

4 Food We Like

Nowa podstawa programowa
Jedzenie

Lesson 1 Vocabulary

1  2.22 Listen, look and repeat. 

2  2.23 Listen, point and say *The Tiger Street word* rap.  



1 fruit juice



2 water



3 sandwiches



4 chicken



5 salad



6 yoghurt



7 crisps



8 chocolate



9 strawberries



10 ice cream

3  2.24 Listen and play *Tiger's preferences*. 



4  2.22 Point and say. Write in your notebook.   

Example: a. water

a



b



c



d



e



f



g



h



i



j



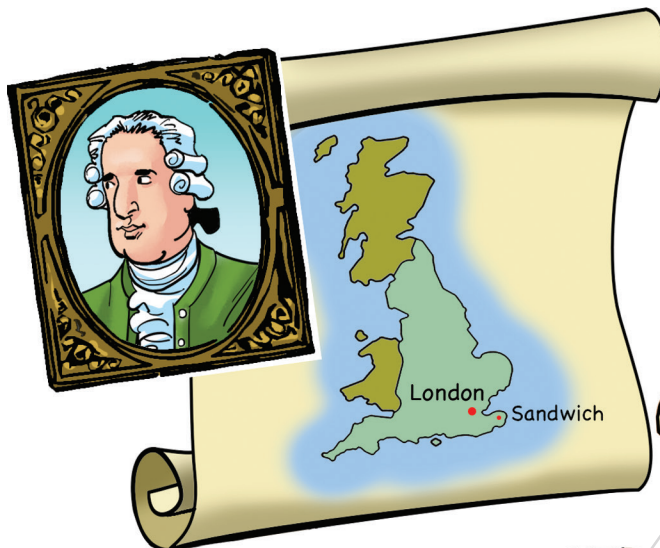
5 Do the  *Spelling bee*. 



Lesson 2 A legend

1 Listen and read *The Earl of Sandwich*. Act out the story.

1 It's the year 1762. John Montagu is the Earl of Sandwich. Sandwich is a small town in England.



2

I haven't got time for lunch. Bring me some meat and two slices of bread.

Yes, sir.

3

Mmm. This is delicious. I like meat. I like bread. It's quick. And I can work at the same time.

4

Come in. Let's play cards.

Yes, great idea.

I like cards.

5

I'm hungry.

Let's stop and have dinner.

No, I want to play. Bring me some meat and two slices of bread.

Yes, sir.

6

Mmm. That looks good.

Why don't you try? Do you like meat and bread?

Yes, I do. Bring me the same as the Earl of Sandwich.

Good idea! Bring me the same as the Earl of Sandwich, too.

This is delicious! I love meat. And I love bread.

It's quick. And we can play cards at the same time.

What a great invention!
Let's call it a 'sandwich'.

And so the sandwich gets its name from the Earl of Sandwich. It's still a very popular food today!

What's your favourite sandwich?

2  2.26 Read and answer the questions. Listen and check. 

- 1 Who is John Montagu?
- 2 Where is Sandwich?
- 3 What does the Earl eat for lunch?
- 4 What two things does the Earl eat for dinner?
- 5 What do his friends call the Earl's food?

Tiger Street Club Values

Eat healthy food.



Think about it:

- Is it important to eat healthy food?
- What healthy snacks do you eat?



Lesson 3 Speaking

1 Play *True or False*.



Talk about food we like.

I like chocolate.

True.

I don't like strawberries.

False.

2 Say what your friend likes.



Dawid likes chocolate.

3 Play *Guess who!*



Do you like sandwiches?

Yes, I do.

Do you like chicken?

No, I don't.

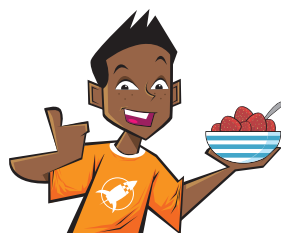
Are you Nasim?

