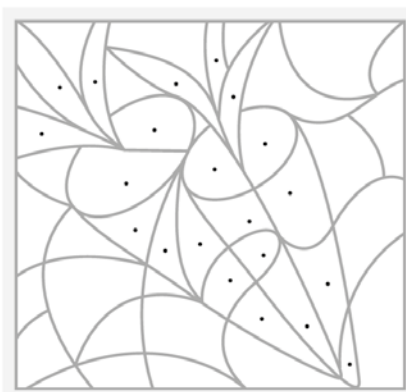
milk / ham

4



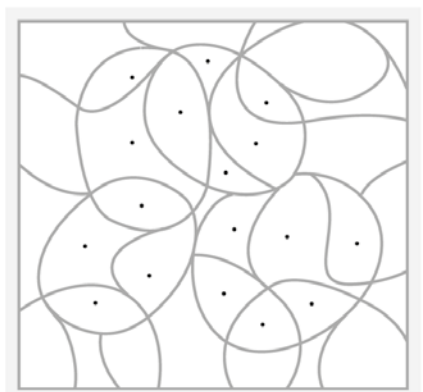
cheese / milk

5



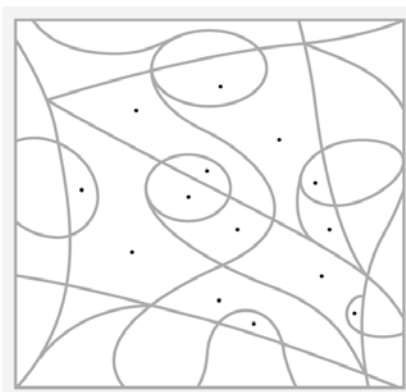
carrots / sausages

6



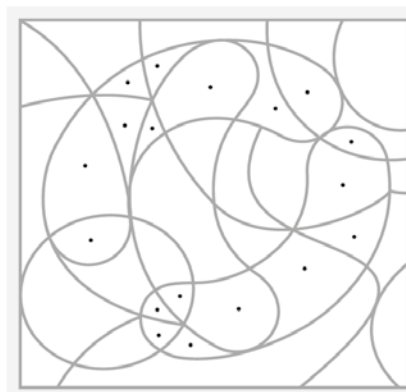
peas / potatoes

7



ham / cheese

8



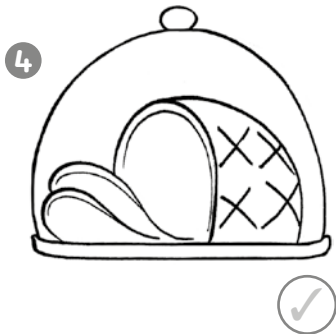
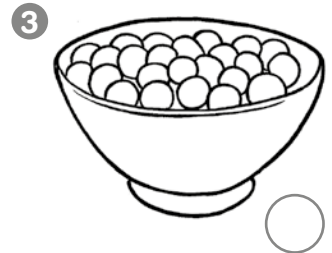
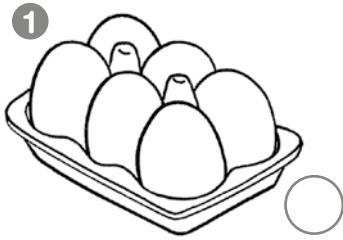
sausages / carrots

Lesson 2 Story

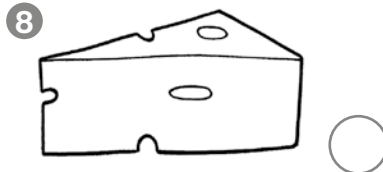
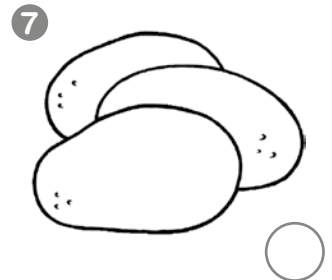
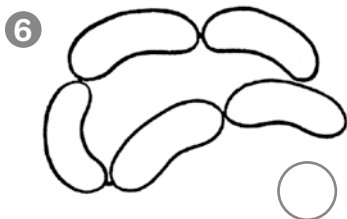


STORY TIME

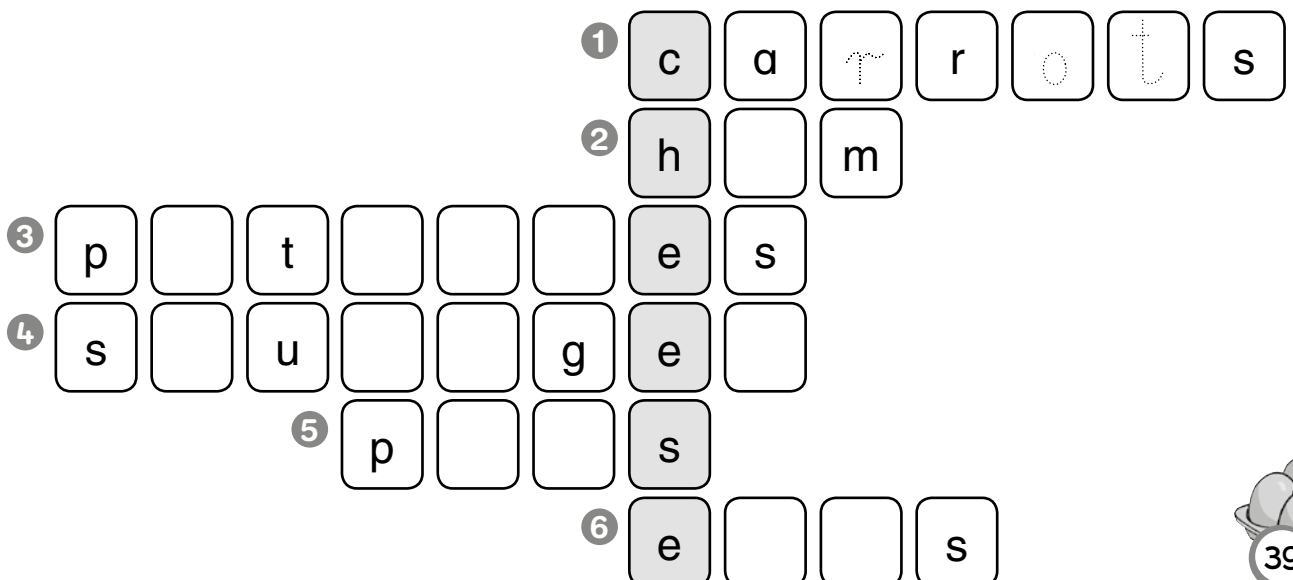
1 Połącz wyrazy z rysunkami. Zaznacz (✓) trzy dodatki do omletu, o które poprosiły dzieci w historyjce.



milk
ham
cheese
eggs
sausages
carrots
potatoes
peas



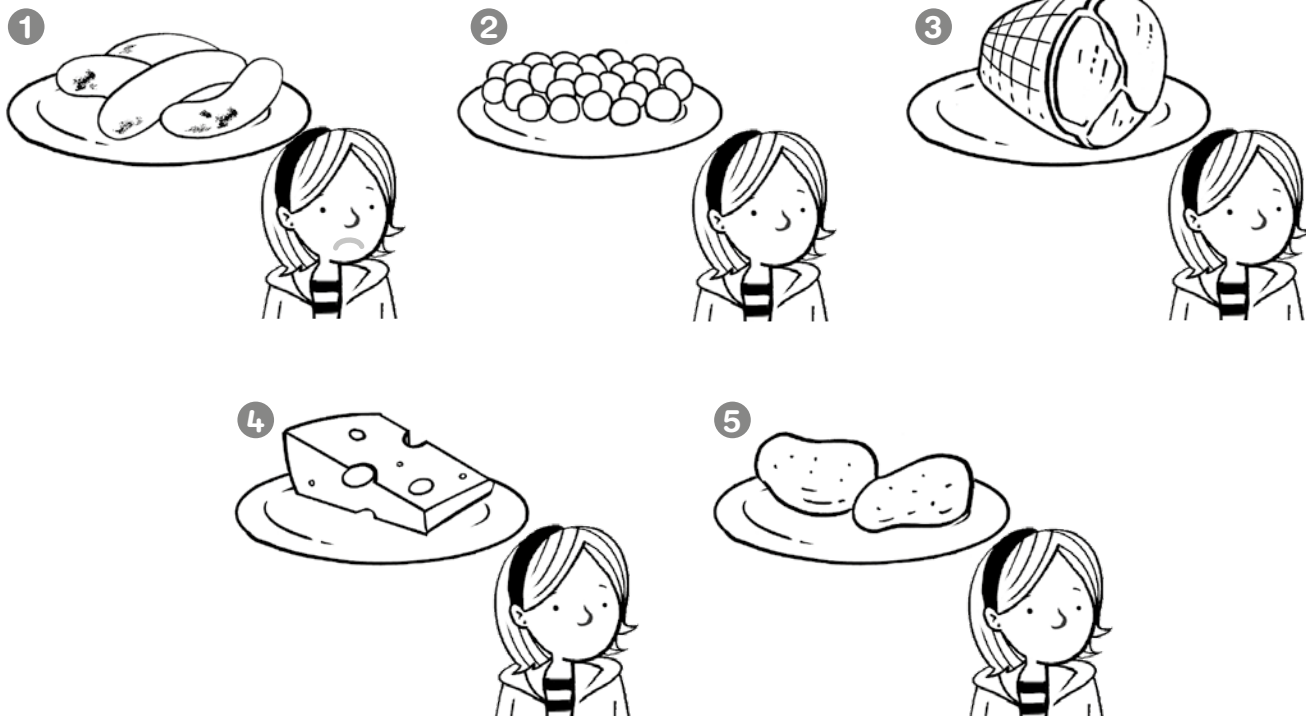
2 Uzupełnij krzyżówkę nazwami produktów z ćwiczenia 1.



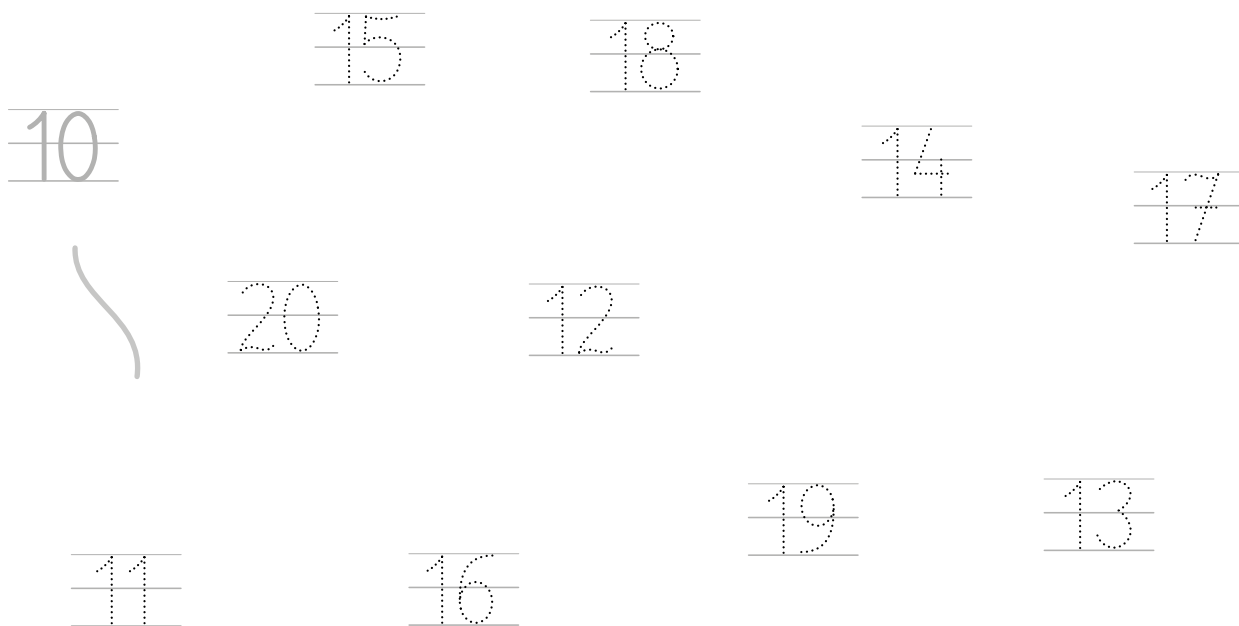


Lesson 3 Story activities - Song

- 1 2.44 Narysuj 😊 lub ☹️ zgodnie z treścią piosenki
I don't like sausages. Zaśpiewaj tę piosenkę. 🎵



- 2 Napisz liczby po śladzie. Połącz jajka w kolejności od 10 do 20, głośno licząc.



Lesson 4 Speaking

- 1 O co proszą Sue i Tiger? Napisz zaznaczone litery po śladzie i narysuj odpowiednie produkty w chmurkach.

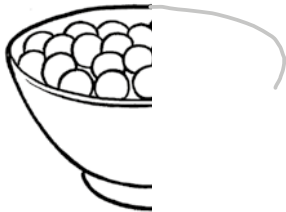
Ch ee se and p ea s, please.



Sw ee ts, pl ea se.



- 2 Dokończ rysunki. O co pytają dzieci i jakie słyszają odpowiedzi?



Do you like peas ?




Yes, I do.



Do you like milk ?




No, I don't.

