



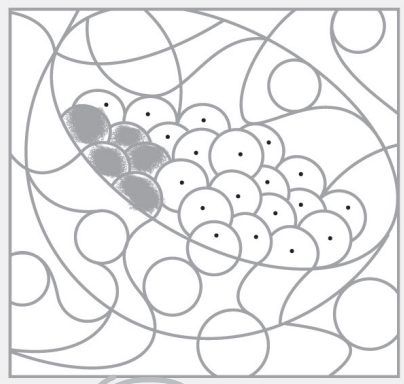
# 4 Dinner Time



## Lesson 1 Vocabulary

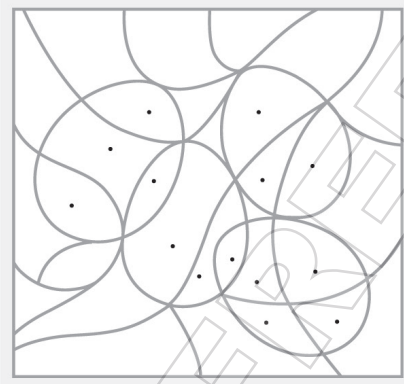
1 Pokoloruj oznaczone pola i zakreśl właściwe wyrazy. Jakie produkty widzisz na rysunkach?  

1



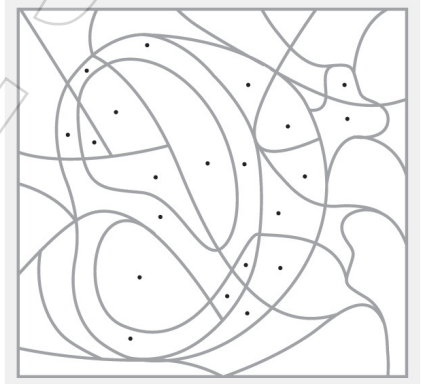
peas / eggs

2



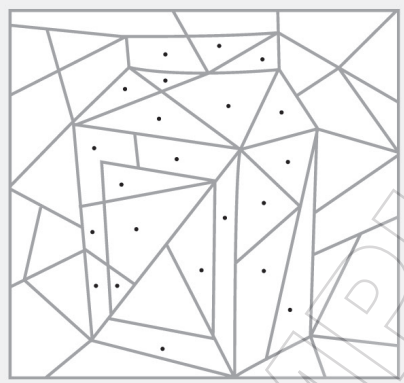
eggs / cheese

3



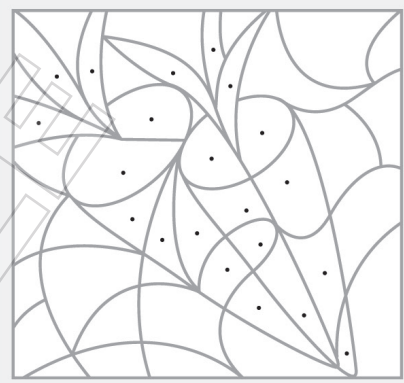
milk / ham

4



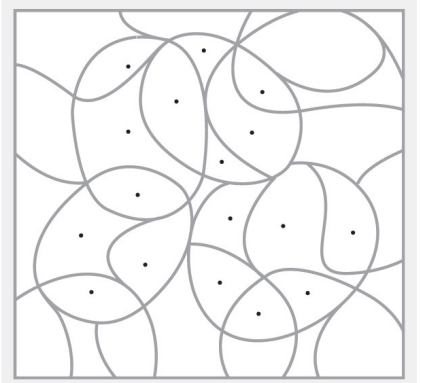
cheese / milk

5



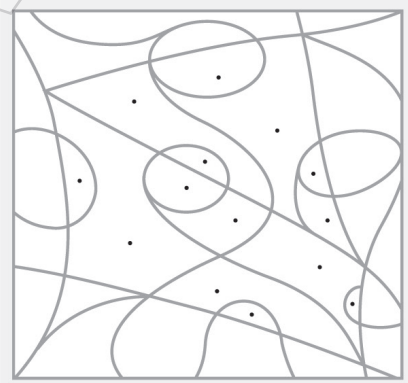
carrots / sausages

6



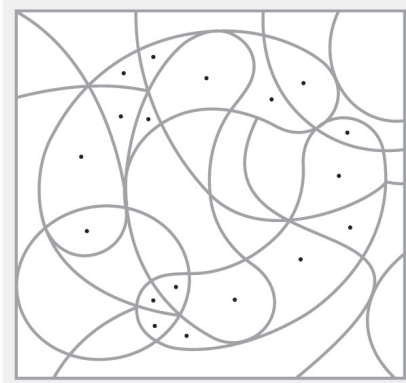
peas / potatoes

7



ham / cheese

8



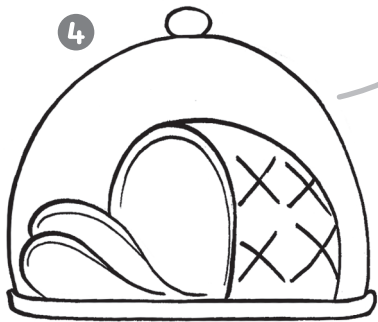
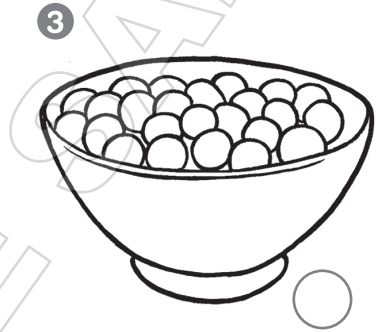
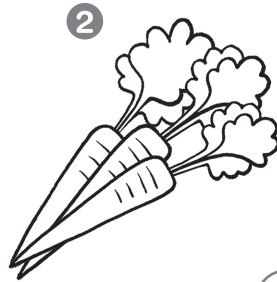
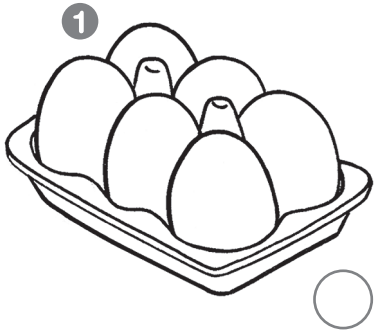
sausages / carrots



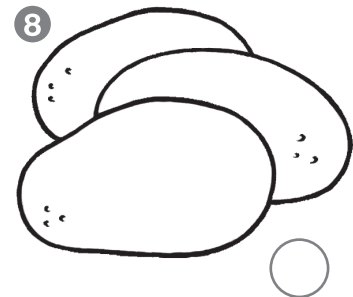
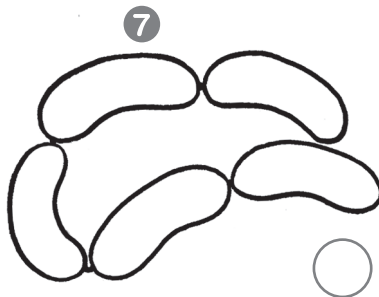
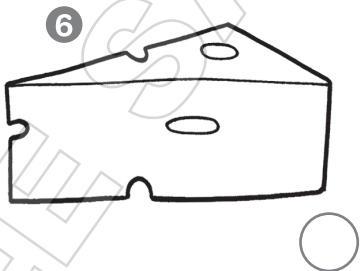


# Lesson 2 Story

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



- milk
- ham
- cheese
- eggs
- sausages
- carrots
- potatoes
- peas



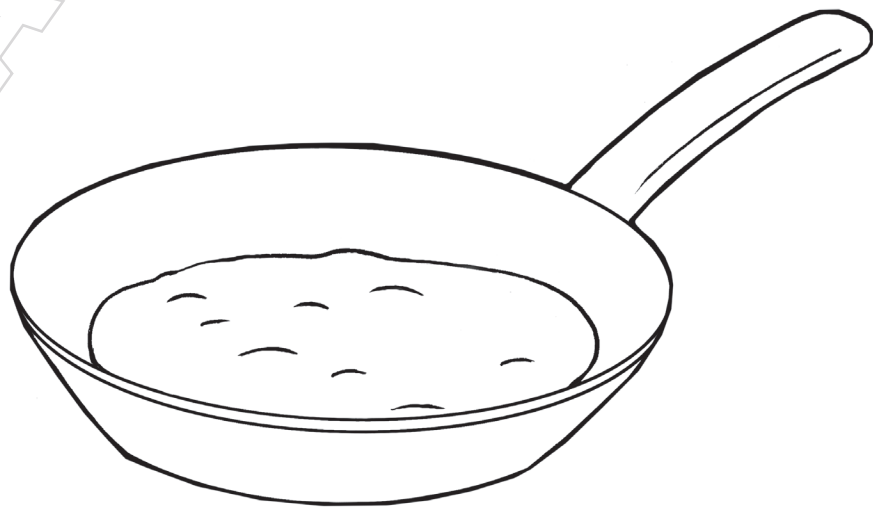
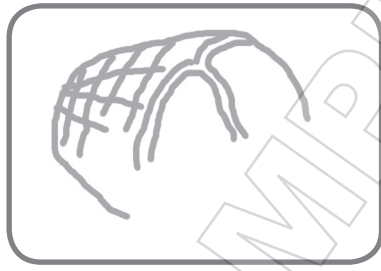