Yes, I am.



	like ✓	don't like X
Clare		
Nasim		
Ellie		
Ben		

4 Say what the children from the Tiger Street Club like. Play *Memory*.



Ellie likes strawberries.

Lesson 4 Listening and Speaking

1 2.27 Listen and repeat. Say.



Lizzie eats **chicken**, **biscuits** and **sandwiches**.
Tyler likes **ice cream** with **slices** of **cake**, **white bread**.

2 2.28 Listen, read and match with your fingers. Sing *I like food*.

I like food when it's delicious.
I like food when it's nutritious.
Some food is good for me to eat.
And some food is a special treat!

I love **ice cream**. I like bananas, too.
But I don't like **yoghurt**.
What about you?

I love **strawberries**. I like **chocolate**, too.
But I don't like **chicken**. What about you?

I love **salad**. I like **sandwiches**, too.
But I don't like **crisps**. What about you?



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

water, fruit juice

fruit juice, sandwich

chicken, yoghurt

ice cream, yoghurt



I don't like fruit juice.

I like fruit juice.



I like yoghurt. Snap!

I like yoghurt.



Tasty and healthy

Lesson 5 CLIL

1 2.31 Listen, point and repeat. Cover and play

Word or number?

- 1 raw
- 2 fresh
- 3 sweet
- 4 sour
- 5 crunchy

2 2.32 Listen and read.

Fun ways to eat fruit and vegetables

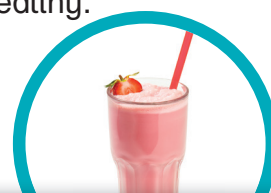


1 Make ice fruit lollies. You can use fresh fruit or fruit juice. Different kinds of fruit make different colours!

Fruit and vegetables help you grow and stay healthy. You need to eat five portions every day. Here are five fun ways to eat fruit and vegetables.



3 Make a fruit salad. You can mix sweet and sour fruit. Don't add sugar!



2 Make a sweet smoothie of fruit, milk, yoghurt and ice cubes. Delicious!



4 Make a funny face with salad and eat it. It's fun and good for you, too.



5 Make crunchy vegetable sticks. Use raw carrots or celery. Take vegetable sticks to school in a lunch box.

3 2.33 Read and say **True or False**. Listen and check.

- 1 Fruit and vegetables help you stay healthy.
- 2 You need to eat two portions every day.
- 3 You make a smoothie with carrots and cheese.
- 4 You need to add sugar to a fruit salad.
- 5 You can make a funny face with salad.

4 Play **Question chain**.

Do you like crunchy vegetable sticks?



Yes, I do.



Do you like sweet smoothies?



No, I don't.



Lesson 6 CLIL

1 2.34 Listen, read and say.

In the UK...

- Lots of children have lunch at school.
- Some children have a packed lunch.
- They bring food to eat in a lunch box.
- Other children have a hot lunch.



WHAT ABOUT POLAND?



2 2.35 Listen and read. Say.

What do you have for lunch at school?

Lunch at my school

I have a packed lunch at school.

I have sandwiches, fresh fruit, a yoghurt and fruit juice. I like chicken sandwiches and natural yoghurt. I like sweet fruit: apples and bananas. I don't like sour fruit: lemons or oranges. But I love orange juice.

My friend Ben has a hot lunch.

He likes vegetable soup. He loves shepherd's pie. It's made of potatoes and meat.

by Jack

Jack



Ben



3 2.36 Listen and read. Act out the story.

TIGER STREET TALES

1 Look! The kitchen door is open.

2 Come on. Let's make a smoothie.

3 I love nuts. I like chicken.

4 Now add milk, yoghurt and ice cubes.

5 Oh no!

6 What a mess! Never mind!

Great! It's ready to go.

Good idea!

And I like cheese.

Quick! Put the lid on the blender.

Cheese, chicken and nut smoothie is delicious!

Lesson 7 Unit review

1 2.37 Listen, find and point. Say and write in your notebook.

Example: a. I like salad.



I like ...



I don't like ...