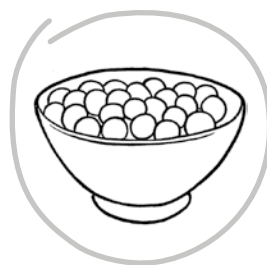
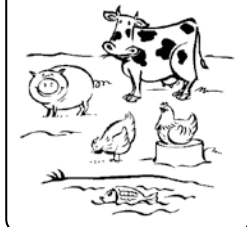


Lesson 5 CLIL

1 W każdej grupie zakreśl rysunek, który do niej nie pasuje. 

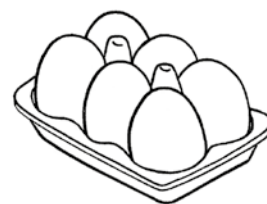
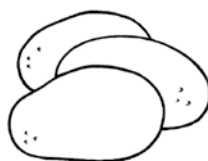
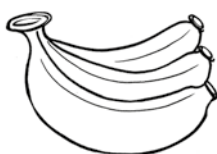
1

animals



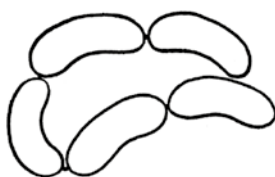
2

plants



3

fish



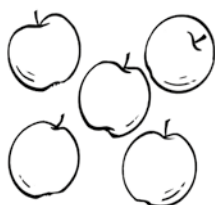
4

meat



5

fruit



6

vegetables



Lesson 6 CLIL – Song



- 1 3.3 Narysuj produkty we właściwej grupie. Ponumeruj rysunki zgodnie z treścią piosenki *Bananas are fruit.*













plants

animals

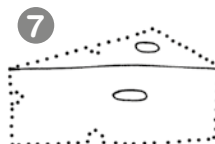
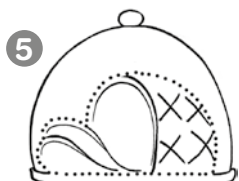
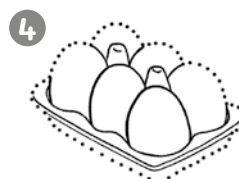
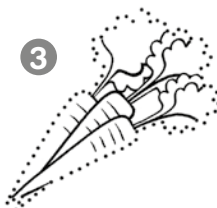
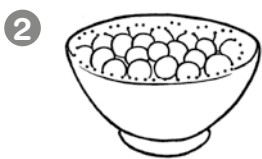
- 2 Znajdź i zakreśl w diagramie 6 nazw produktów, które występują w piosence *Bananas are fruit.*

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



Lesson 7 Unit review

1 Napisz wyrazy po śladzie. Narysuj produkty i połącz je z wyrazami.



carrots

cheese

sausages

eggs

peas

potatoes

milk

ham

2 Połącz połówki rysunków. Jakie grupy widzisz na rysunkach?



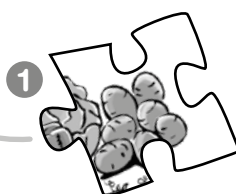
plants



meat



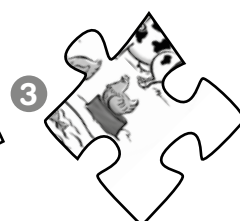
vegetables



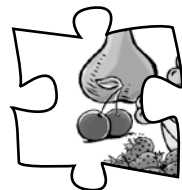
1



2



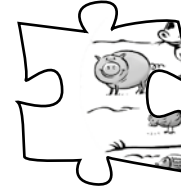
3



fruit



fish



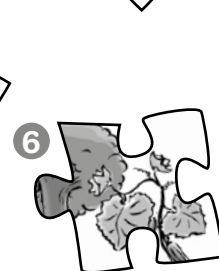
animals



4

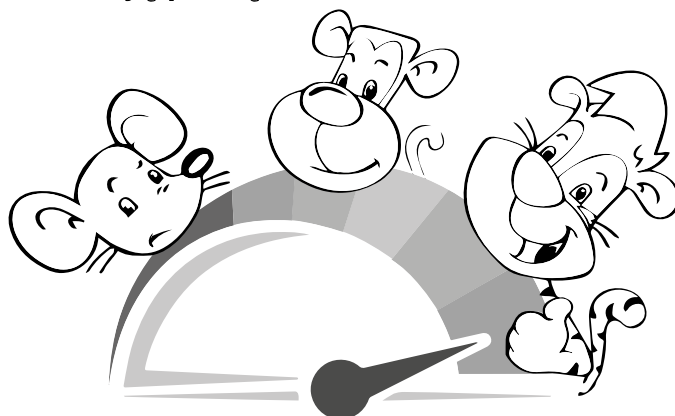


5



6

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



Ocenianie kształtujące



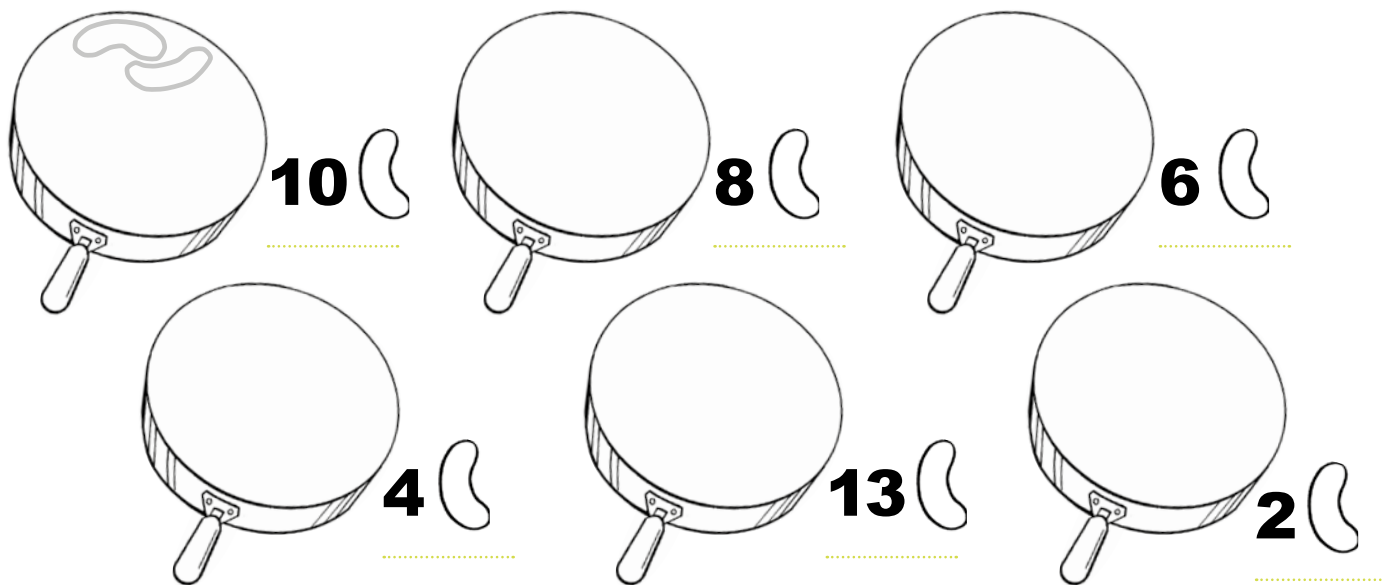


Kids' Culture 4

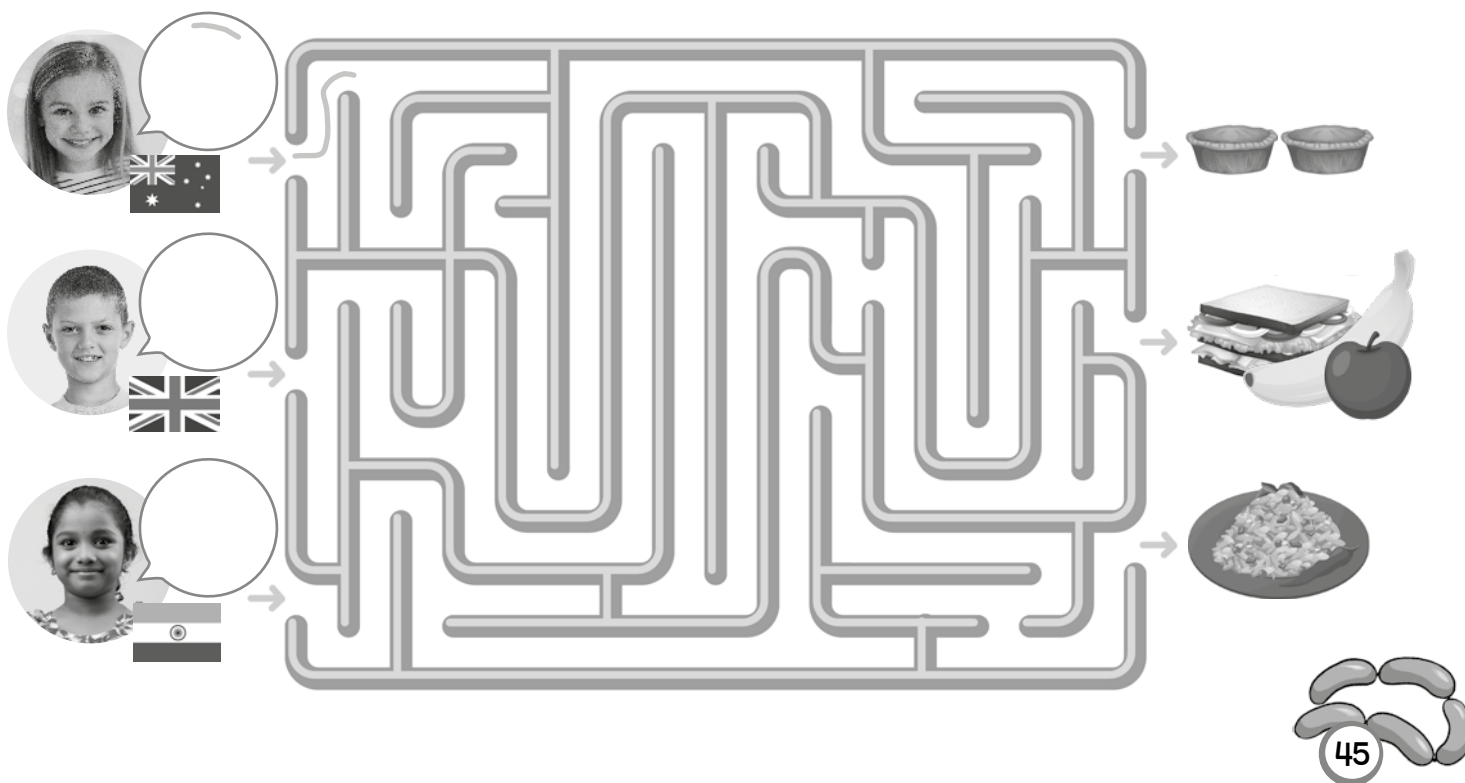


► VIDEO 09

- 1 3.09 Narysuj właściwą liczbę kiełbasek na każdej patelni.
Posłuchaj piosenki *Ten fat sausages* i zakresł tę liczbę kiełbasek,
która nie występuje w piosence.



- 2 Połącz dzieci z produktami, które jedzą na drugie śniadanie. Z jakich krajów pochodzą dzieci?





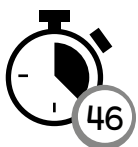
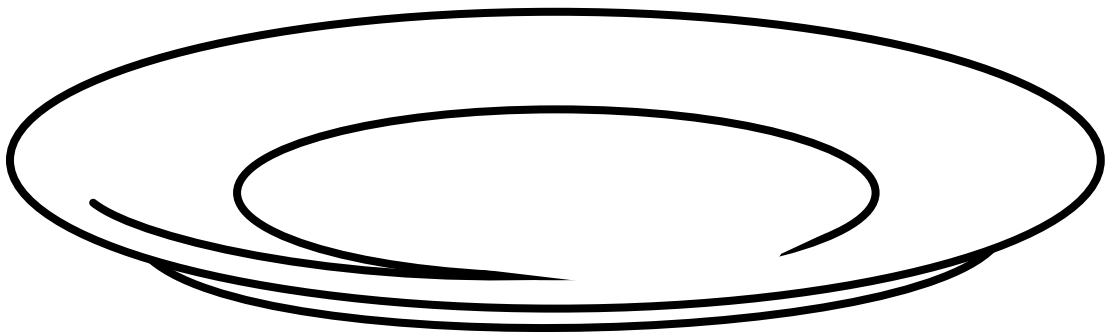
EARLY FINISH

- 1 Znajdź i pokoloruj produkty. Napisz wyrazy po śladzie i połącz je z produktami.

1 harm 2 carrots 3 peas 4 potatoes
5 sausages 6 milk 7 cheese 8 eggs



- 2 Narysuj trzy produkty spożywcze, które lubisz, i pokoloruj rysunek.
*Możesz uzupełnić zdanie.



I like _____, _____ and _____.

3 Napisz wyrazy po śladzie i połącz je z rysunkami. 

animals plants

meat fish fruit vegetables



4 Narysuj właściwe produkty w każdej kolumnie. 

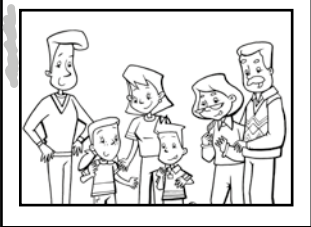
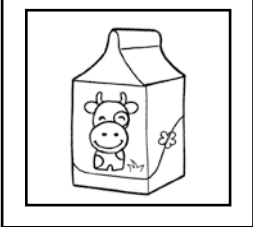
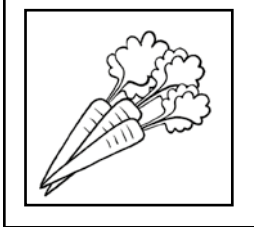
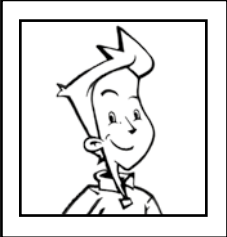
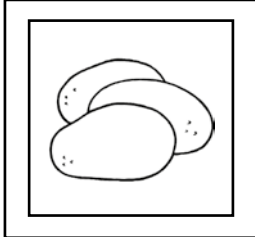
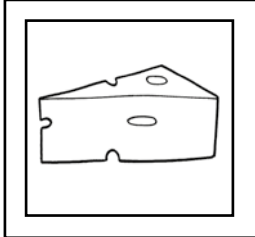
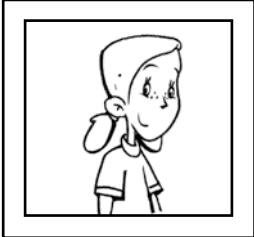
animals		plants	
meat	fish	fruit	vegetables
			

Tiger Review 2



Tiger and Friends

- 1 Pokoloruj na czerwono cztery ramki przedstawiające postaci,
a na niebiesko – cztery ramki przedstawiające produkty.
Zakreśl właściwe wyrazy.

1 	2 	3 	4 
baby / <u>family</u>	milk / eggs	carrots / apples	grandfather / mother
5 	6 	7 	8 
brother / grandmother	ham / potatoes	cheese / sausages	father / sister

- 2 Ponumeruj scenki z historyjki we właściwej kolejności.

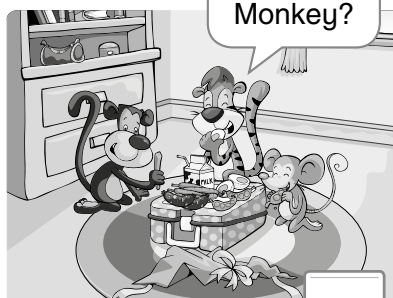


Happy Birthday, Tiger!

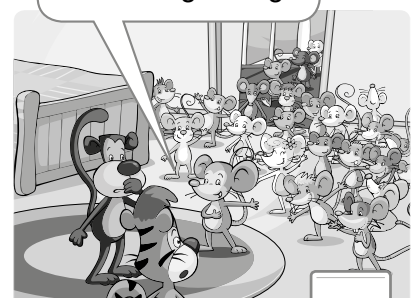
1



This is a great party!