# Lesson 3 Story activities – Song


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



2 Narysuj i nazwij trzy dodatki do omletu z piosenki *I don't like sausages*.

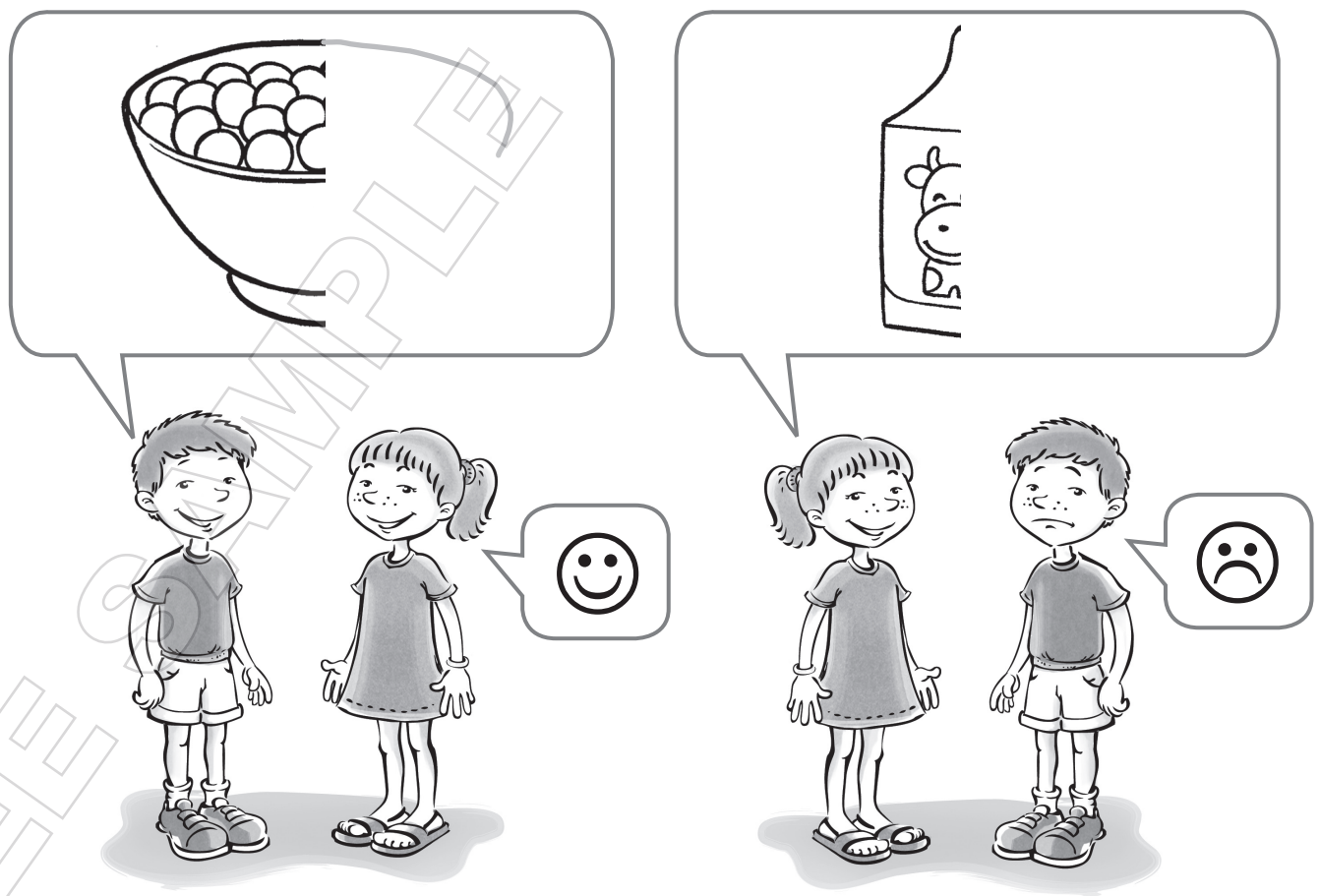


# Lesson 4 Speaking

1 Powiedz, co widzisz na rysunkach, i zakreśl słowa, które zawierają dźwięk /i:/.  



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

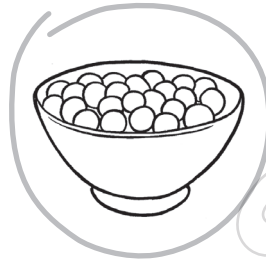
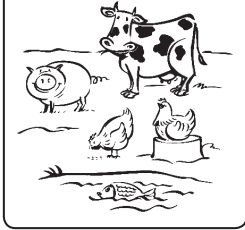


## Lesson 5 CLIL

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

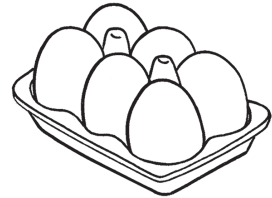
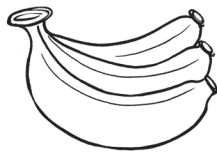
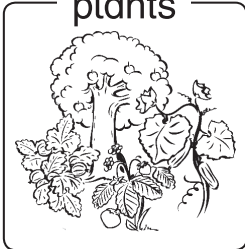
1

animals



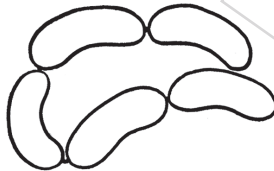
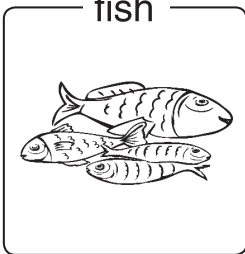
2

plants



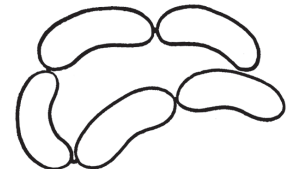
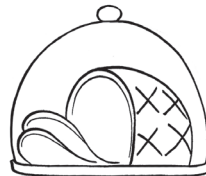
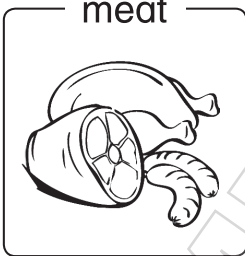
3

fish



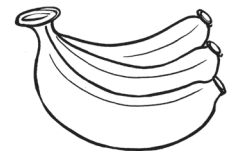
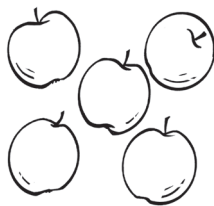
4

meat



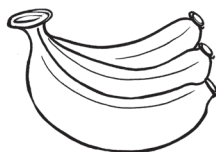
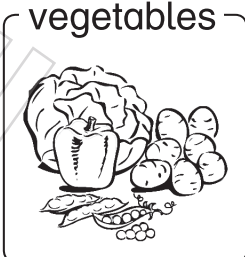
5

fruit



6

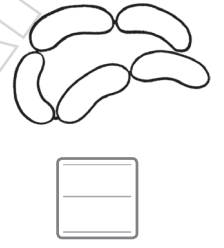
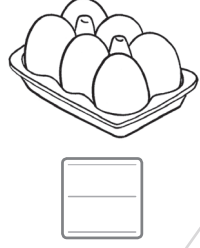
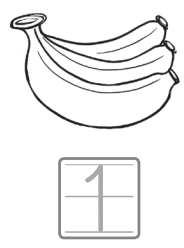
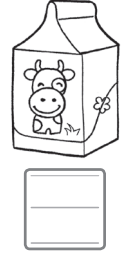
vegetables