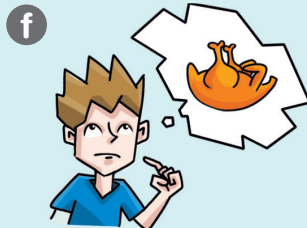
Do you like ...?



He likes ...



I like ...



I don't like ...



Do you like ...?



She likes ...

2 2.38 Read, order the letters and say. Listen and check.

Write in your notebook.

Example: 1. I make ice lollies with fresh fruit.

- 1 I make ice lollies with **fesrh** fruit.
- 2 I make a **sewet** smoothie of bananas and yoghurt.
- 3 I love **rwa** carrots. They are **cnruhcy**.
- 4 I like **suor** oranges.



3 2.39 Listen and repeat. Act out the dialogue.

I love smoothies.

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

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

Ah, thanks. I get it now.



Tiger Review 2



1 Play Tiger's Trail.




2 2.12 2.30 Sing a song from Units 3–4.

3 2.40 Read and say. Listen and check.



1 I can  , but I can't



. My brother can 

2 Can you do this workout:



? Yes, I can!

3 I like  , but I don't like



. My mum likes



Do you like  ? Yes, I do!

4 I don't like oranges. They're



. I love banana smoothies.

They're



4 2.5 2.25 Match the words to the stories with your fingers.

Tell one story.  

Story 3



a

the Earl of Sandwich lunch
meat bread friends cards
dinner sandwich

Story 4



b

kick the ball boys work hard
a hundred press-ups
play for the team goals star



5 Things We Do Every Day

Nowa podstawa programowa
Mój dzień,
moje zabawy

Lesson 1 Vocabulary

1 2.43 Listen, look and repeat.

2 2.44 Listen, point and say *The Tiger Street word rap*.



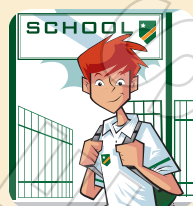
1 get up



2 have breakfast



3 brush your teeth



4 go to school



5 have lunch



6 go home



7 have dinner



8 have a shower



9 put on your pyjamas



10 go to bed

3 Play *Tiger's mime*.



What's this?

It's 'brush your teeth'.



4 2.43 Point and say. Write in your notebook.

Example: a. have breakfast



5 Do the Spelling bee.

Lesson 2 A myth

1 Listen and read *King Midas*. Act out the story.

1 King Midas is a greedy man. He loves gold more than his daughter, Princess Zoe.



2 One day, King Midas meets a genie.



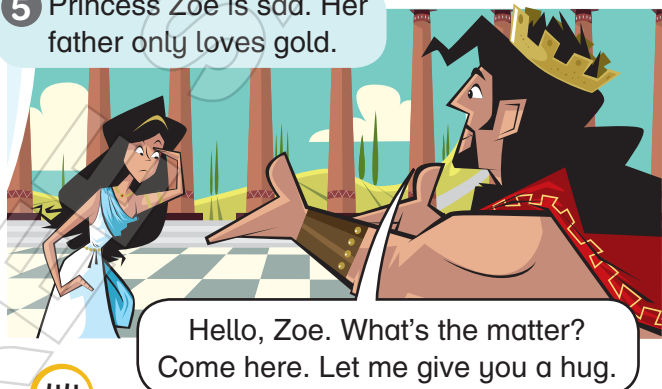
3 The next day, King Midas wakes up at seven o'clock.