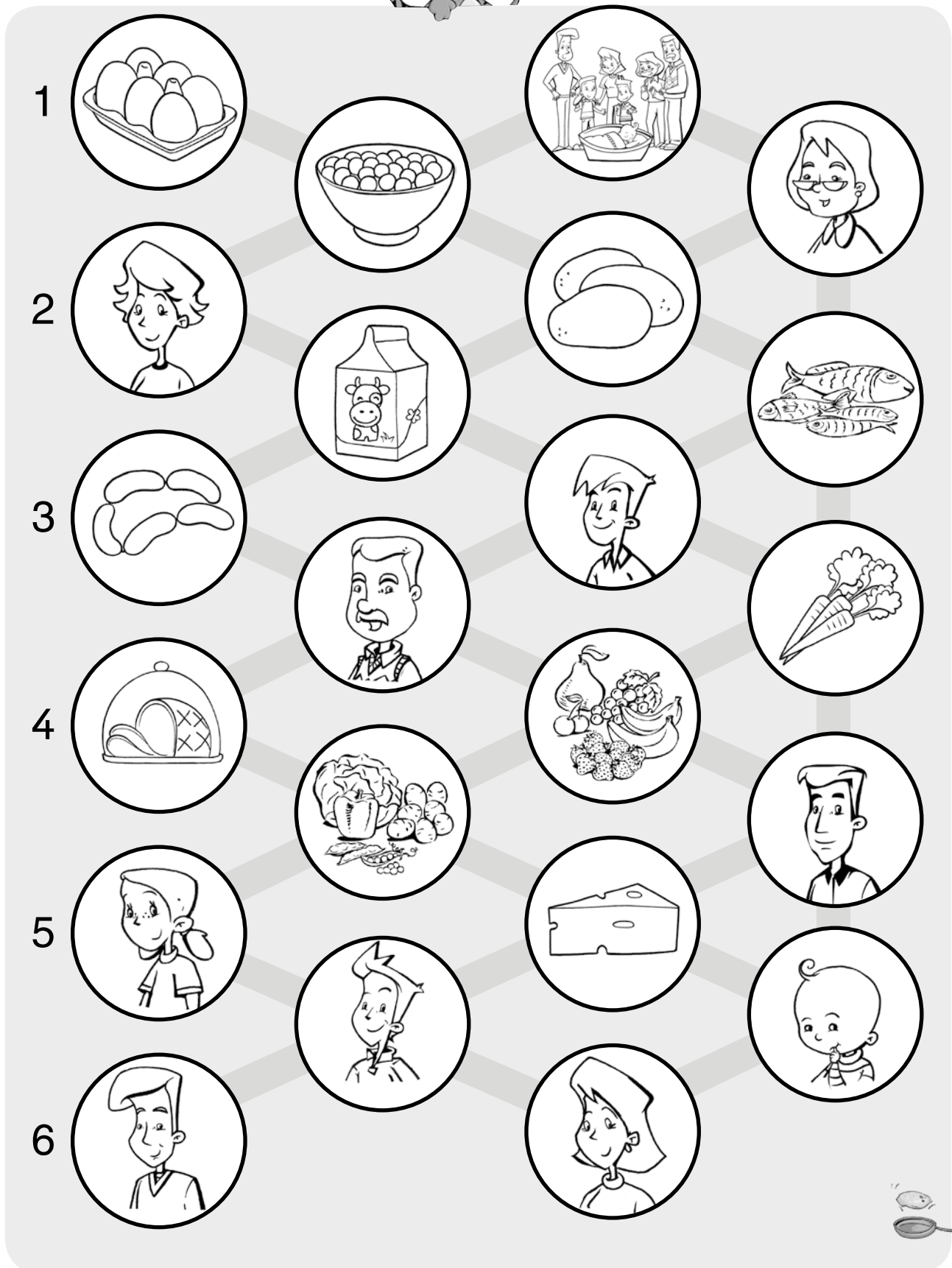


Do you like eggs, Monkey?



Here's my family!

3 Zagraj w *Tiger's Maze*.



5 The Sore Paw



Lesson 1 Vocabulary

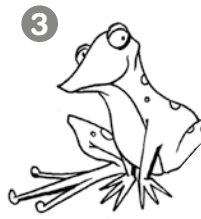
1 Narysuj brakujące części ciała zwierząt i nazwij te zwierzęta. 



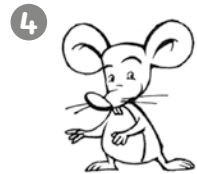
snake



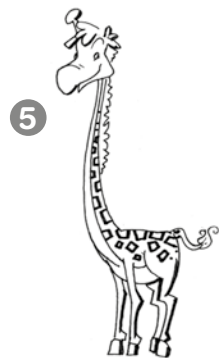
parrot



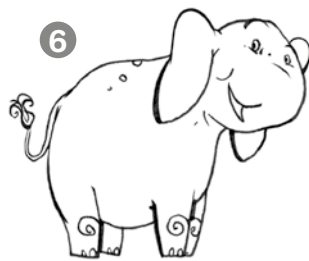
frog



mouse



giraffe



elephant



monkey



crocodile

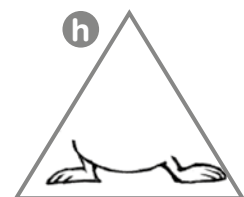
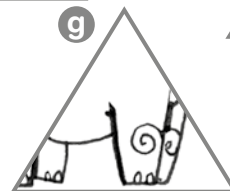
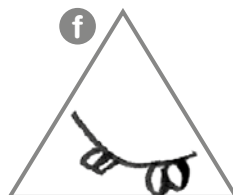
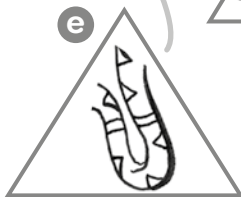
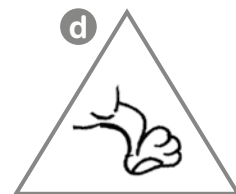
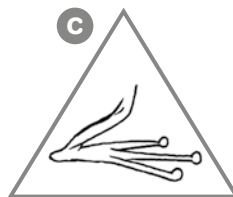
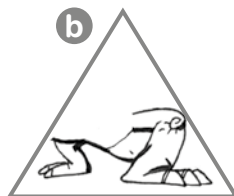
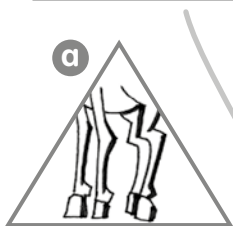
2 Napisz wyrazy po śladzie i połącz je z fragmentami rysunków z ćwiczenia 1. 

snake

elephant

giraffe

monkey



crocodile

frog

mouse

parrot



Lesson 2 Story



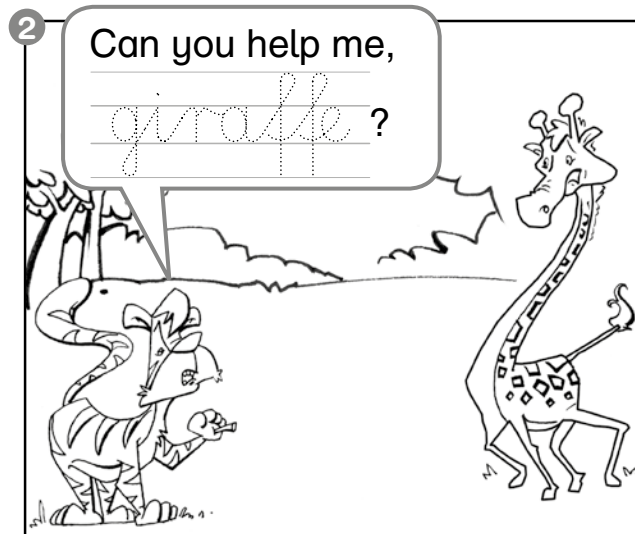
VIDEO 11



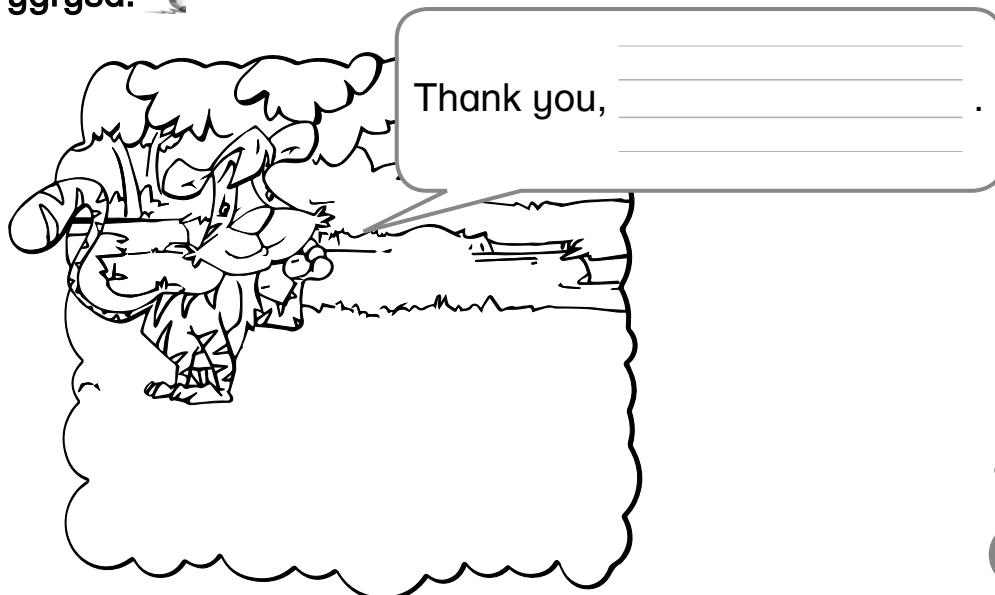
STORY TIME



1 Pokoloruj zwierzęta i uzupełnij pytania.



2 Narysuj zwierzę, które pomaga Tygrysowi w historyjce i uzupełnij wypowiedź Tygrysa.

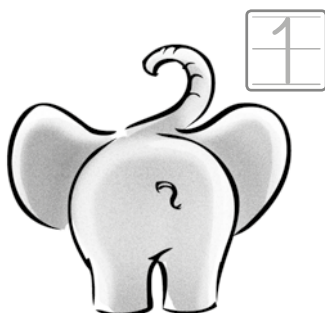




Lesson 3 Story activities – Song

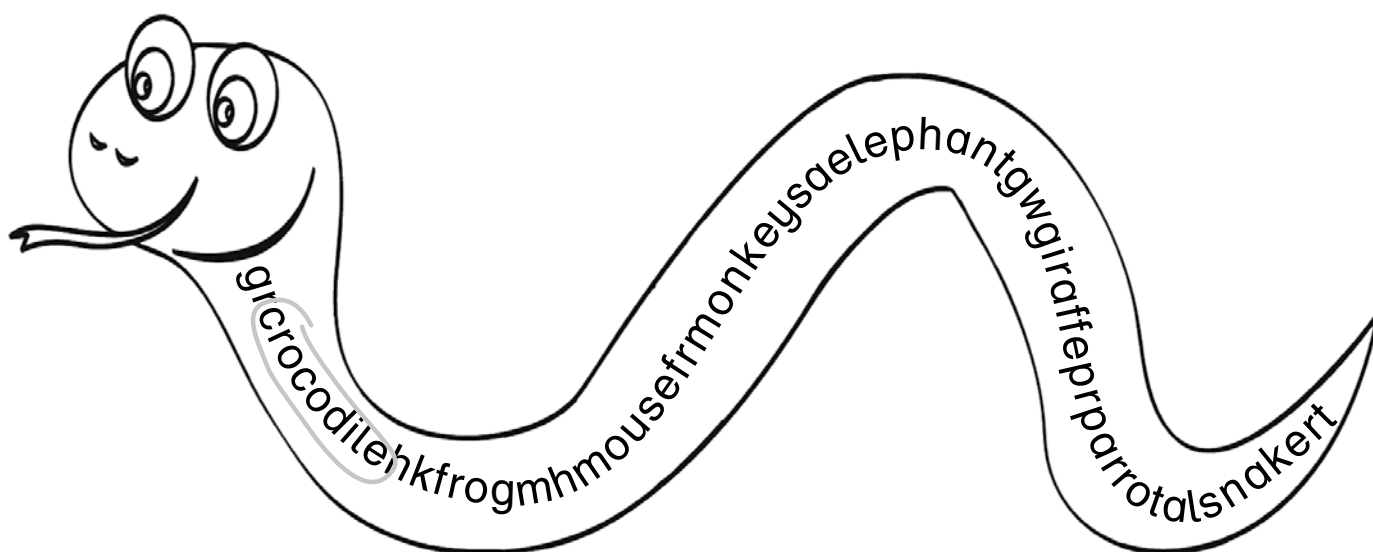
- 1 3.23 Podpisz rysunki i ponumeruj zgodnie z treścią piosenki *Can you help me, please?*. Zaśpiewaj tę piosenkę.

monkey ~~elephant~~ giraffe snake



elephant

- 2 Znajdź i zakreśl w węzu wyrazowym 8 nazw zwierząt.



Lesson 4 Speaking

1 Napisz zaznaczone litery po śladzie. Przeczytaj dialog. 

C rocodile, C rocodile, C an you C lap?



Sorry, C at. I C an't C lap. But I C an ... snap!

2 Połącz zdania z rysunkami. Jakie pytania zadają dzieci i jakie słyszą odpowiedzi? 

a

No, sorry, I can't.

b

Can you help me, please?

c

Yes, of course I can.

d

Can you help me, please?



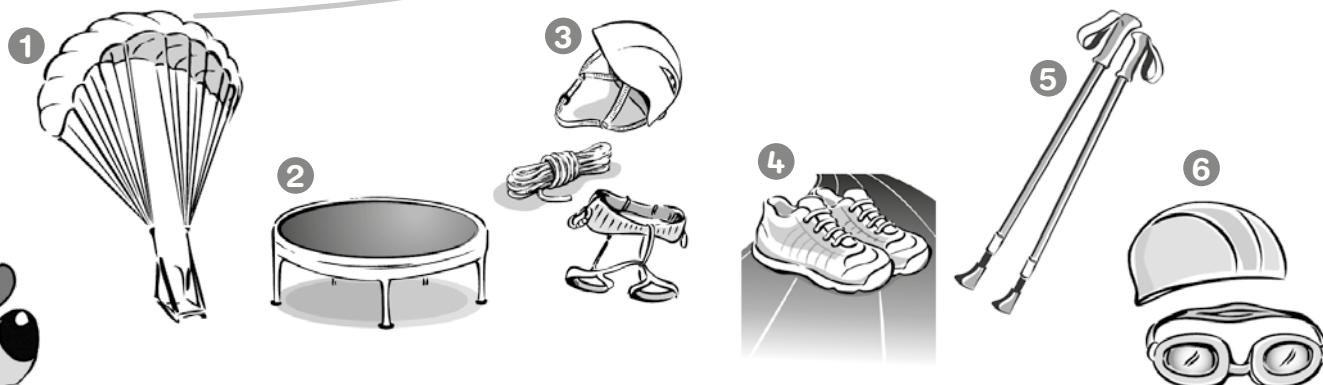
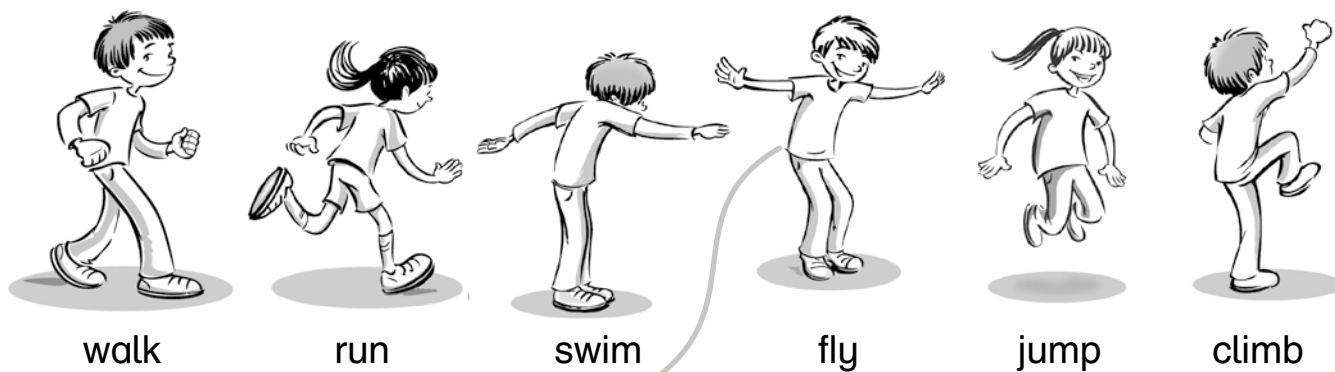


Lesson 5 CLIL

- 1 W każdym rzędzie narysuj dwa brakujące symbole.
Jakie czynności widzisz na rysunkach?