# Lesson 6 CLIL – Song

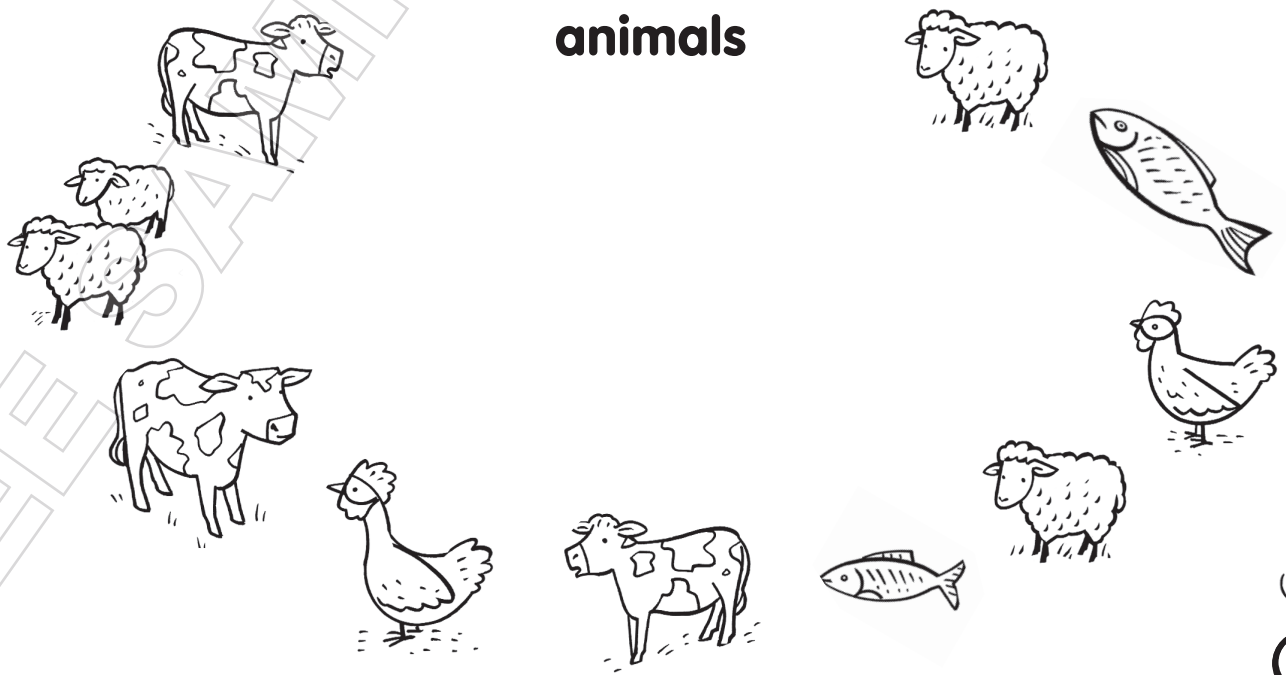
1 Narysuj produkty we właściwej grupie. Ponumeruj rysunki zgodnie z treścią piosenki *Bananas are fruit.*



plants


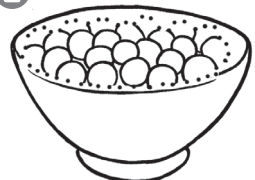
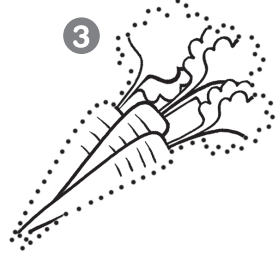
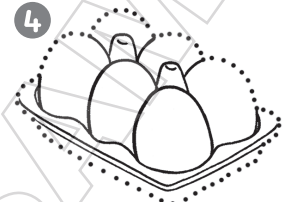
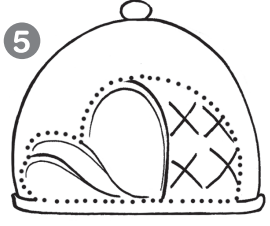

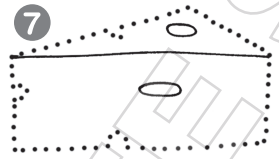
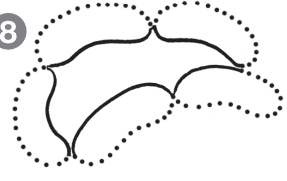


animals



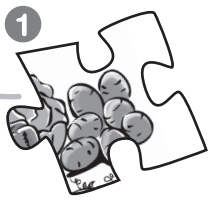
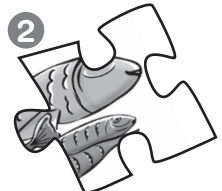

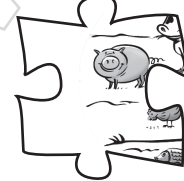
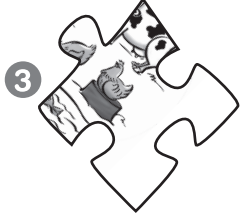



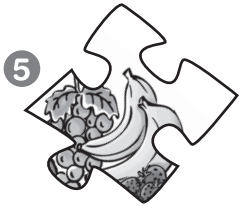
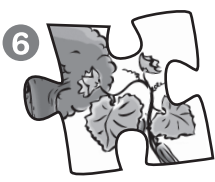


# Lesson 7 Unit review

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

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

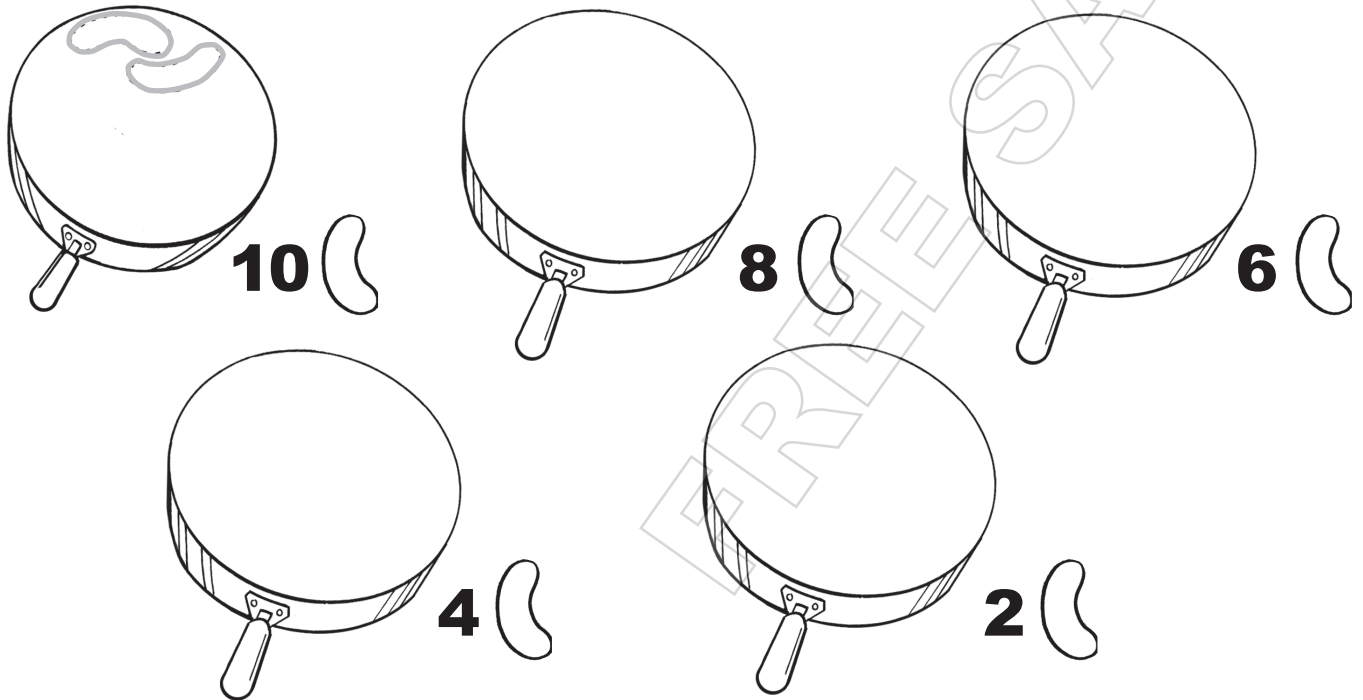
2 Połącz połówki rysunków. Jakie grupy widzisz na rysunkach?