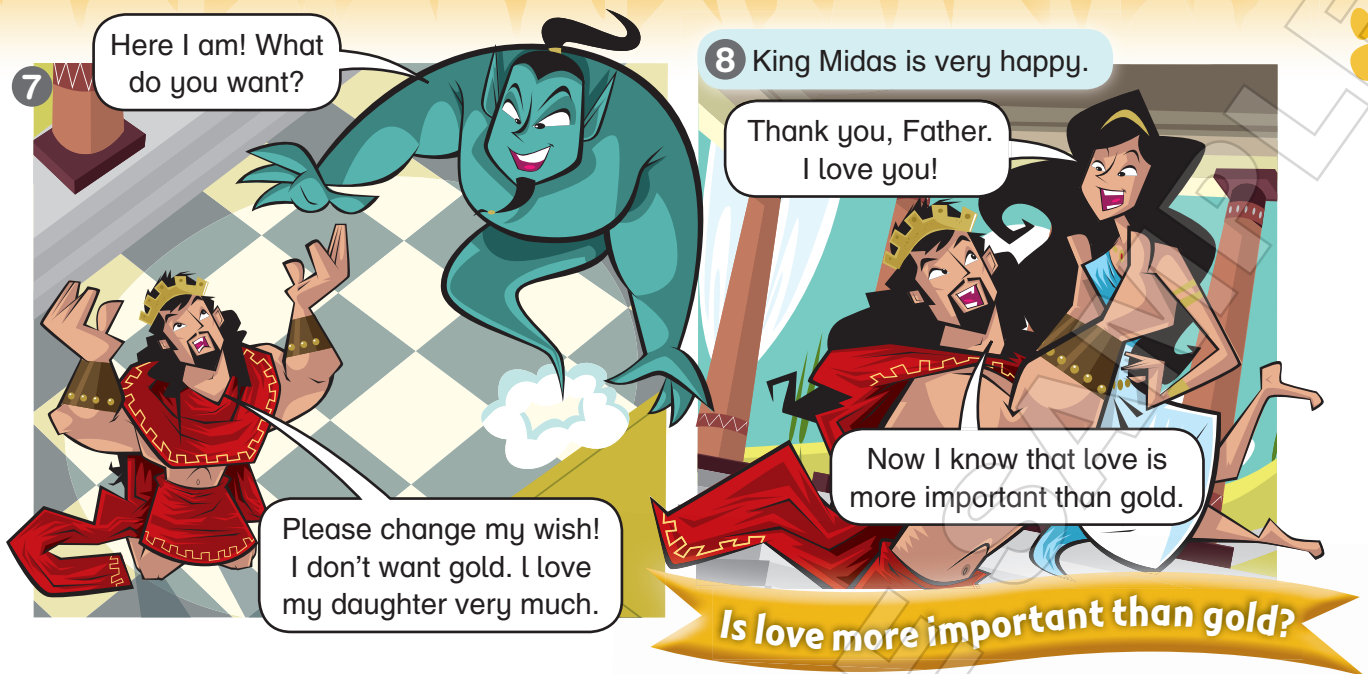


4 King Midas has breakfast at half past seven.



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





2 2.46 Read and say *True or False*. Listen and check.

- | | |
|-------------------------------------|--|
| 1 King Midas loves gold. | 4 King Midas' son turns into gold. |
| 2 King Midas meets an old woman. | 5 King Midas wants to change his wish. |
| 3 King Midas can have three wishes. | 6 The genie helps King Midas. |

3 2.47 Listen and match with your fingers. Say.

five o'clock

half past eleven

half past six

one o'clock

1:00

1:30

2:00

5:00

6:30

8:00

9:30

11:30

half past one

half past nine

eight o'clock

two o'clock

What time is it? 3:00, 5:30, 7:00, 10:30

Tiger Street Club Values



Don't be greedy.



Think about it:

- Why is it important not to be greedy?
- Are you ever greedy?



Lesson 3 Speaking

Talk about what we do at different times.



1 Say, listen and respond *Me too* or *I don't*.



I have breakfast at half past seven.

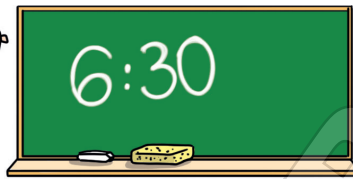
I go to school at 8 o'clock.



I don't.

Me too!

2 Play *Guess what your friend does*.



Piotrek gets up at half past six.

3 Play *Guess who!*

Do you get up at seven o'clock?

Yes, I do.







Do you go to bed at half past nine?