1						
2						
3						

- 2 Połącz rysunki. Jakie czynności pokazują dzieci?





Lesson 6 CLIL – Song

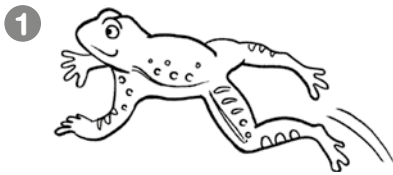
1 3.32 Uzupełnij zdania i napisz wyrazy po śladzie.

Zaśpiewaj piosenkę *A frog can jump*. Zaznacz (✓)

i nazwij czynności, które potrafisz wykonywać.

crocodile elephant ~~frog~~ parrot
giraffe monkey

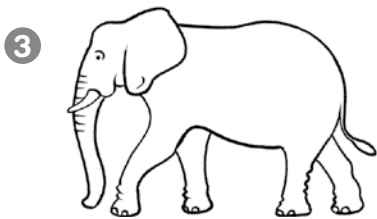
Can you?



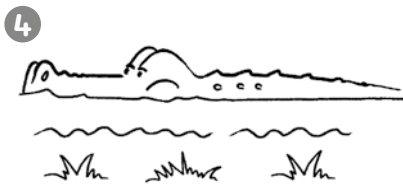
A frog can jump .



A _____ can run .



An _____ can walk .



A _____ can swim .



A _____ can climb .



A _____ can fly .

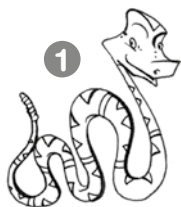




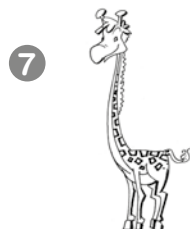
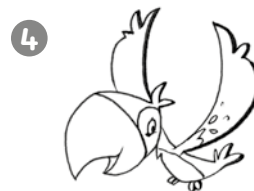
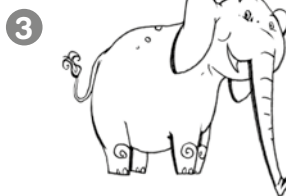
Lesson 7 Unit review

1 Podpisz rysunki. Jakie zwierzęta przedstawiają?

elephant frog monkey mouse tiger
giraffe ~~snake~~ parrot



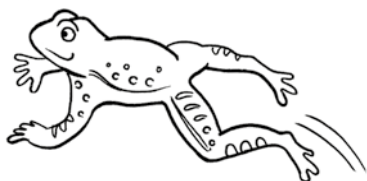
snake



2 Zakreśl właściwe wyrazy. Co potrafią robić zwierzęta na rysunkach?

I can walk / jump.

1



I can swim / climb.

2

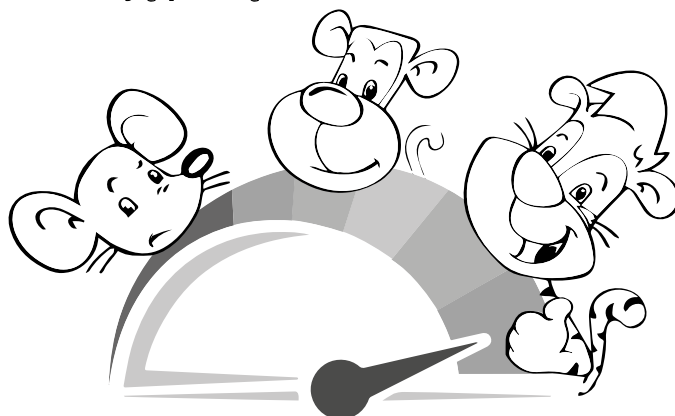


I can run / fly.

3



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



Ocenianie
kształtujące





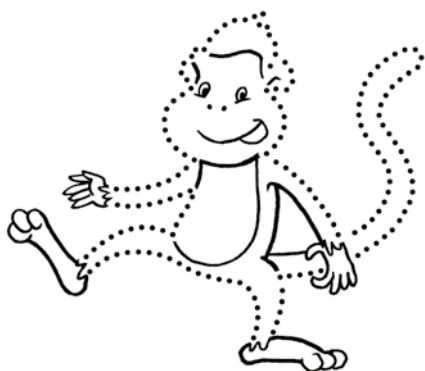
Kids' Culture 5



▶ VIDEO 12

- 1 3.37 Dokończ i podpisz rysunki. Zakreśl zwierzę, które pojawia się w rymowance *Eeny meeny miny moe*.

parrot ~~tiger~~ monkey







tiger

- 2 Napisz wyrazy po śladzie. Połącz zwierzęta ze zdaniami.
W jakich krajach żyją te zwierzęta?

1



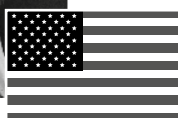
a It can run can climb .

2



b It can fly can run .

3



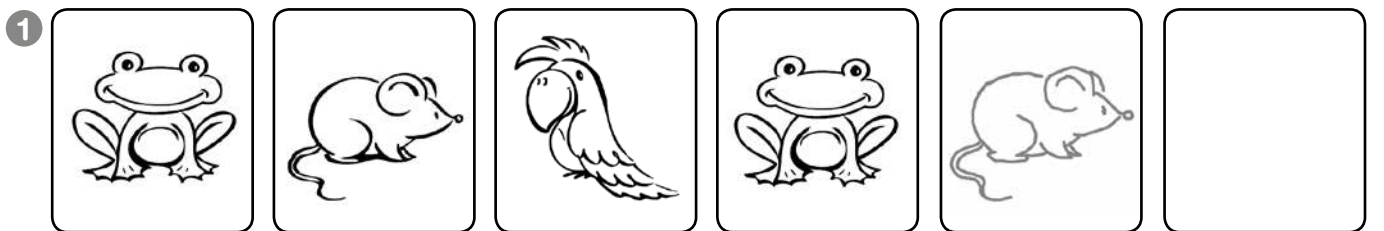
c It can swim .



57

EARLY FINISH

1 W każdym rzędzie narysuj dwa kolejne zwierzęta. Podpisz rysunki. 



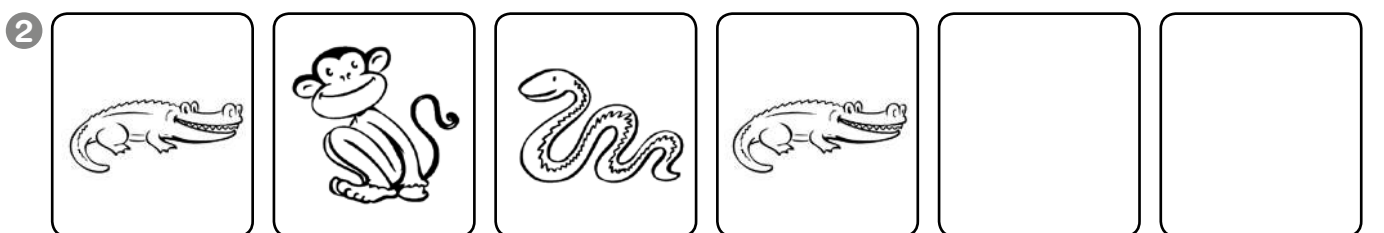
frog

mouse

parrot

frog

mouse



crocodile

monkey

snake

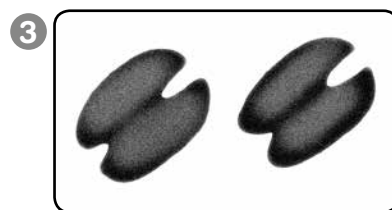
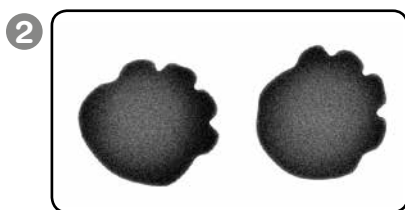
crocodile

2 Podpisz ślady nazwami zwierząt. Narysuj brakujący ślad. 

frog parrot giraffe elephant ~~monkey~~



monkey



tiger

3 Uzupełnij zdania.

swim fly jump ~~walk~~

I can walk.

1



I can _____.

2



I can _____.

3



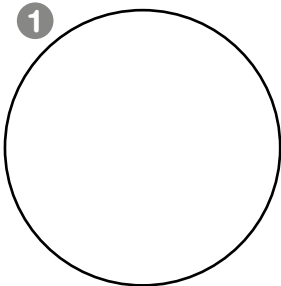
I can _____.

4



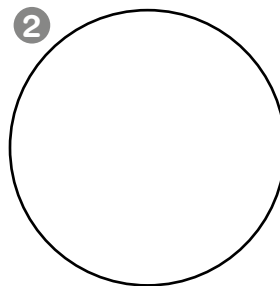
4 W każdym kółku narysuj zwierzę, które potrafi wykonywać daną czynność. Uzupełnij zdania.

1



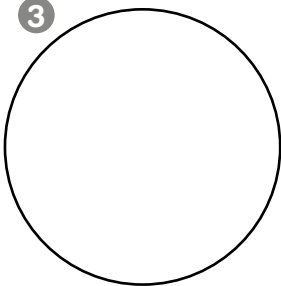
A _____
can fly.

2



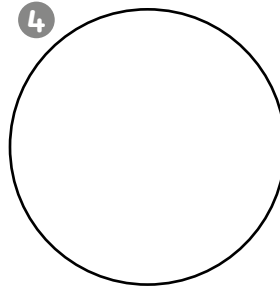
A _____
can run.

3



A _____
can swim.

4



A _____
can climb.

6 The Missing Skateboard

Lesson 1 Vocabulary



1 Znajdź i pokoloruj osiem zabawek na rysunku.

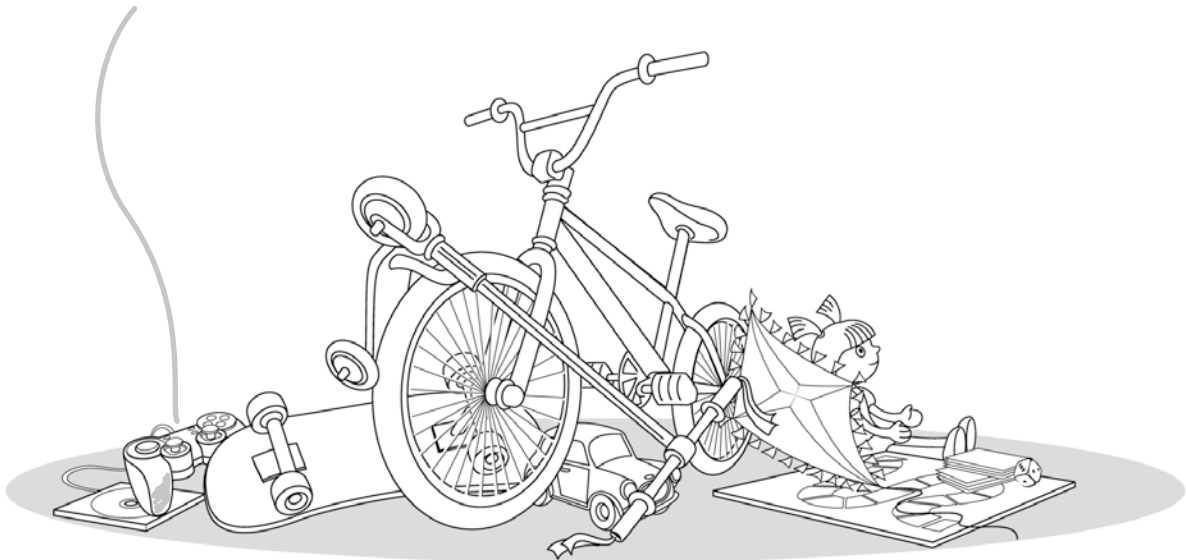
Połącz je z wyrazami.

1 computer game

2 kite

3 skateboard

4 car



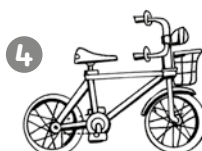
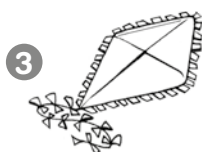
5 doll

6 bike

7 scooter

8 board game

2 W każdym rzędzie zakreśl właściwy cień i nazwij zabawki.



Lesson 2 Story



VIDEO 13



STORY TIME



- 1 Podpisz rysunki. Ponumeruj zabawki w kolejności, w jakiej dzieci znajdują je w historyjce.