 plants	 vegetables	1 	2 
 fruit	 animals	3 	4 
 meat	 fish	5 	6 

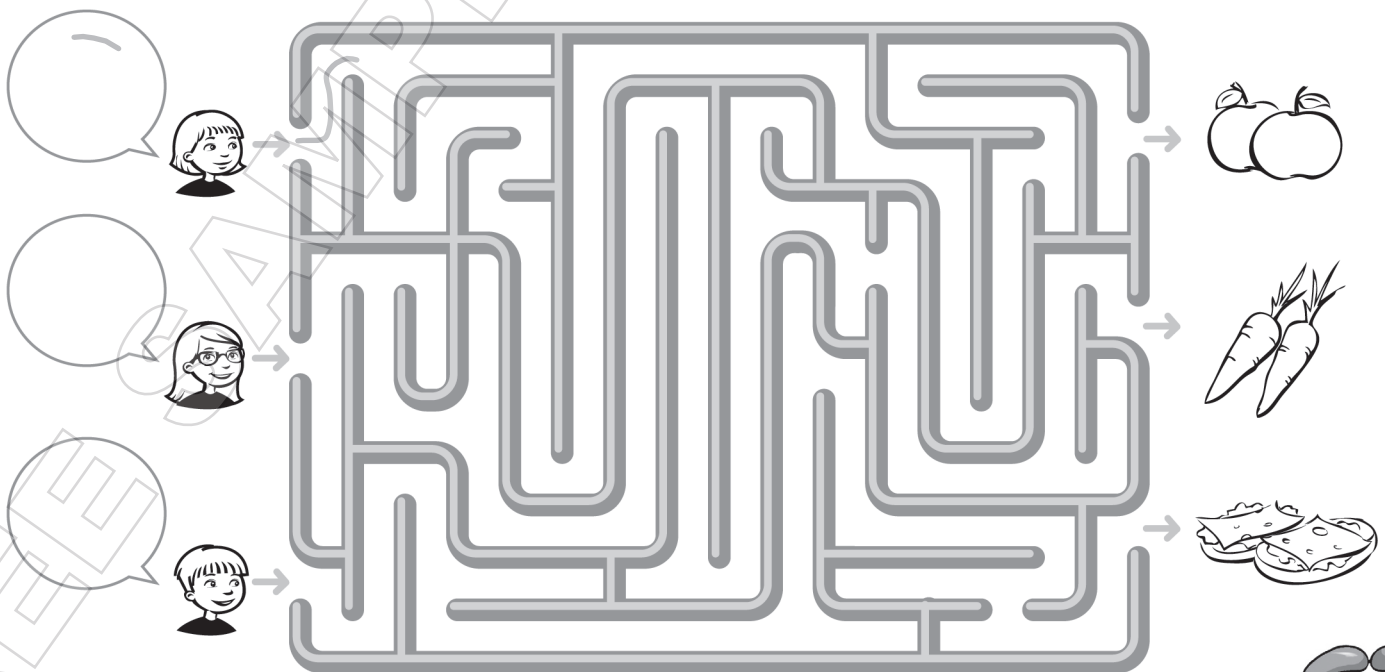


# Kids' Culture 4

1 Posłuchaj piosenki *Ten fat sausages* i narysuj właściwą liczbę kiełbasek na każdej patelni.



2 Połącz dzieci z ich ulubionymi produktami i narysuj je w chmurkach.  
Co mówią dzieci?





## EARLY FINISH

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

- 1 ham 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

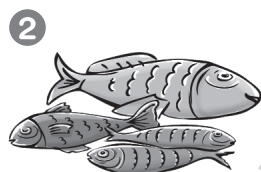
plants

meat

fish

fruit

vegetables



4 Narysuj właściwe produkty w każdej kolumnie. 

animals

plants

meat

fish

fruit

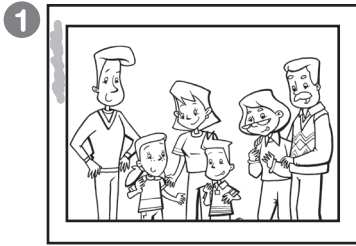
vegetables



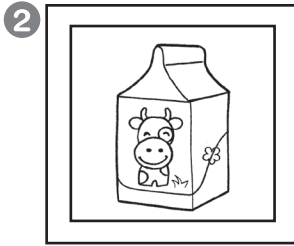
# Tiger Review 2



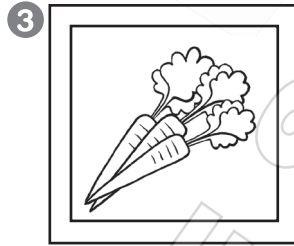
1 Pokoloruj na czerwono cztery ramki przedstawiające postaci, a na niebiesko – cztery ramki przedstawiające produkty. Zakreśl właściwe wyrazy.



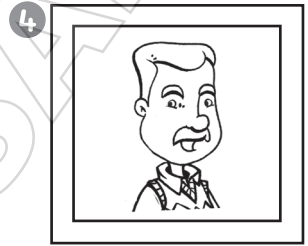
baby / family



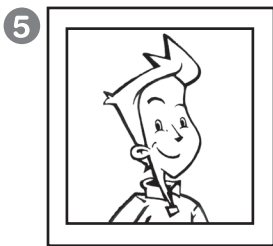
milk / eggs



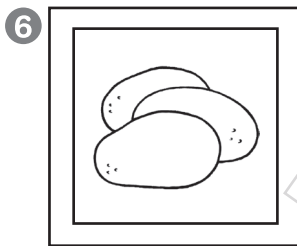
carrots / apples



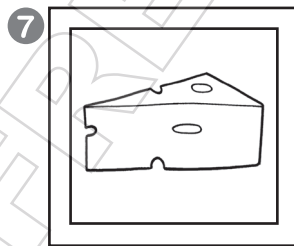
grandfather / mother



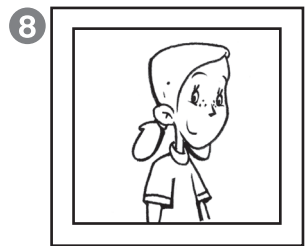
brother / grandmother



ham / potatoes

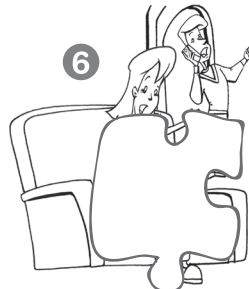
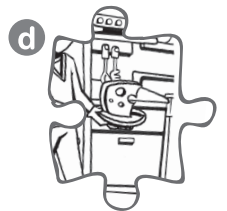
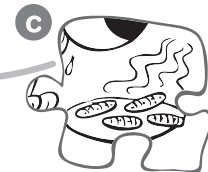
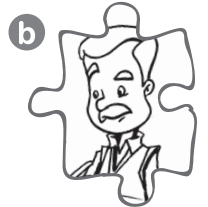
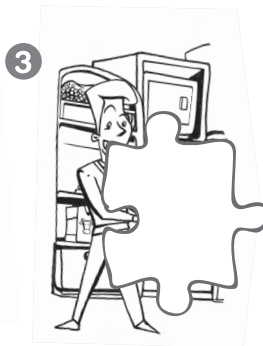


cheese / sausages



father / sister

2 Dopasuj brakujące elementy do rysunków. Co mówią postaci?

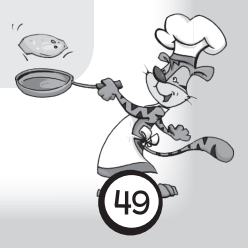


### 3 Zagraj w Tiger's Maze.



A maze grid with 6 rows and 4 columns. The grid is formed by a path of circles connected by lines. The numbers 1 through 6 are placed on the left side of the grid, corresponding to the rows. Each circle contains a different illustration related to food or people.