No, I don't.

Are you Ben?

Yes, I am.



				
 Ben	7:00	8:30	6:00	9:00
 Ellie	7:30	8:00	7:00	9:30
 Nasim	7:00	7:30	6:30	9:30
 Clare	7:30	8:00	7:00	8:30

4 Say what the children from the Tiger Street Club do every day.

Play *Memory*.



Ellie has breakfast at eight o'clock.

Clare goes to bed at half past eight.



Lesson 4 Listening and Speaking

1 2.48 Listen and repeat. Say.



Hannah has a snack with her cat at five o'clock every Saturday.
Charlie eats a banana in the car in his pyjamas at half past six.

2 2.49 Listen, read and match with your fingers. Sing *My day*.

It's my day, my typical day.
That's what I do every day.

I **get up** at seven o'clock.

I **have breakfast** and I **go to school**.

I **have lunch** at one o'clock.

I play with my friends. It's cool.

I **have dinner** at six o'clock.

I **put on my pyjamas** and say 'goodnight'.

I **go to bed** at nine o'clock.

I read a book and turn out the light.



3 Make the mini-cards. Play *Find the same*.

I get up at half past seven.

I brush my teeth at nine o'clock.



I get up at eight o'clock.

Me too!









A typical day

Lesson 5 CLIL

1 3.1 Listen, point and repeat. Cover and play

Word or number?   

1  6:30	2  12:00	3  4:00	4  7:00	5  10:30	6  12:00
in the morning	at midday	in the afternoon	in the evening	at night	at midnight

2 3.2 Listen and read.

Time Zones

The world has got 24 time zones. That's one for every hour of the day. When you get up in the morning, it's time for people on the other side of the world to go to bed.



It's seven o'clock in the morning in New York. It's light. Bradley gets up at seven o'clock.



It's one o'clock in the afternoon in Madrid. Pedro is at school, too. He's in class. He's hungry. He has lunch at half past one.



It's twelve o'clock midday in London. Emily is at school. She has lunch at twelve o'clock.



It's ten o'clock at night in Sydney. It's dark. Sonya is at home. Sometimes she goes to bed at ten o'clock.

3 3.3 Read and answer the questions. Listen and check.

- | | |
|--|------------------------------------|
| 1 How many time zones has the world got? | 3 What time does Emily have lunch? |
| 2 What time does Bradley get up? | 4 Where is Pedro at one o'clock? |
| | 5 What time does Sonya go to bed? |

4 Play Time puzzles.

New York		London		Madrid		Sydney
8:00	+ 5 hours	1:00	+ 1 hour	2:00	+ 9 hours	11:00
in the morning		in the afternoon		in the afternoon		at night

It's ten o'clock in the morning in New York. What time is it in London?



It's three o'clock in the afternoon.



Lesson 6 CLIL

1 3.4 Listen, read and say.



In the UK...

- Many children start school at nine o'clock and go home at half past three.
- Lunch is at twelve o'clock.
- Lots of children have dinner at six o'clock and go to bed at nine o'clock.



WHAT ABOUT POLAND?

2 3.5 Listen and read. Say.

What is your school day like?

A day in the life ...

I live in London in England. I get up at half past seven in the morning. I have breakfast at eight o'clock. I go to school at half past eight.

At school, I start lessons at nine o'clock. I have a break at half past ten and I play with my friends. I have lunch at twelve o'clock. I go home at half past three.

After school, I do my homework and I play on my computer. I also play football in the park with my friends. I have dinner at seven o'clock. I go to bed at half past eight.

by Clare



3 3.6 Listen and read. Act out the story.

TIGER STREET TALES

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

2 Is he a squirrel?

3 What does he say?

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

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

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

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

I'm in bed.

Oops! Sorry!

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

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

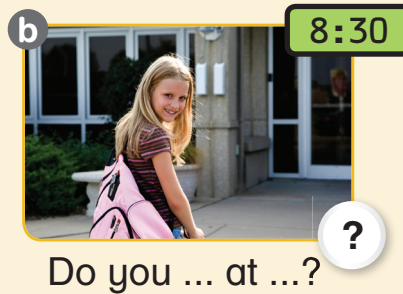
It's Squirrel, your friend in the UK.