computer game

kite

skateboard

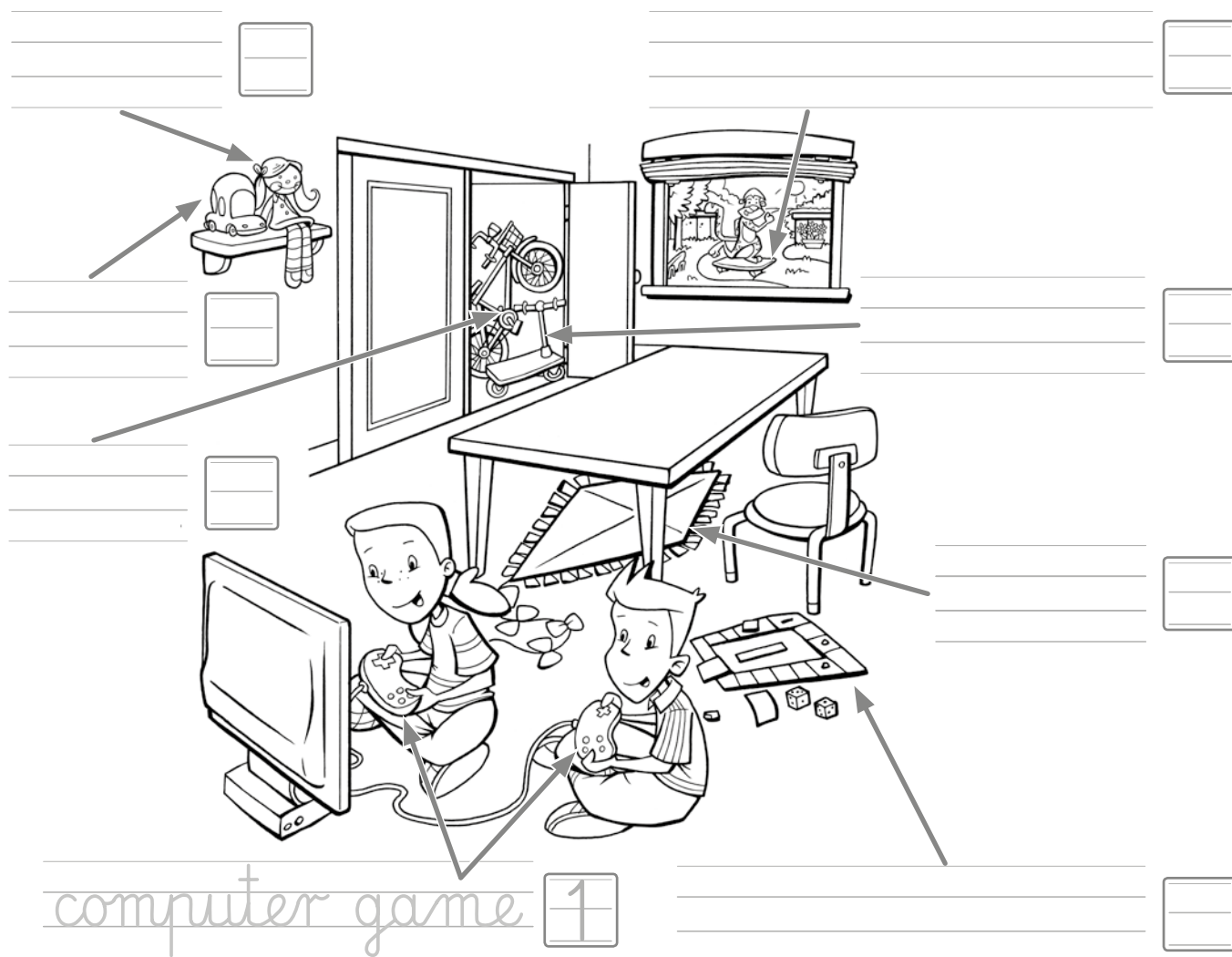
car

doll

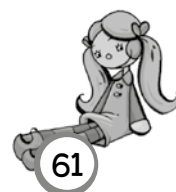
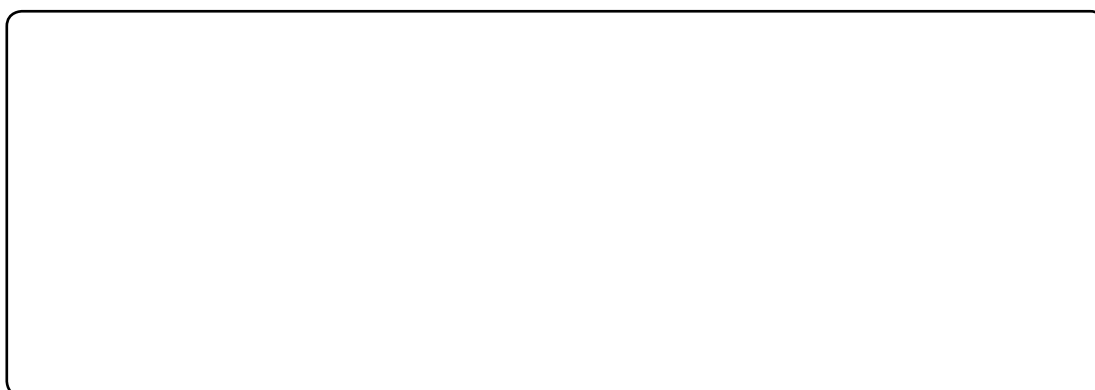
bike

scooter

board game



- 2 Narysuj zabawkę, której Sue i Jay szukają w historyjce.





Lesson 3 Story activities – Song

1 4.1 Uzupełnij zdania. Zaśpiewaj piosenkę

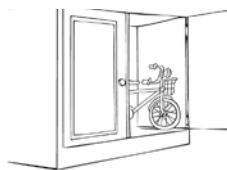
Where's my skateboard?.

doll kite ~~scooter~~ car board game bike

1 The scooter is in the cupboard.



2 The _____ is in the cupboard.



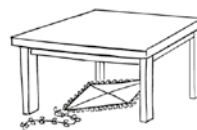
3 The _____ is on the shelf.



4 The _____ is on the shelf.



5 The _____ is under the table.



6 The _____ is under the chair.



2 Uzupełnij krzyżówkę nazwami zabawek. Zapisz hasło.

1



2



3



4



5



6



7



1

s k a t e b o a r d

2

c

3

o

4

o

5

t

6

e

7

r

Lesson 4 Speaking

1 Napisz zaznaczone litery po śladzie. Pokoloruj hulajnogę Sue.  



I ride my red sc oo ter

to my sch oo l,

the z oo and

the swimming p oo l.

2 Popatrz na rysunek. Uzupełnij pytania i zakreśl właściwe wyrazy.
O co pytają dzieci i jakie słyszysz odpowiedzi? 

car ~~kite~~ bike

1 Where's the  kite ?

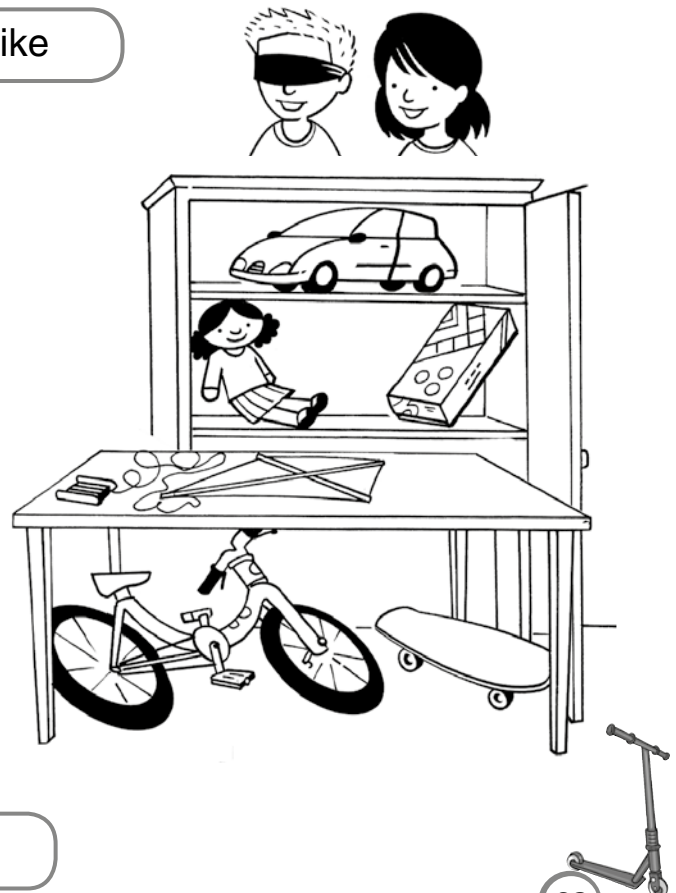
It's in / on / under the table.

2 Where's the  _____ ?

It's in / on / under the cupboard.

3 Where's the  _____ ?

It's in / on / under the table.





Lesson 5 CLIL

1 Zaznacz (✓) dwa identyczne rzędy rysunków. Z czego zrobione są przedmioty w tych rzędach?



wood



paper



plastic



metal

1



2



3



4



5



2 Napisz wyrazy po śladzie i zakreśl właściwe wyrazy. Z jakich materiałów zrobione są domki?

1



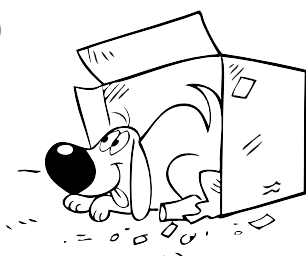
wood / plastic

2



wood / paper

3



metal / paper

4



plastic / metal



Lesson 6 CLIL – Song

1 4.10 Posłuchaj piosenki *Materials are fantastic!*

i zaznacz (✓) materiały, z których zrobione są zabawki.

metal						
plastic						
wood	✓					
paper						

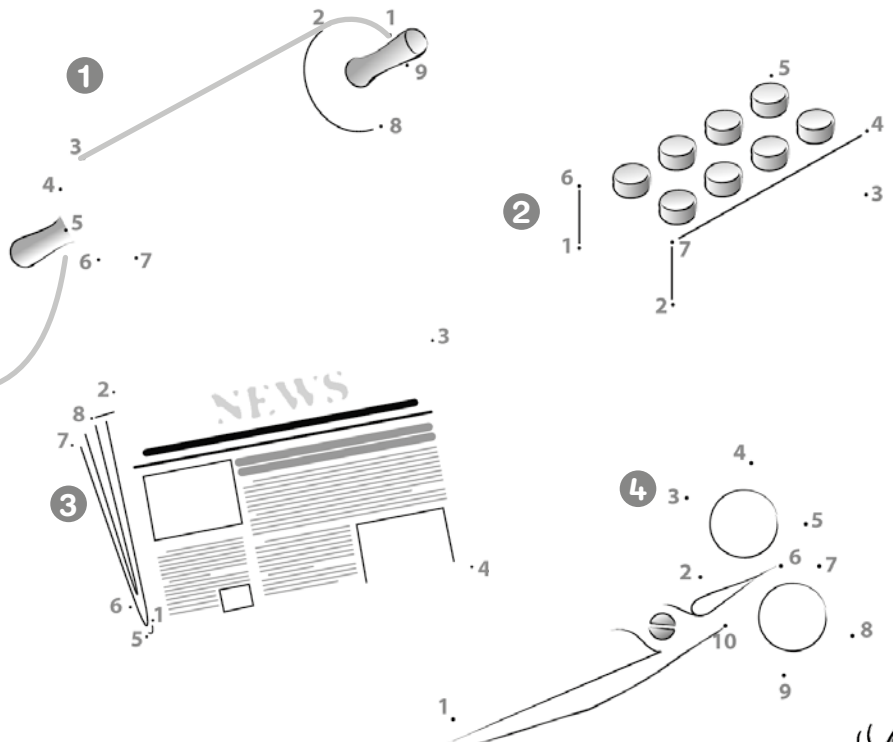
2 Połącz kropki. Dopasuj zdania do rysunków.

It's made of plastic.

It's made of metal.

It's made of wood.

It's made of paper.





Lesson 7 Unit review

1 Popatrz na rysunek i uzupełnij zdania. Jedno słowo w ramce podano dodatkowo.

skateboard ~~computer game~~ car scooter

1 The computer game is on the chair.

2 The _____ is under the table.

3 The _____ is in the cupboard.



2 Uzupełnij zdania.

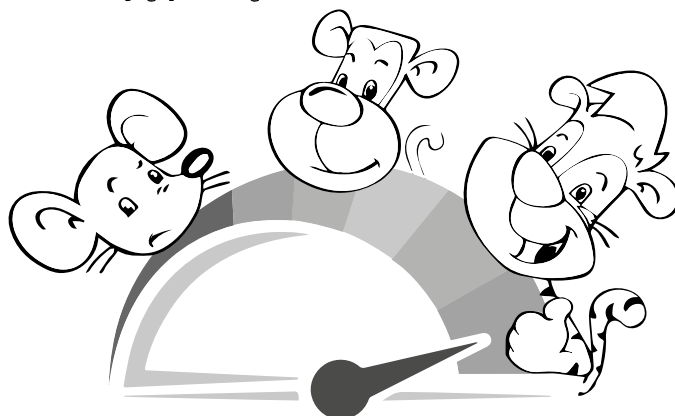
~~doll~~ bike kite

1 The doll is made of plastic.

2 The _____ is made of paper.

3 The _____ is made of metal.

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



Ocenianie
kształtujące





Kids' Culture 6



► VIDEO 14

- 1 4.15 Napisz wyrazy po śladzie i połącz je z rysunkami.
Ponumeruj rysunki zgodnie z treścią piosenki *Four great toys in a toy shop.*

- a scooter
- b computer game
- c skateboard
- d board game









- 2 Uzupełnij każde zdanie tym samym, brakującym wyrazem.
Połącz dzieci ze zdaniami. Z jakich krajów pochodzą dzieci?



- a My favourite
is a boomerang.



- b My favourite
is a teddy bear.

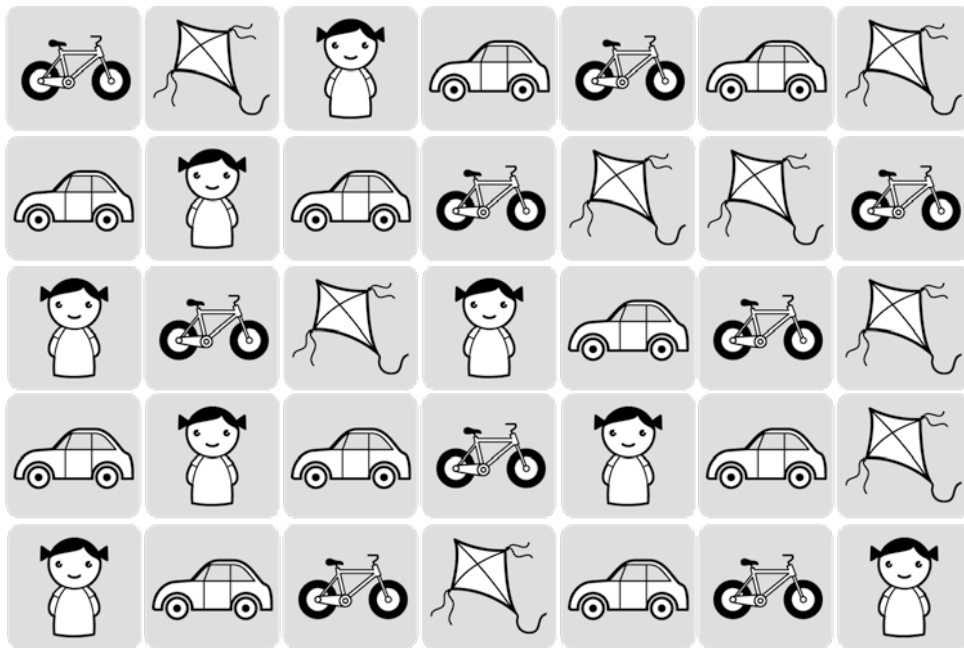
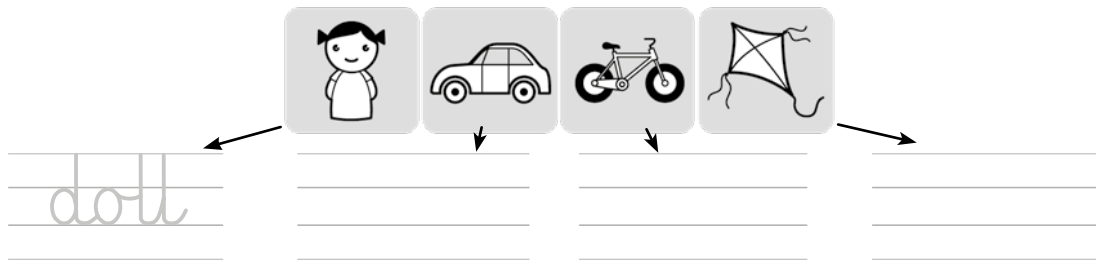


- c My favourite
is a black taxi.