1				
2				
3				
4				
5				
6				





# 5 The Sore Paw



## Lesson 1 Vocabulary

1 Narysuj brakujące części ciała zwierząt i nazwij te zwierzęta.



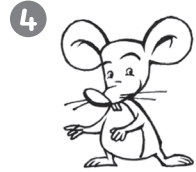
snake



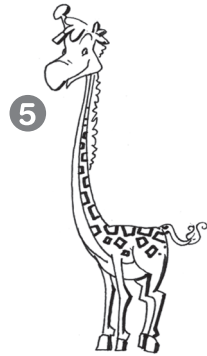
parrot



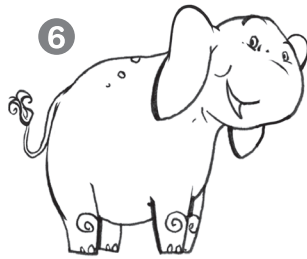
frog



mouse



giraffe



elephant



monkey



crocodile

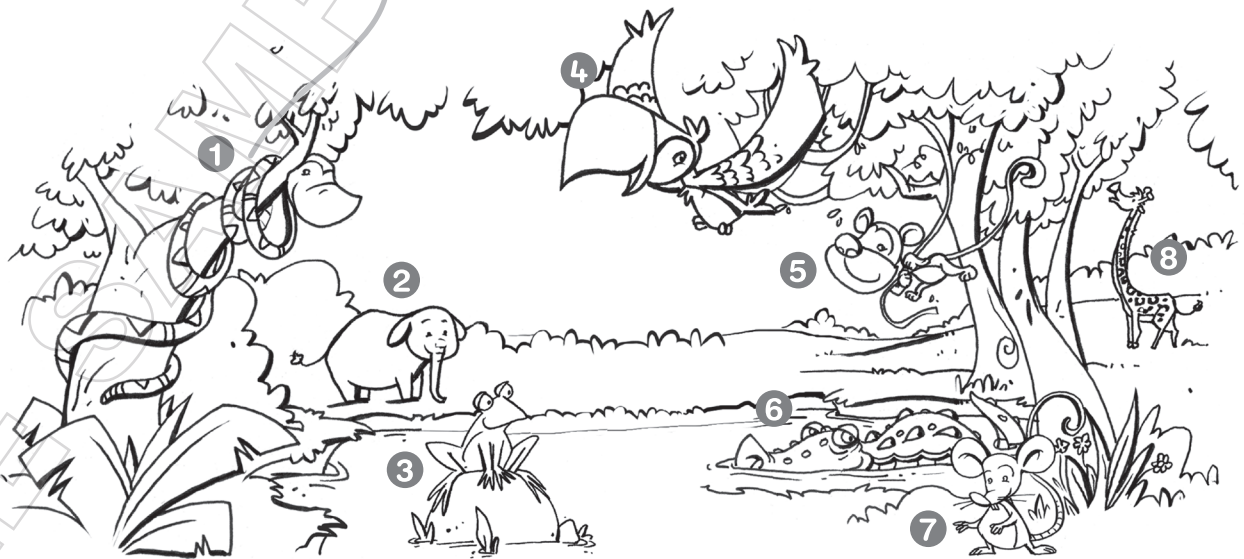
2 Połącz wyrazy ze zwierzętami na rysunku.

giraffe

snake

parrot

monkey



frog

mouse

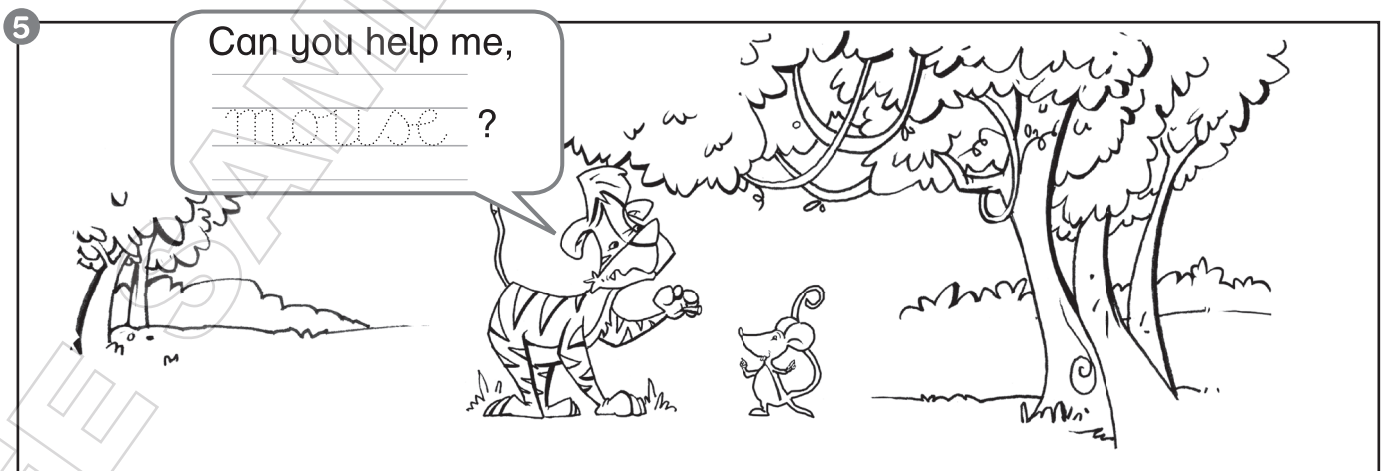
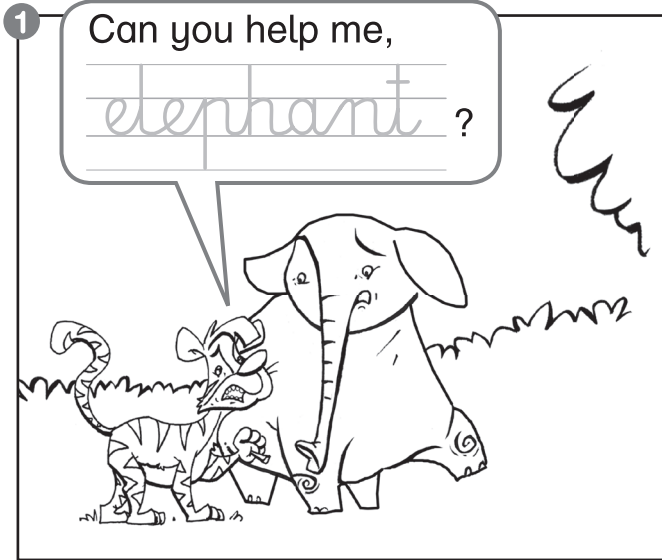
crocodile

elephant





## Lesson 2 Story

1 Pokoloruj zwierzęta i uzupełnij pytania. 

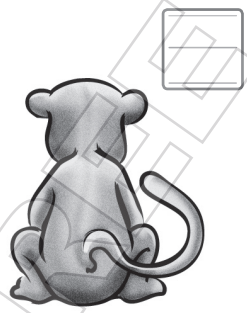
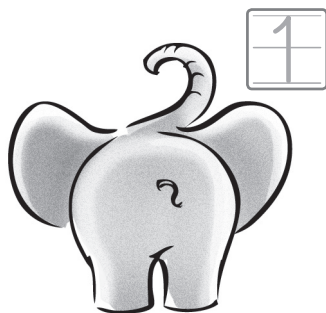


## Lesson 3 Story activities – Song

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



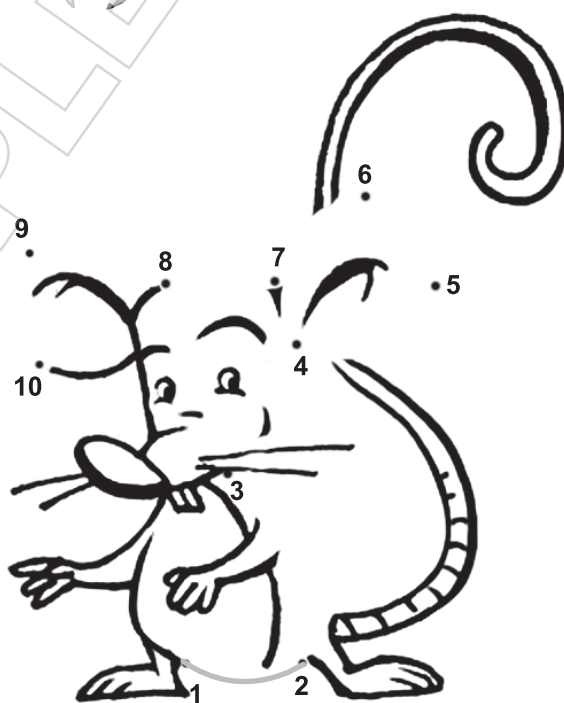
monkey elephant giraffe snake



elephant

- 2 Połącz kropki. Jakie zwierzę pomaga Tygrysowi w historyjce?

Podpisz rysunek.   




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## Lesson 4 Speaking

1 Znajdź i pokoloruj zwierzęta oraz produkty z listy. Zaznacz (✓) słowa, które zawierają dźwięk /m/.   

- monkey
- frog
- potatoes
- milk
- ham
- mouse



Tiger Phonics



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?