Hello. Who is it?

Lesson 7 Unit review

1 3.7 Listen, find and point. Say and write in your notebook.

Example: a. I have breakfast at eight o'clock.



2 3.8 Read and say. Listen and check. Write in your notebook.

Example: 1. It's three o'clock in the afternoon in Warsaw.



in the morning

in the afternoon

in the evening

at night

1 It's



in Warsaw.

2 It's



in Toronto.

3 It's



in Tokyo.

4 It's



in Delhi.

3 3.9 Listen and repeat. Act out the dialogue.

What time is it, please?

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

All right.
I'm nearly ready.





6 At the Beach

Nowa podstawa programowa
Mój czas
wolny i wakacje
Przyroda wokół
mnie

Lesson 1 Vocabulary

1 3.10 Listen, look and repeat.

2 3.11 Listen, point and say *The Tiger Street word rap*.



1 collecting shells



2 making a sandcastle



3 playing volleyball



4 playing Frisbee



5 playing badminton



6 swimming



7 fishing



8 snorkelling



9 putting on sun cream



10 flying a kite

3 Play *Tiger's mime and guess*.



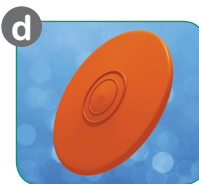
What am I doing?

You're swimming.



4 3.10 Point and say. Write in your notebook.

Example: a. swimming



5 Do the *Spelling bee*.

Lesson 2 An adventure story

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

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

What are you doing?

I'm collecting shells.

I'm making a sandcastle.

We're playing volleyball. Come and join us.

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

Hey Lia! What's that?

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

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

Wow! Look at the fish.

Yes. They're amazing!

4 Oh no! It's a shark.

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

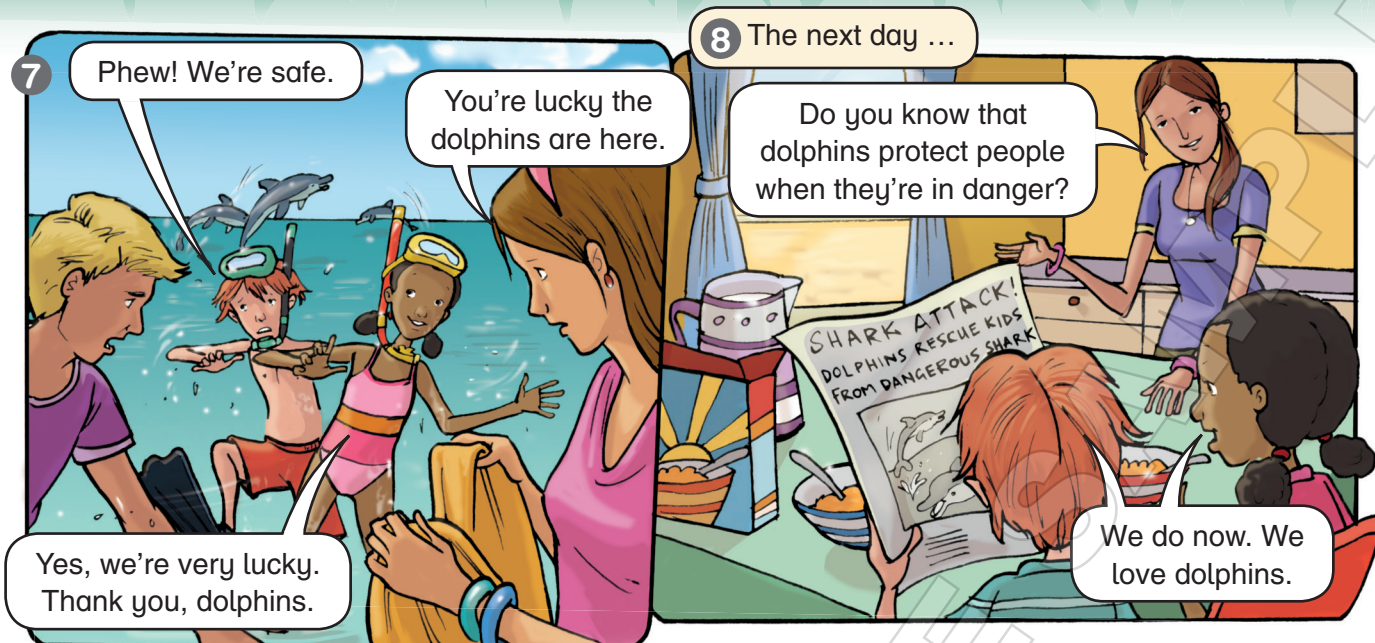
6 Suddenly, three dolphins appear.