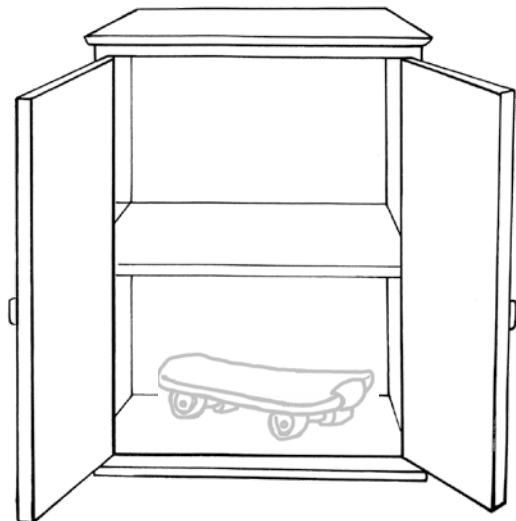
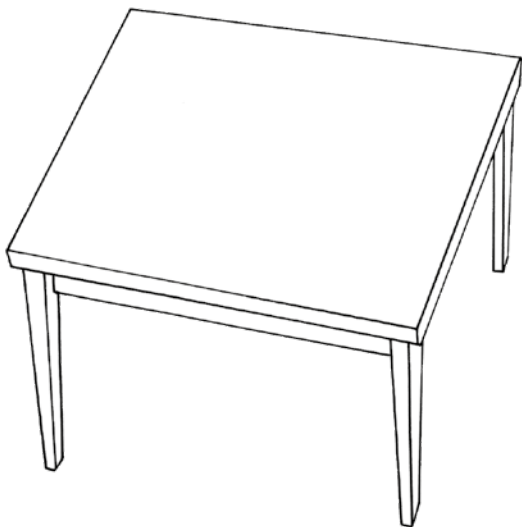


EARLY FINISH

- 1 Podpisz rysunki. Popatrz na podany układ zabawek. Znajdź i zakreśl w diagramie trzy takie same układy. 



- 2 Przeczytaj zdania i narysuj zabawki we właściwych miejscach. 



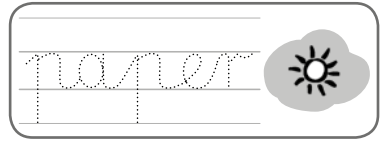
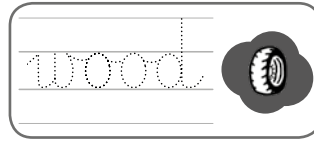
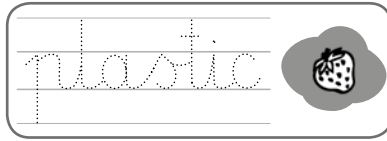
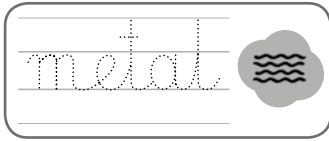
1 The skateboard is in the cupboard.

2 The car is on the table.

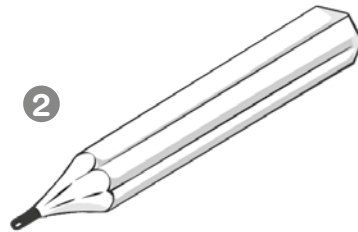
3 The ball is under the table.

4 The kite is in the cupboard.

3 Uzupełnij zdania i pokoloruj rysunki według klucza.



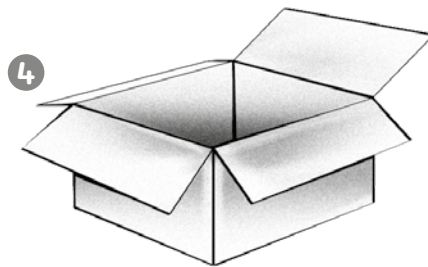
It's made of plastic.



It's made of _____.



It's made of _____.



It's made of _____.

4 Narysuj swoją zabawkę. Uzupełnij zdanie nazwą zabawki i materiału, z którego jest zrobiona.



My _____ is made of _____.

Tiger Review 3



VIDEO 15

Tiger and Friends

- 1 Zakreśl na czerwono trzy zwierzęta, a na niebiesko – trzy zabawki.
Powiedz, co widzisz na rysunkach, i podpisz je.

crocodile

bike

~~monkey~~

board game

car

snake

1



monkey

2



3



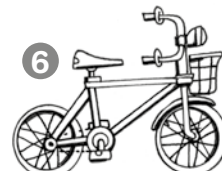
4



5



6



- 2 Ponumeruj scenki z historyjki we właściwej kolejności.



1



Parrot, can you help me, please?

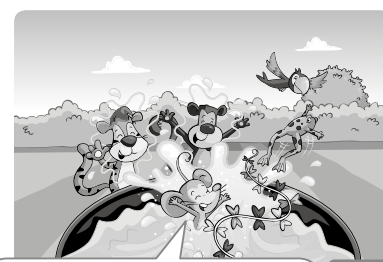


Yes, of course I can.

There's a scooter under the table.



Let's go.



I can't fly, but I can swim!

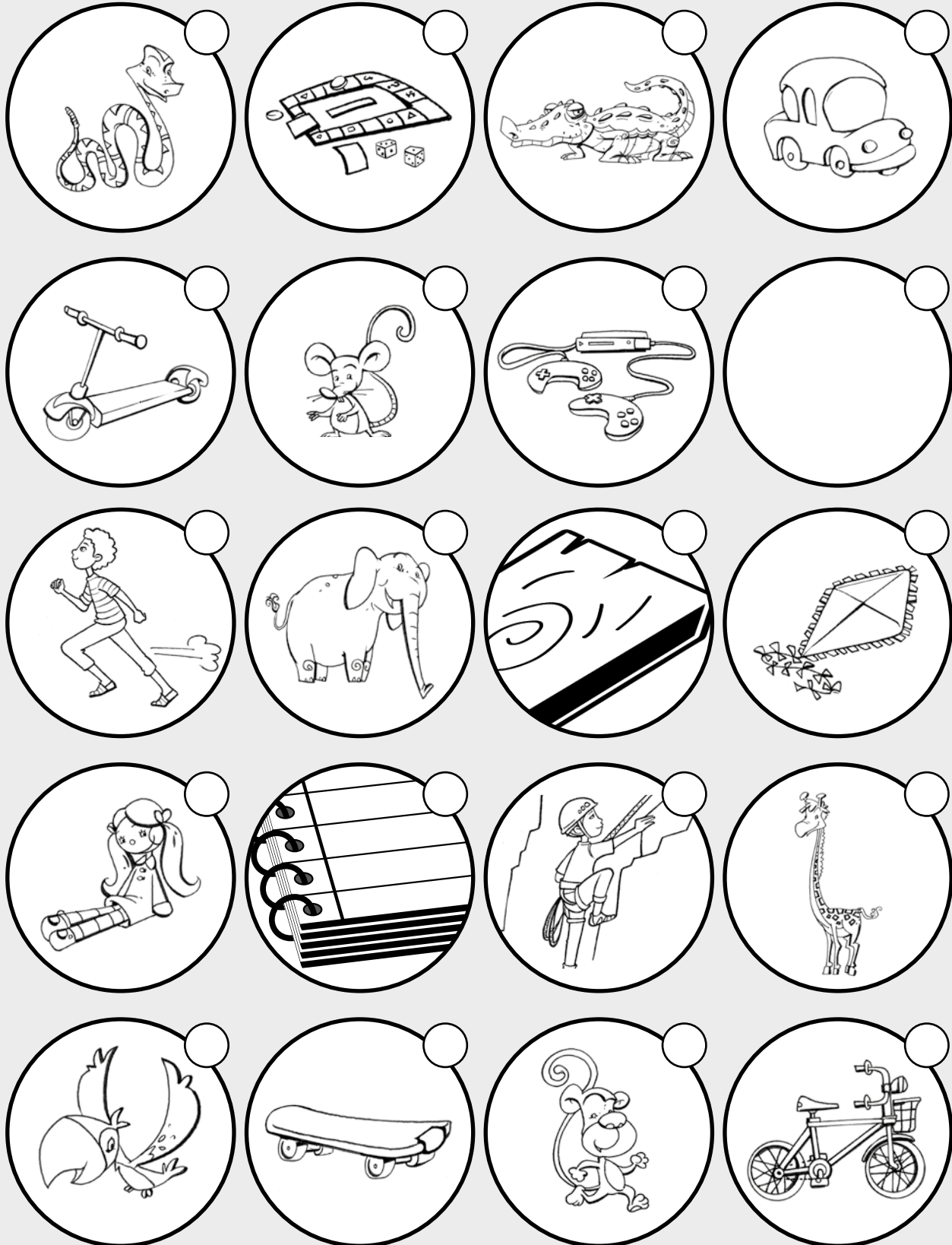


Oh, no! Mouse!

I can fly!



3 Zagraj w *Tiger's Five*.



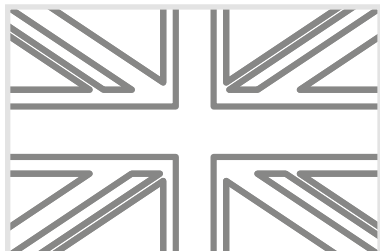
Goodbye, Tiger!



Lesson 1 Vocabulary

1 Połącz flagi z nazwami państw. Pokoloruj flagi. 

1



2



3



Spain

Poland

The UK

2 Napisz wyrazy po śladzie. Przeczytaj wypowiedź chłopca i spróbuj ją zapamiętać. 



I'm from Poland.

Polish flag is white and red.

The capital is Warsaw.

People speak Polish.



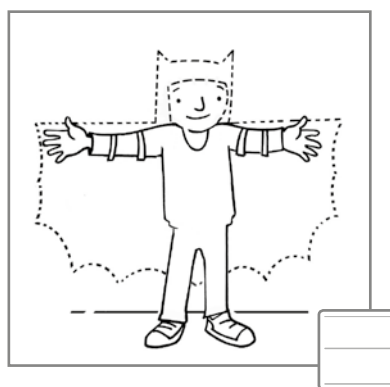
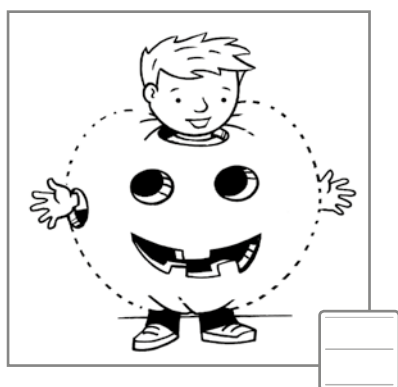
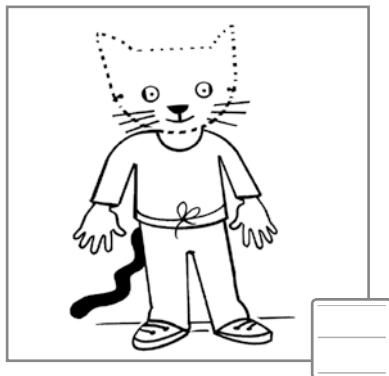
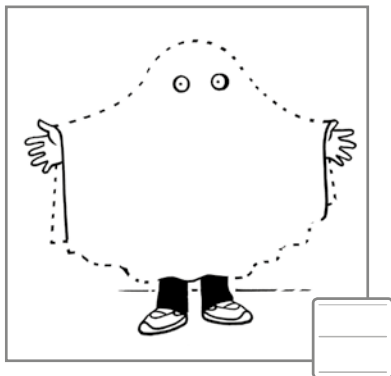
Halloween



▶ VIDEO 16

1 4.26 Dokończ rysunki i ponumeruj postaci zgodnie z treścią piosenki

It's Halloween!



2 Narysuj swój strój na święto Halloween i pokoloruj rysunek.



Christmas



▶ VIDEO 17

- 1 Połącz wyrazy z elementami rysunku. Policz przedmioty i napisz właściwy wynik. 



3

Father Christmas



Christmas tree



star



present



bell

- 2  4.30 Podczas śpiewania piosenki *A Christmas bell* wskazuj właściwe rysunki w zadaniu 1. 



Easter



▶ VIDEO 18

- 1 4.34 Znajdź i pokoloruj zwierzęta oraz dekoracje świąteczne z listy.
Zaśpiewaj piosenkę *The Easter egg hunt*.



Easter rabbit



chick



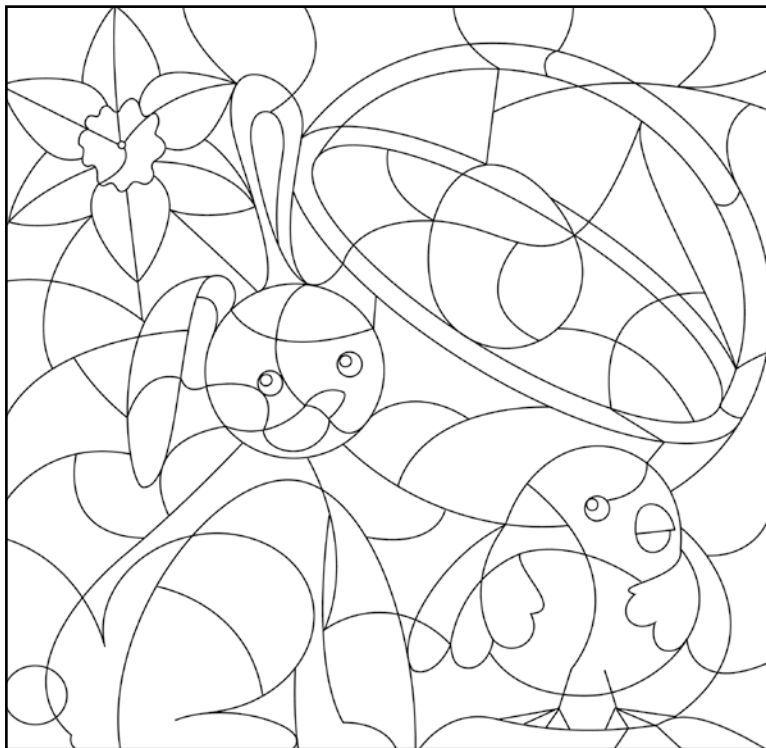
Easter egg



basket

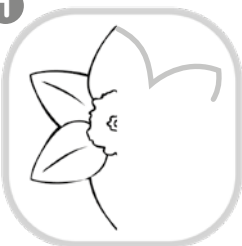


flower



- 2 Dokończ rysunki i napisz wyrazy po śladzie. Połącz rysunki z wyrazami.