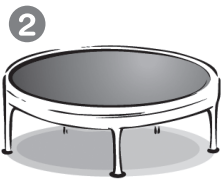
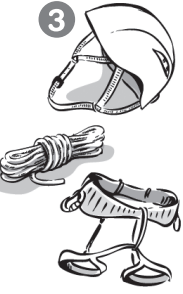

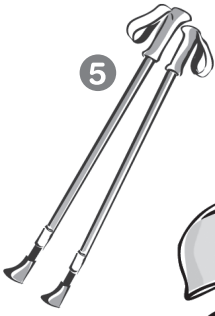

## Lesson 5 CLIL

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

1						
2						
3						

2 Połącz rysunki. Jakie czynności pokazują dzieci?  

					
walk	run	swim	fly	jump	climb

1 	2 	3 	4 	5 	6 
---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

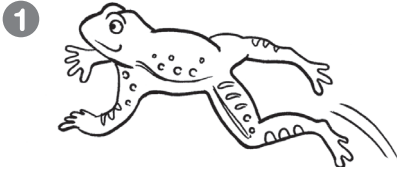
# Lesson 6 CLIL – Song



1 31 **Uzupelnij zdania. Zaspiwaj piosenke *A frog can jump*. Zaznacz (✓) i powiedz, ktore czynnosci potrafisz wykonywac.**

crocodile elephant ~~frog~~ parrot  
giraffe monkey

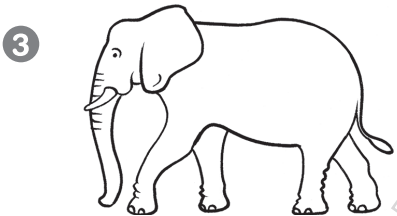
Can you?



A frog can jump.



A \_\_\_\_\_ can run.



An \_\_\_\_\_ can walk.



A \_\_\_\_\_ can swim.



A \_\_\_\_\_ can climb.



A \_\_\_\_\_ can fly.



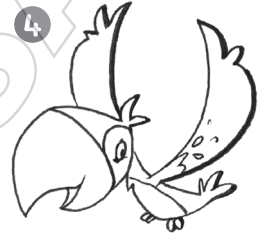
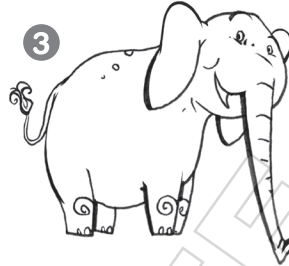
## Lesson 7 Unit review


1 Podpisz rysunki. Jakie zwierzęta widzisz na rysunkach? 

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

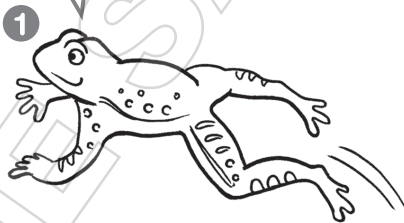


snake

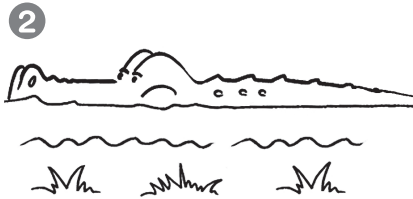


2 Zakreśl właściwe wyrazy. Co potrafią robić zwierzęta na rysunkach? 

I can walk / jump.



I can swim / climb.






I can run / fly.

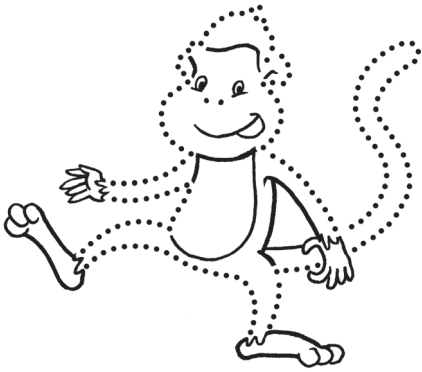




# Kids' Culture 5

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

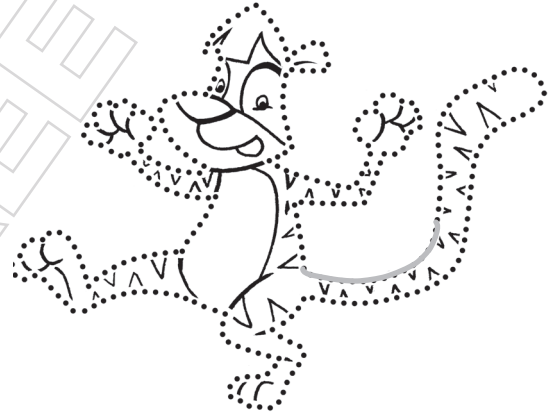
parrot ~~tiger~~ monkey



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



tiger  
\_\_\_\_\_  
\_\_\_\_\_

2 Uzupełnij zdania. Jakie zwierzęta widzisz?  

snake ~~mouse~~ frog



I can see a mouse .  
\_\_\_\_\_



I can see a \_\_\_\_\_ .  
\_\_\_\_\_

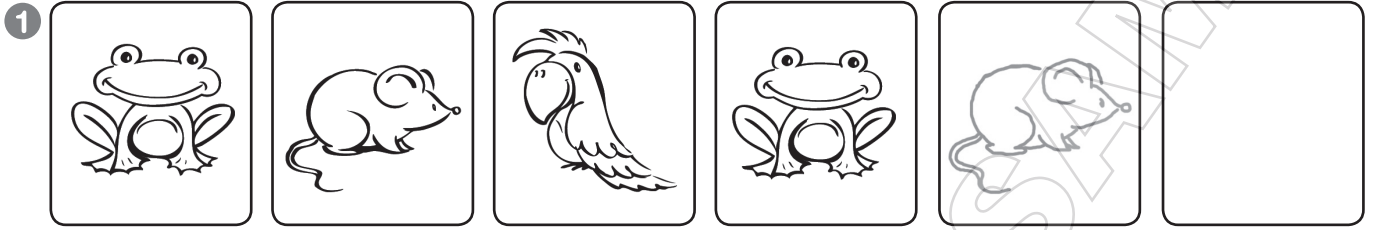


I can see a \_\_\_\_\_ .  
\_\_\_\_\_



## EARLY FINISH

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



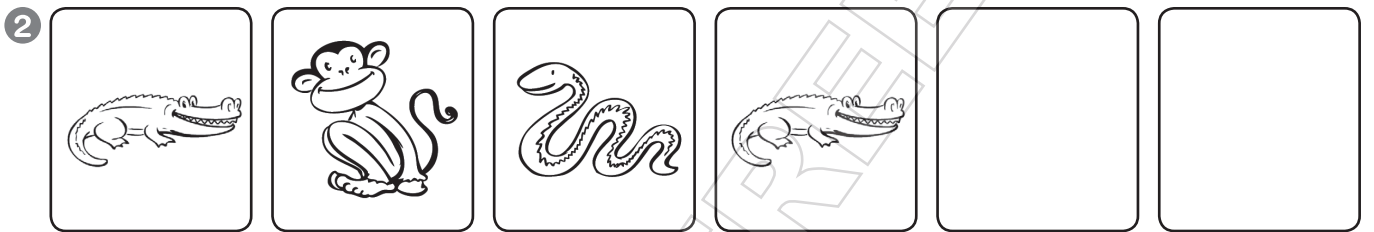
frog

mouse

parrot

frog

mouse



crocodile

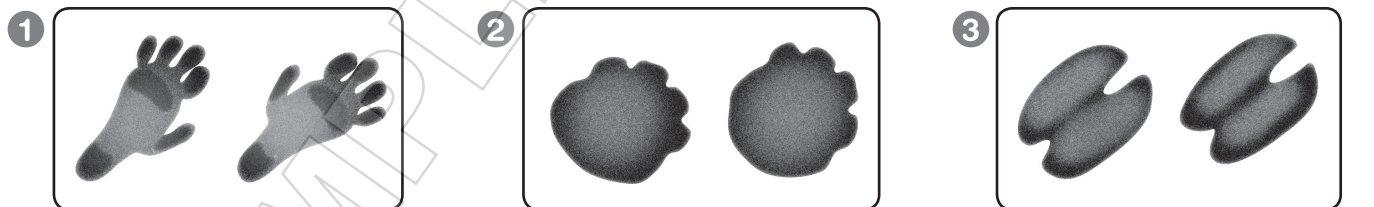
monkey

snake

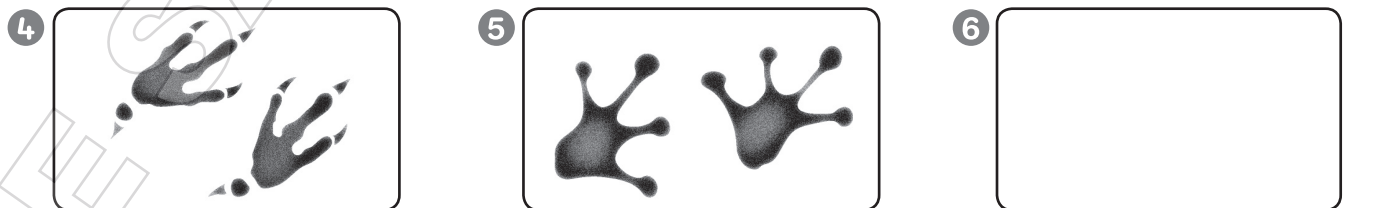
crocodile

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



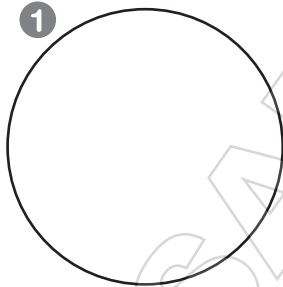
I can \_\_\_\_\_ .