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

5 Help!

It's a shark. Save us!

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



Do you like dolphins?

2 3.13 Read and answer the questions. Listen and check.

- 1 What are Sam and Lia doing in the sea?
- 2 What is the shadow in the water?
- 3 What are the dolphins doing?
- 4 What is the shark doing?
- 5 Are Sam and Lia safe?
- 6 Do Sam and Lia like dolphins?



Keep safe.



Think about it:

- Is it important to keep safe?
- What do you do to keep safe?





Lesson 3 Speaking

1 Play *True or False*.

I'm playing badminton.



True.



I'm snorkelling.



False. You're fishing.



2 3.14 Point and say. Listen to the sounds and guess.

a He's making a sandcastle.

a



b She's swimming.

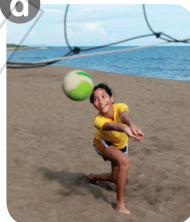
b



c



d



e



3 Play *Guess who!*



Are you playing badminton?

Yes, I am.

Are you wearing a yellow T-shirt?

No, I'm not.

Are you Ron?

Yes, I am.



4 Look and say. Play *Memory*.

Jane is making a sandcastle.
She's wearing a blue T-shirt.

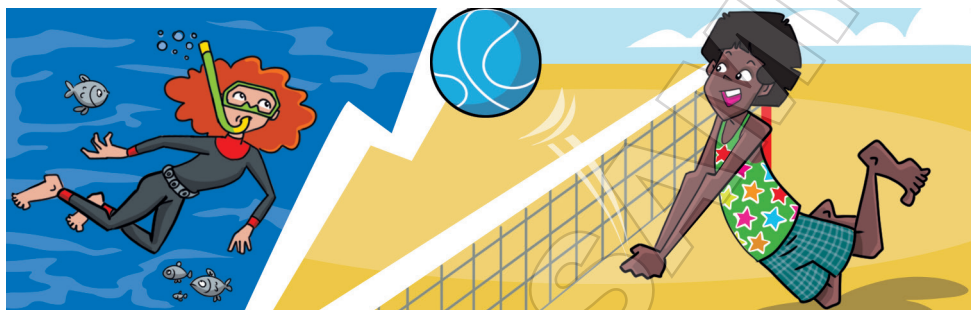


Ed is collecting shells.
He's wearing a red T-shirt.



Lesson 4 Listening and Speaking

1 3.15 Listen and repeat. Say.



Wendy is snorkelling in the **w**ater. She's **w**earing a **w**etsuit.
Victor is playing **v**olleyball. He's wearing a **v**ery colourful **v**est.

2 3.16 Listen, read and match with your fingers.

Sing *It's summer time!*

It's summer time,
it's summer time.
We're playing on the beach,
and having fun.

I'm **making a sandcastle**.
You're **playing volleyball**.
He's **collecting shells**.
She's **playing badminton**.
I'm **flying a kite**.
You're **playing Frisbee**.
She's **putting on sun cream**.
He's **swimming** in the sea.



3 Make the mini-cards. Play *Say and arrange*.

Number two. She's putting on sun cream.