1



2



chick

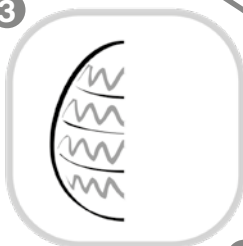
basket

Easter rabbit

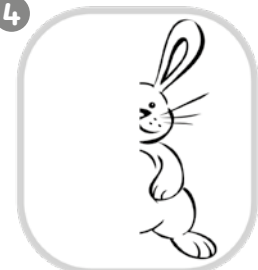
flower

Easter egg

3



4



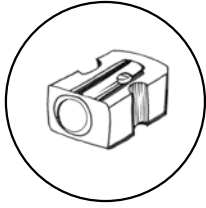
5



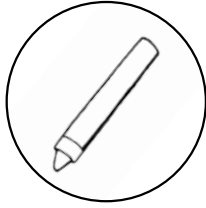


Unit 1

Picture Dictionary



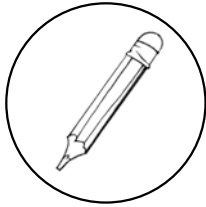
sharpener



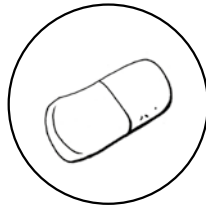
crayon



bag



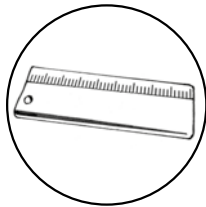
pencil



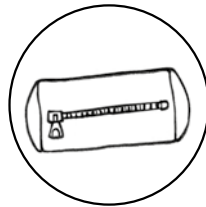
rubber



pen



ruler

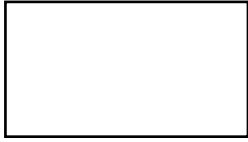


pencil case

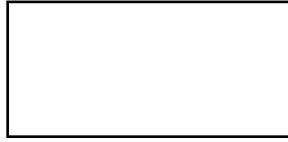
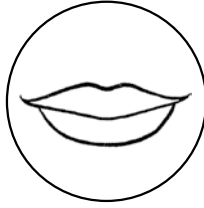




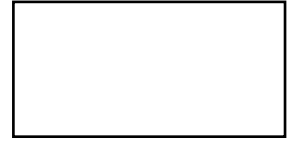
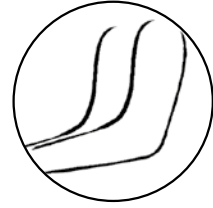
Unit 2



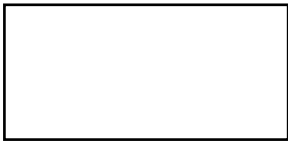
eyes



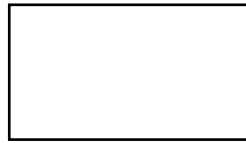
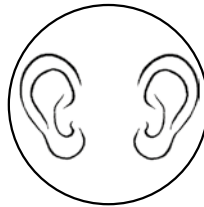
mouth



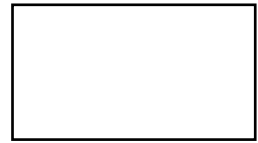
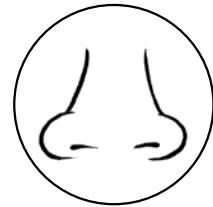
arms



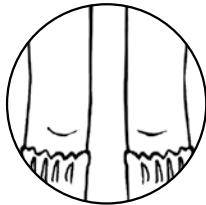
hands



ears



nose



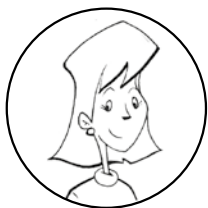
legs



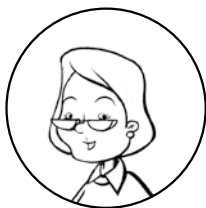
head



Unit 3



mother



grandmother



baby



brother



family



sister



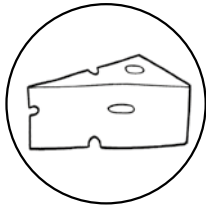
father



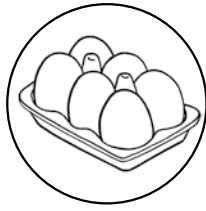
grandfather



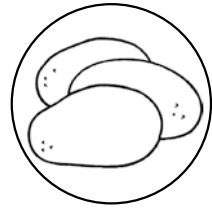
Unit 4



cheese



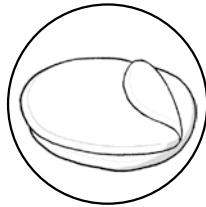
eggs



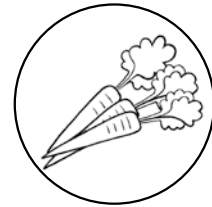
potatoes



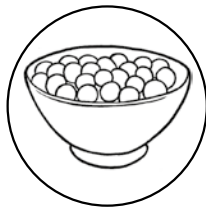
milk



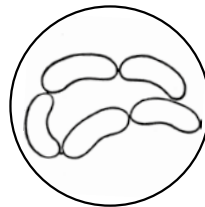
ham



carrots



peas

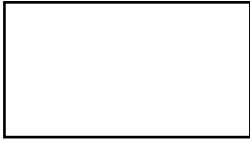


sausages

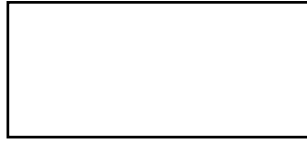




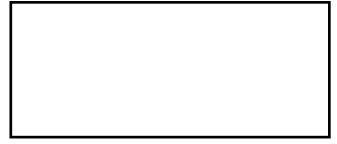
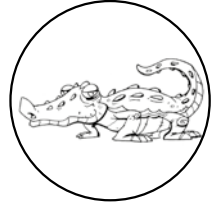
Unit 5



snake



monkey



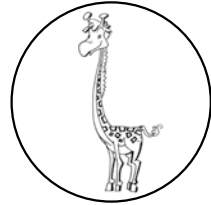
crocodile



parrot



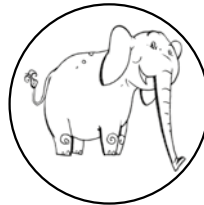
mouse



giraffe



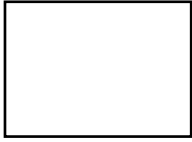
frog



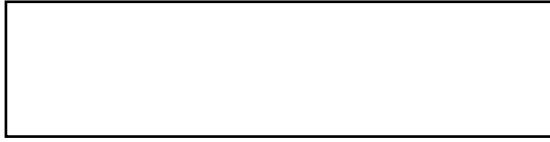
elephant



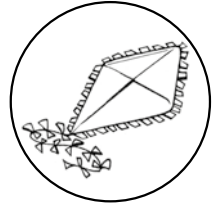
Unit 6



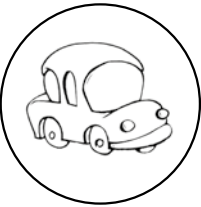
bike



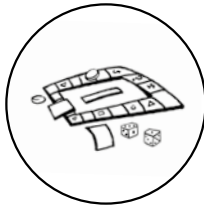
computer game



kite



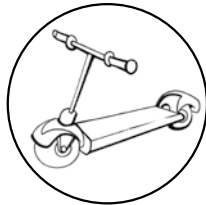
car



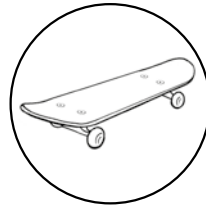
board game



doll



scooter

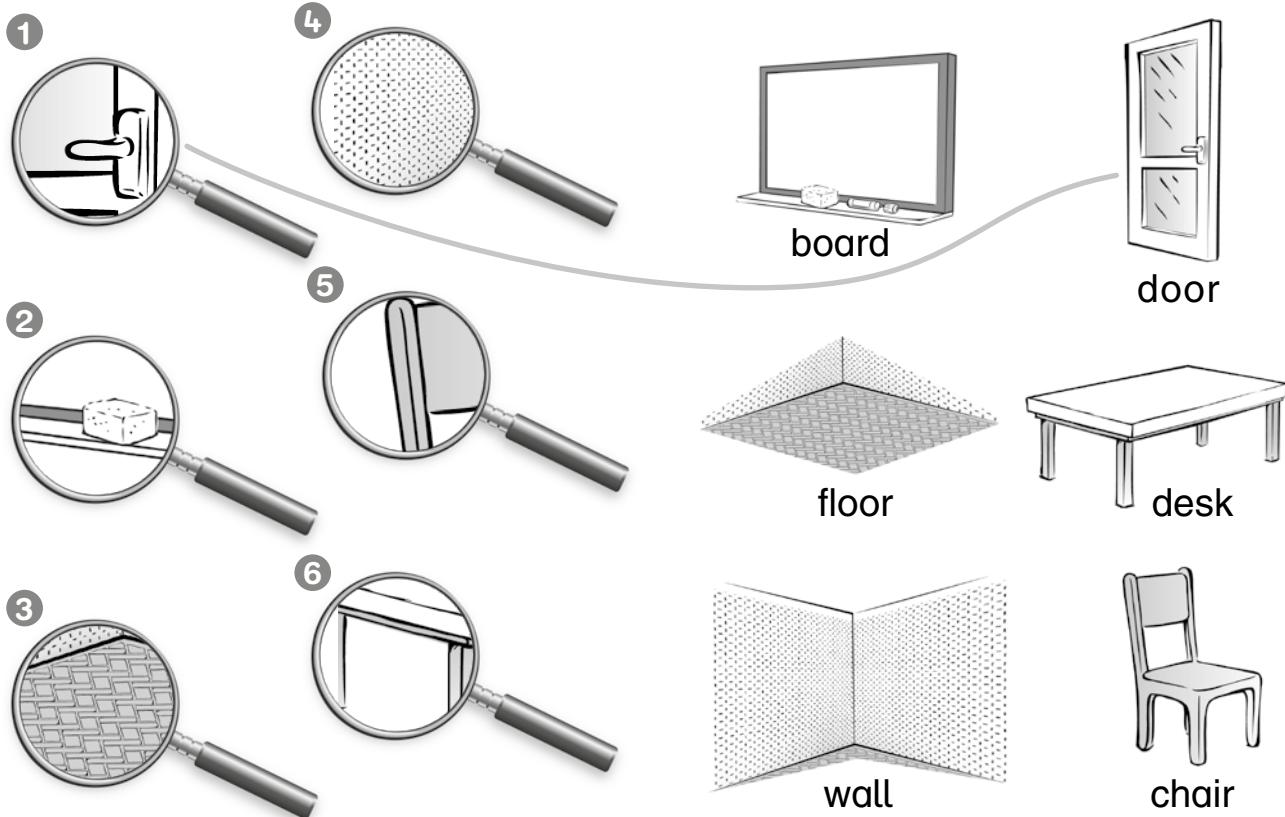


skateboard

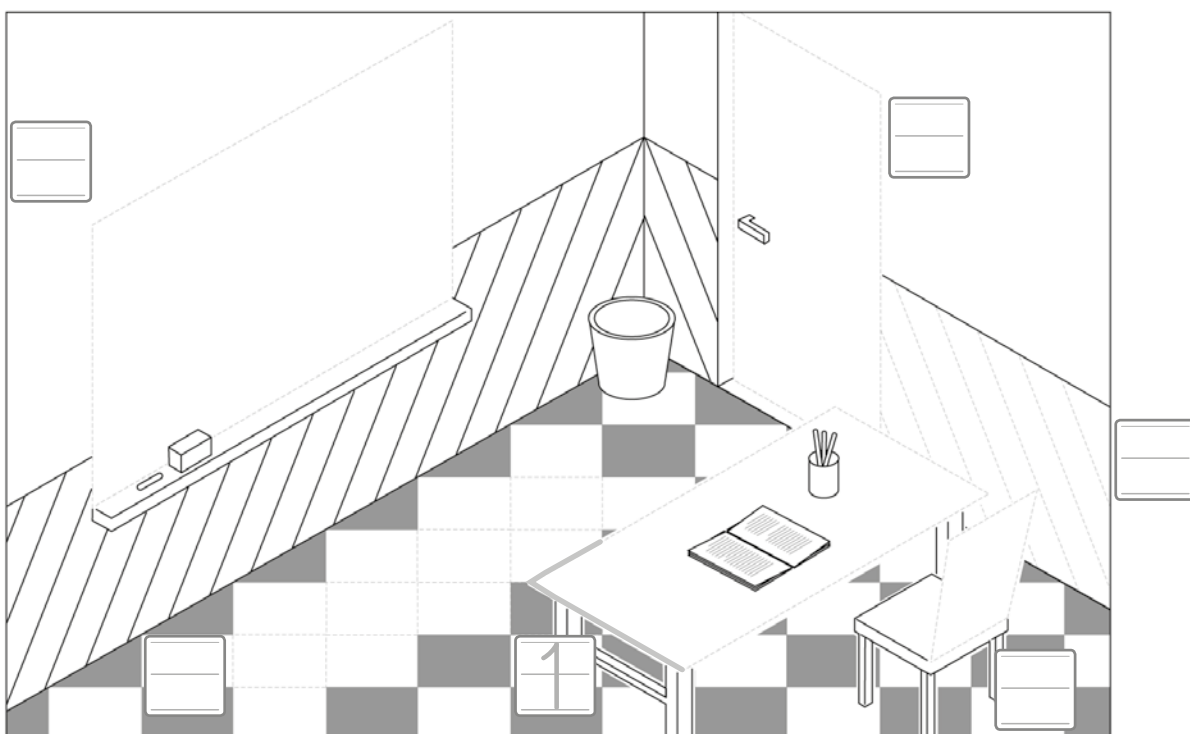


1 Extra Vocabulary

1 Połącz lupy z rysunkami. Co widzisz na rysunkach? 

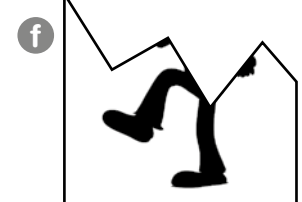
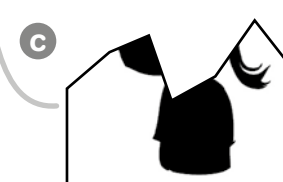
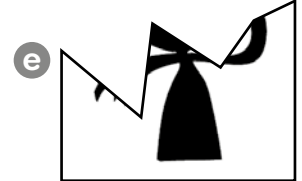
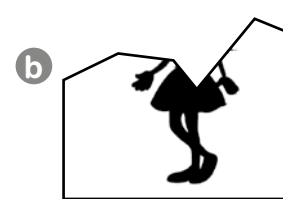
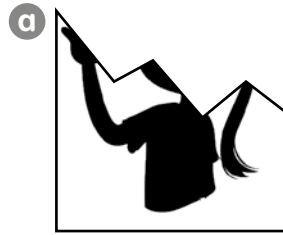
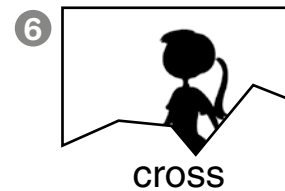
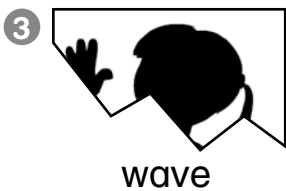
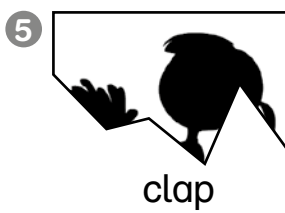
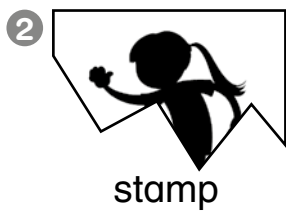
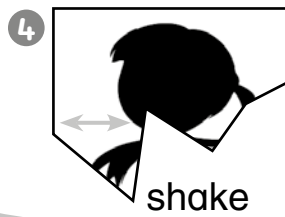
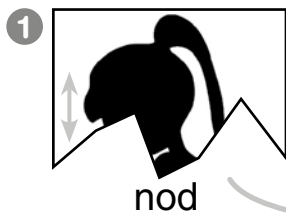


2  4.38 Dokończ rysunek i ponumeruj jego elementy zgodnie z treścią rymowanki *In the classroom*.  