4



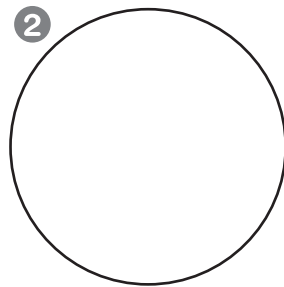
### 4 W każdym kółku narysuj zwierzę, które potrafi wykonywać daną czynność. Uzupełnij zdania.

1



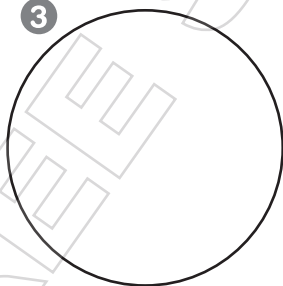
A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
can fly.

2



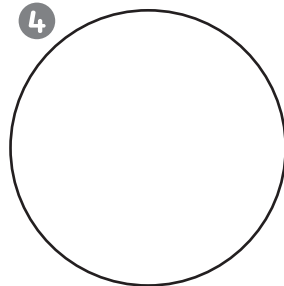
A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
can run.

3



A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
can swim.

4



A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
can climb.



# 6 The Missing Skateboard



## Lesson 1 Vocabulary

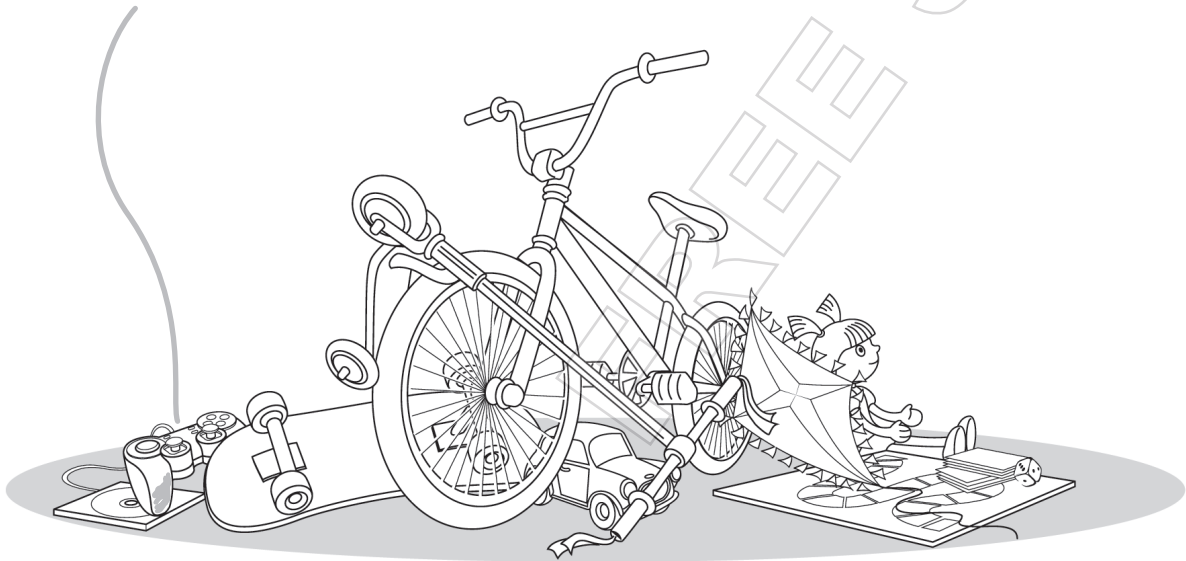
1 Znajdź i pokoloruj osiem zabawek na rysunku. Połącz je z wyrazami. 

1 computer game

2 kite

3 skateboard

4 car



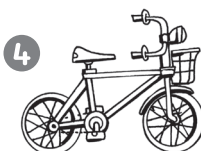
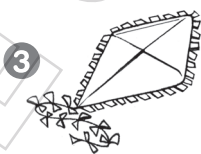
5 doll

6 bike

7 scooter

8 board game

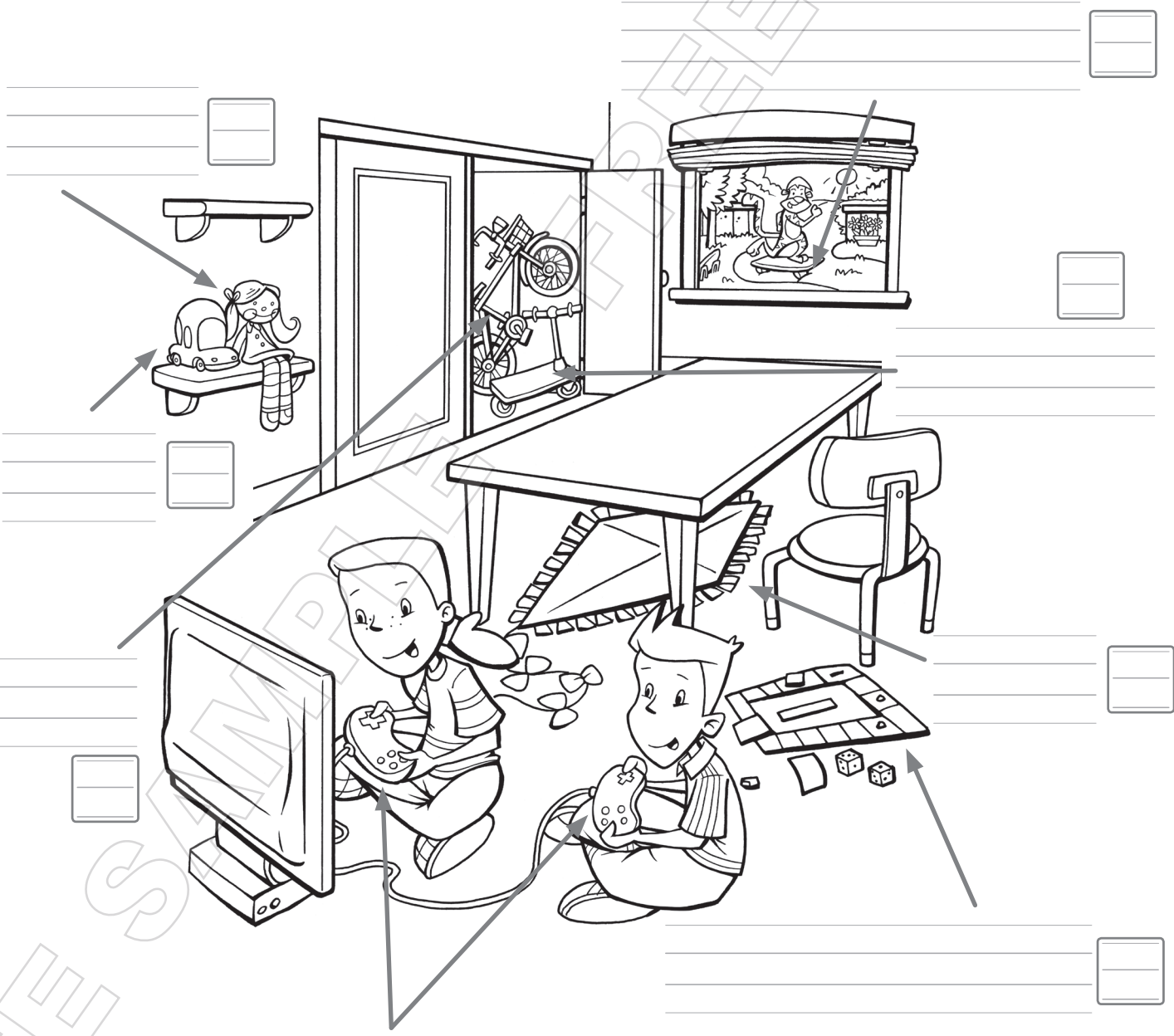
2 W każdym rzędzie zakresł właściwy cień i nazwij zabawki.  



# Lesson 2 Story

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

~~computer game~~ kite skateboard car  
 doll bike scooter board game



computer game



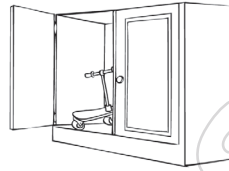


## Lesson 3 Story activities – Song

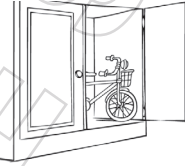
1 Uzupełnij zdania. Zaśpiewaj piosenkę *Where's my skateboard?*.

doll kite ~~scooter~~ car board game bike

1 The scooter is in the cupboard.



2 The \_\_\_\_\_ is in the cupboard.



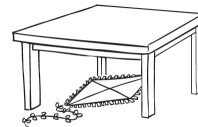
3 The \_\_\_\_\_ is on the shelf.



4 The \_\_\_\_\_ is on the shelf.



5 The \_\_\_\_\_ is under the table.



6 The \_\_\_\_\_ is under the chair.



2 Narysuj zabawkę, którą pożyczył Tygrys w historyjce.



# Lesson 4 Speaking

1 Powiedz, co widzisz na rysunkach. Napisz słowa, które zawierają dźwięk /b/.  



board game

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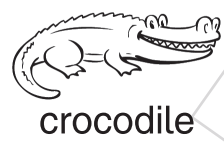
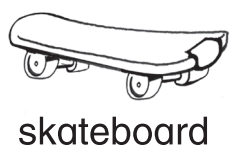
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2 Popatrz na rysunek. Uzupełnij pytania i zakreśl właściwe wyrazy. O co pytają dzieci i jakie słyszają odpowiedzi?  

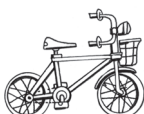
car kite bike

1 Where's the  kite ?

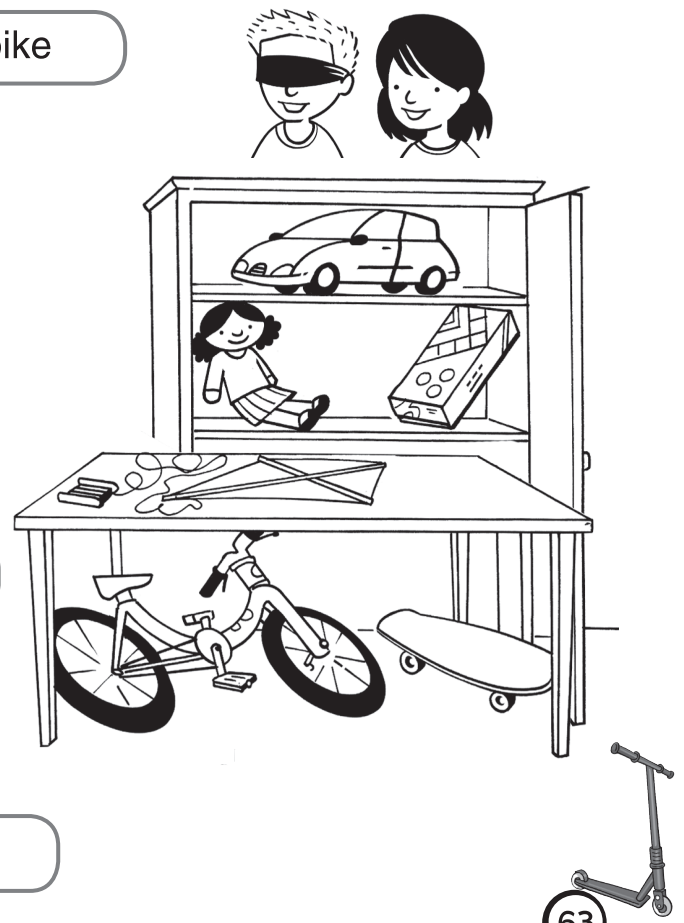
It's in / on / **under** the table.

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
















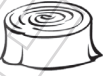


plastic



















metal

1        

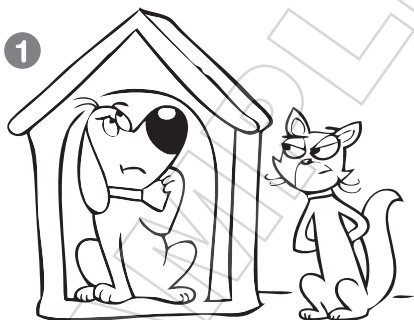
2        

3        

4        

5        

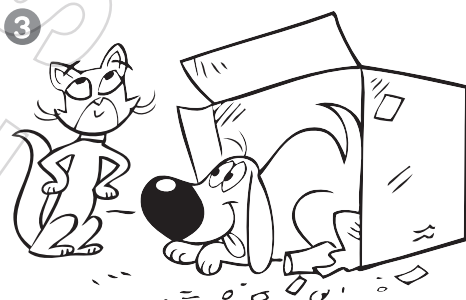
2 Zakreśl właściwe wyrazy i pokoloruj rysunki. Z jakich materiałów są zrobione domki?  



wood / plastic



wood / paper



metal / paper



plastic / metal



# Lesson 6 CLIL – Song

1 Posłuchaj piosenki *Materials are fantastic!* i zaznacz (✓) materiały, z których są zrobione zabawki.

metal						
plastic						
wood	✓					
paper						

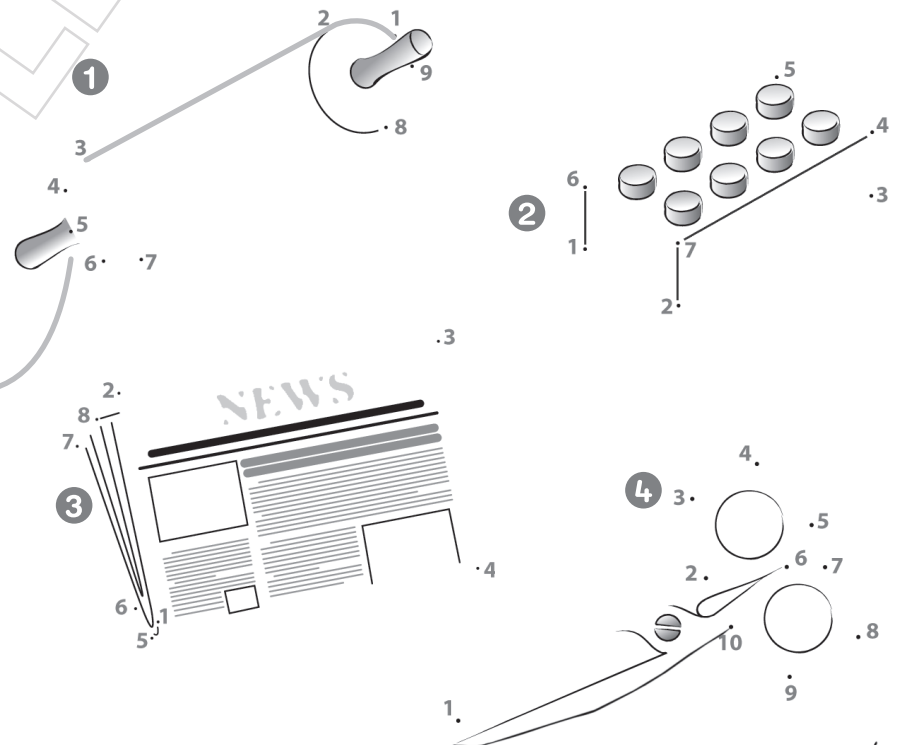
2 Połącz kropki. Dopasuj zdania do rysunków.

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. 

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.

4 The \_\_\_\_\_  
is on the table.



2 Uzupełnij zdania. 

board game    ~~doll~~    bike    kite

1  The doll is made of plastic.

2  The \_\_\_\_\_ is made of paper.

3  The \_\_\_\_\_ is made of metal.

4  The \_\_\_\_\_ is made of wood.