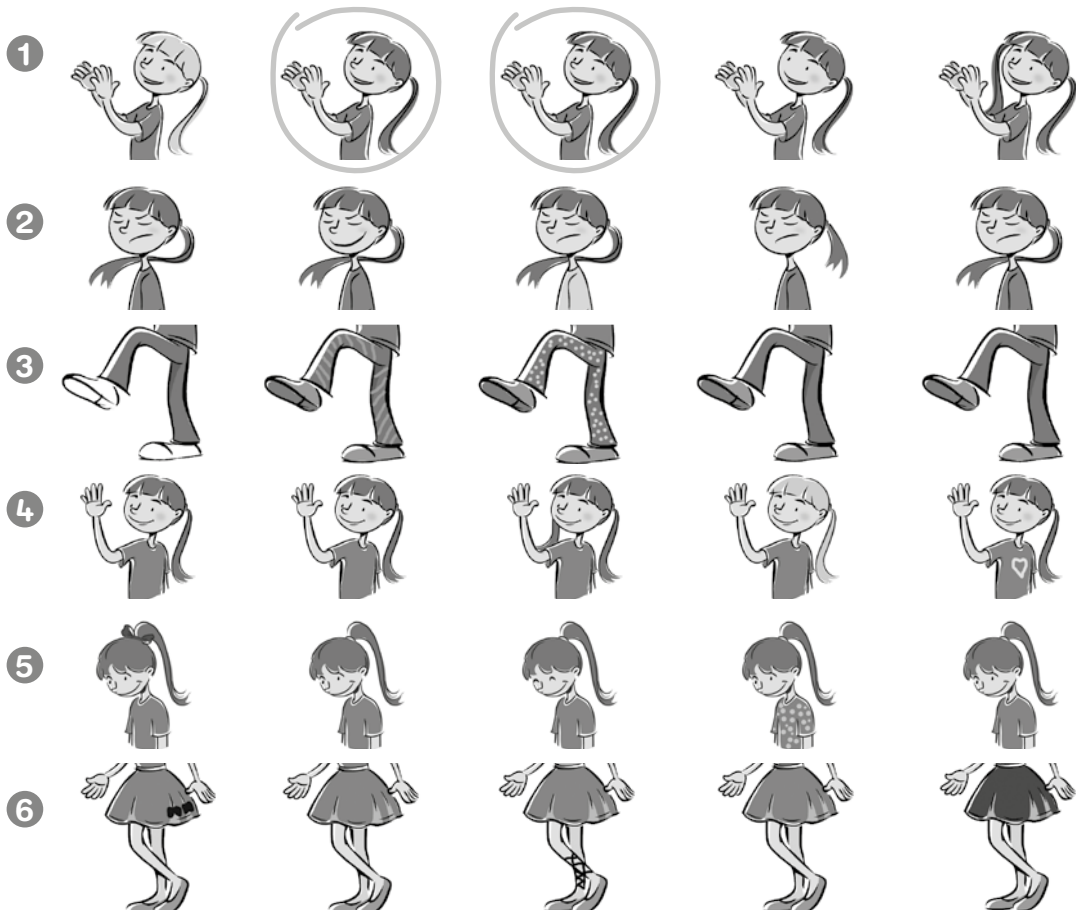


2 Extra Vocabulary

1 Połącz połówki rysunków. Co robi dziewczynka? 



2  4.41 Posłuchaj rymowanki *Clap your hands*. W każdym rzędzie zakreśl dwa identyczne rysunki. 



3 Extra Vocabulary

1 Znajdź i zakreśl jeden błąd na każdym rysunku. Jakie zawody wykonują postaci? 



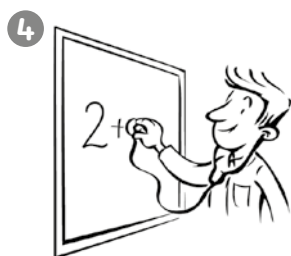
police officer



vet



cook



teacher



bus driver



doctor

2  4.44 Zakreśl właściwe wyrazy. Ponumeruj rysunki zgodnie z treścią rymowanki *Jobs*.  



bus driver / doctor



police officer / teacher



bus driver / vet



police officer / cook



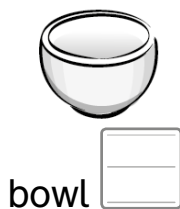
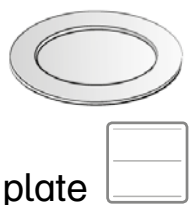
teacher / doctor



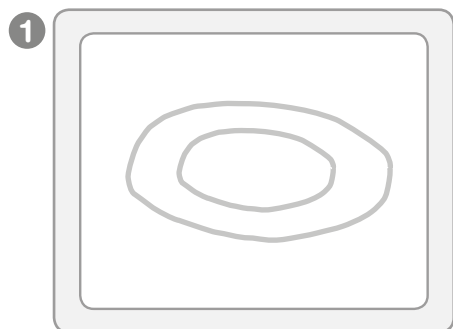
vet / cook

4 Extra Vocabulary

1 Policz, ile danych przedmiotów znajduje się na rysunku, i zapisz wynik. 🎧



2 🎧 4.47 Posłuchaj rymowanki *On the table*. Narysuj w ramkach właściwe przedmioty. 🎵 🎧



plate



knife



fork



bowl



cup



spoon

5 Extra Vocabulary

1 Zakreśl właściwe wyrazy i pokoloruj rysunki. Jaka jest pogoda na rysunkach? 

1



rainy / sunny

2



hot / cloudy

3



rainy / windy

4



sunny / cold

5



cold / cloudy

6



windy / hot

2  4.50 Posłuchaj rymowanki *Weather*. Napisz wyrazy po śladzie i połącz je z rysunkami. 

rainy

cloudy

windy

sunny

hot

cold

1



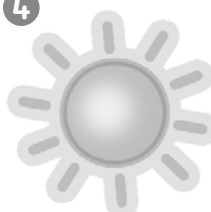
2



3



4



5



6



6 Extra Vocabulary

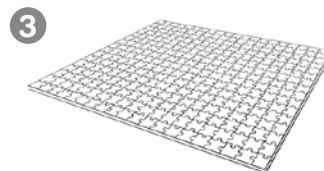
1 Zakreśl właściwe wyrazy i napisz je po śladzie. Jakie cechy mają przedmioty na rysunkach? 



new / old



fast / slow



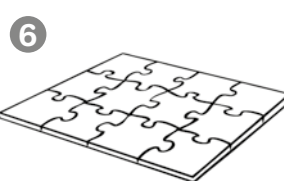
easy / difficult



new / old



fast / slow



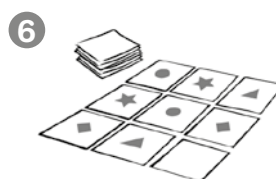
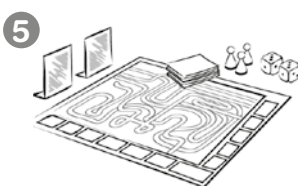
easy / difficult

2  4.53 Podpisz rysunki zgodnie z treścią rymowanki *Toys*.  

old easy slow ~~new~~ fast difficult



new



Teksty piosenek i rymowanek

Hello, Tiger!

Hello, I'm Tiger

Hello, hello, I'm Tiger.
I roar, I jump, I run.
Hello, hello, I'm Tiger.
Let's have fun!
Hello, hello, I'm Tiger.
I'm black and orange too.
Hello, hello, I'm Tiger.
I love you!

What's your name?

Sue: Hello! I'm a girl.
I'm eight. I'm Sue.
What's your name?
How old are you?
Jay: Hello! I'm a boy.
I'm six. I'm Jay.
What's your name?
Please come and play.

Unit 1

Can I have this pen, please?

Can I have this pen, please?
Yes, of course. Oh, thank you!
Can I have this pencil, please?
Yes. Put it in the basket, too!
Can I have this rubber, please?
Yes, of course. Oh, thank you!
Can I have this ruler, please?
Yes. Put it in the basket, too!
Can I have this pencil case, please?
Yes, of course. Oh, thank you!
Can I have this bag, please?
Yes. Put it in the basket, too!

I draw at school

This is the way I draw at school,
draw at school, draw at school.
This is the way I draw at school,
with my teacher and friends every day.
This is the way I talk at school,
talk at school, talk at school.
This is the way I talk at school,
to my teacher and friends every day.
This is the way I colour at school,
colour at school, colour at school.
This is the way I colour at school,
with my teacher and friends every day.
This is the way I sing at school,
La la la, la la la.
This is the way I sing at school,
with my teacher and friends every day.
This is the way I play at school,
play at school, play at school.
This is the way I play at school,
with my teacher and friends every day.

Two, four, six, eight

Two, four, six, eight.
Meet me at the school gate.
If I'm late, don't wait.
Two, four, six, eight!

Unit 2

I've got a head

I've got a head and a body like you.
I've got a nose. I've got a mouth, too!
Run, run as fast as you can.
You can't catch me.
I'm the gingerbread man.
I've got arms and legs like you.
I've got a nose. I've got eyes, too.
Run, run as fast as you can.
You can't catch me.
I'm the gingerbread man.



I listen with my ears

I listen with my ears,
and what a surprise!
I smell with my nose,
and I see with my eyes!
I touch with my hands,
and what a surprise!
I taste with my mouth,
and I see with my eyes!

Hokey cokey

You put your right arm in,
you put your right arm out,
you put your right arm in,
and you shake it all about.
You do the Hokey cokey
and you turn around.
That's what it's all about!
Oh, Hokey cokey.
Oh, Hokey cokey.
Oh, Hokey cokey.
In, out, in, out, rah, rah, rah.
You put your left leg in ...
You put your head in ...
You put your body in ...

Unit 3

Have you got Tiger?

Have you got Tiger, Mum?
Tiger is lost today.
No, I haven't. Ask your Dad.
Have you got Tiger, Dad?
Tiger is lost today.
No, I haven't. Ask your Granny.
Have you got Tiger, Granny?
Tiger is lost today.
No, I haven't. Ask your Grandad.
Have you got Tiger, Grandad?
Tiger is lost today.
No, I haven't.
Where's Tiger?
Where's Tiger?
He's with Baby. Hurray!

Some families are big

Some families are big.
Some families are small.
Families are different.
We like them all!
Who's this?
This is my father.
And this is my mum.
Who's this?
This is my uncle.
And this is my aunt.
Who's this?
This is my cousin.
And this is my dog.

The baby wants a mother

The baby wants a mother.
The baby wants a mother.
Ey-ay-adio the baby wants a mother.
The baby wants a father ...
The baby wants a brother ...
The baby wants a sister ...
The baby wants a grandmother ...
The baby wants a grandfather ...
The baby's got a family now.
The baby's got a family now.
Ey-ay-adio the baby's got a family now.

Unit 4

I don't like sausages

I don't like sausages, I don't like peas.
Oh, can I have an omelette, please?
Do you like ham?
Yes, I do.
Put some ham in the omelette, too!
Do you like cheese?
Yes, I do.
Put some cheese in the omelette, too!
Do you like potatoes?
Yes, I do.
Put potatoes in the omelette, too!
Yummy, yummy, one, two, three!
Oops! Splat! No omelette for me!

Bananas are fruit

Bananas are fruit.
Carrots are vegetables.
They're from plants,
and they're good for you!
Sausages are meat.
Ham is meat, too.
They're from animals,
and they're good for you!
Eggs are from animals.
Milk is, too.
They're from animals,
and they're good for you!

Ten fat sausages

Ten fat sausages cooking in a pan. (x2)
One goes pop and another goes bang,
Ten fat sausages cooking in a pan.
Eight fat sausages cooking in a pan. (x2)
One goes pop and another goes bang,
Eight fat sausages cooking in a pan.
Six fat sausages cooking in a pan. (x2)
One goes pop and another goes bang,
Six fat sausages cooking in a pan.
Four fat sausages cooking in a pan. (x2)
One goes pop and another goes bang,
Four fat sausages cooking in a pan.
Two fat sausages cooking in a pan. (x2)
One goes pop and another goes bang,
No fat sausages cooking in a pan.

Unit 5

Can you help me, please?

Can you help me, please?
I've got a sore paw today.
No, sorry. I can't. I'm scared.
And the elephant goes away.
... And the giraffe goes away.
... And the snake goes away.
... And the monkey goes away.
Can you help me, please?
I've got a sore paw today.
Yes, of course I can. Pull, pull.
The thorn comes out. Hurray!

A frog can jump

A frog can jump.
I can jump, too.
A frog can jump.
Can you?
A giraffe can run ...
An elephant can walk ...
A crocodile can swim ...
A monkey can climb ...
A parrot can fly.
But I can't fly.
A parrot can fly.
Can you?

Eeny meeny miny moe

Eeny meeny miny moe,
Catch a tiger by the toe.
If it screams, let it go,
Eeny meeny miny moe, you are IT!

Unit 6

Where's my skateboard?

Where's my skateboard?
It isn't here.
I can't find my skateboard.
Oh, dear! Oh, dear!
The scooter is in the cupboard,
keep looking.
The bike is in the cupboard,
keep looking.
Look on, look in,
look under things
to find my skateboard, too!
The car is on the shelf,
keep looking.
The doll is on the shelf,
keep looking.
Look on, look in, look under things
to find my skateboard, too!
The kite is under the table,
keep looking.
The board game is under the chair,
keep looking.
Look on, look in, look under things
to find my skateboard, too!

Materials are fantastic

Metal, wood, paper and plastic,
different materials are fantastic!
The guitar is made of wood.
The doll is made of plastic.
The bike is made of metal.
It's fantastic!
It's fantastic!
The car is made of metal.
The skateboard is made of wood.
The book is made of paper.
It's very good!
It's very good!
Metal, wood, paper and plastic,
different materials are fantastic!

Four great toys in a toy shop

Four great toys in a toy shop
on a shelf at the top.
Along comes a girl one day,
asks for a computer game,
and takes it away.
Three great toys in a toy shop
on a shelf at the top.
Along comes a boy one day,
asks for a scooter,
and takes it away.
Two great toys in a toy shop
on a shelf at the top.
Along comes a girl one day,
asks for the skateboard,
and takes it away.
One great toy in a toy shop
on a shelf at the top.
Along comes a boy one day,
asks for the board game,
and takes it away.

Festivals

It's Halloween!

It's Halloween! It's Halloween!
Look! A witch!
Please don't scream!
It's Halloween! It's Halloween!
Look! A bat!
Please don't scream!
It's Halloween! It's Halloween!
Look! A ghost!
Please don't scream!
It's Halloween! It's Halloween!
Look! A cat!
Please don't scream!
It's Halloween! It's Halloween!
Look! A pumpkin!
Please don't scream!

A Christmas Bell

A Christmas bell,
A Christmas tree,
Father Christmas is here,
For you and me.
A Christmas star,
A Christmas tree,
And lots of presents,
For you and me.
HAPPY CHRISTMAS!

The Easter egg hunt

We're on an Easter egg hunt,
We're on an Easter egg hunt.
We've got our baskets ready,
We've got our baskets ready.
Here are yellow flowers,
Here are yellow flowers.
Here's an Easter rabbit,
Here's an Easter rabbit.
Here's a little chick,
Here's a little chick.
And here's an Easter egg! Hurray!
And here's an Easter egg! Hurray!



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