Number five. He's snorkelling.



OK! Let's check.

At the seaside

Lesson 5 CLIL

1 3.19 Listen, point and repeat. Cover and play

Word or number?   



starfish



snail



jellyfish



seahorse

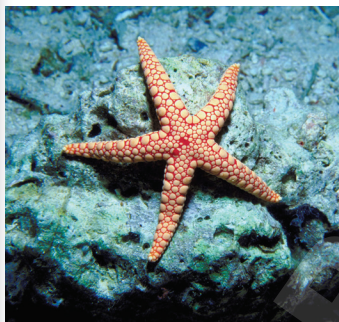


crab

2 3.20 Listen and read.

Secrets of the sea

Rock pools are small pools of sea water.
There's exciting sea life in rock pools.
Wear shoes when you explore rock pools.



This is a starfish. It's resting in the rock pool. It's safe here.



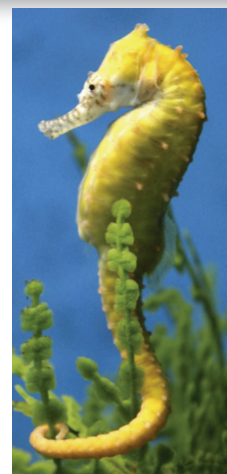
This is a snail. It's hiding from the waves.



This is a crab. It's walking sideways. It's looking for food.



This is a jellyfish. It's catching small fish.



This is a little seahorse. It's swimming in the rock pool.

3 3.21 Read and say *True or False*. Listen and check.

- 1 Rock pools are big pools of sea water.
- 2 Don't wear shoes when you explore rock pools.
- 3 The crab is looking for food.
- 4 The snail is catching small fish.
- 5 The seahorse is swimming in the rock pool.

4 Play *Name the animal*.



It's walking sideways.

It's the crab.



Lesson 6 CLIL

1 3.22 Listen, read and say.

In the UK...

- Many children go to the seaside in the summer.
- They visit interesting places and they go to the beach.
- They explore rock pools.
- They look for crabs and seahorses.



WHAT ABOUT POLAND?



2 3.23 Listen and read. Say.

Imagine you're at the seaside. What are you doing?

A holiday postcard

Dear Aunt Rasha,

I hope you're well.

I'm having a great time at the seaside. We're staying in a bed and breakfast near the beach. It's fantastic!

Today it's cloudy and raining. We're visiting a search and rescue centre. It's lots of fun.

See you soon,

Love from Nasim



3 3.24 Listen and read. Act out the story.

TIGER STREET TALES

1 What a lovely day! Look! Magpie is happy. He's singing.

2 Suddenly ...

3 Uh-oh! Look! There's a kite.

4 Oh no! Help!

5 Quick! I'm scared.

6 Don't worry, Magpie. I'm coming.

Don't panic! Here I am. I'm cutting the string with my teeth.

Hurry up!

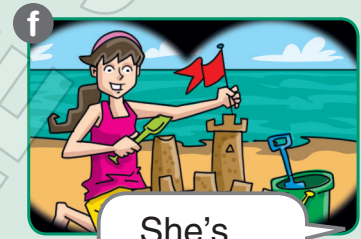
Help, Magpie. I'm flying!

Don't worry, Squirrel. I'm coming.

Lesson 7 Unit review

1 3.25 Listen, find and point. Say and write in your notebook.

Example: a. I'm snorkelling.



2 3.26 Read, find and say. Listen and check.

Write in your notebook.

Example: 1. starfish

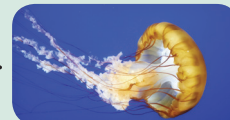
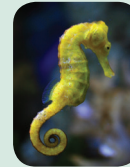
1 It's resting in the rock pool.

2 It's catching small fish.

3 It's looking for food.

4 It's swimming in the rock pool.

5 It's hiding from the waves.



3 3.27 Listen and repeat. Act out the dialogue.

What are you doing?

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

I'm looking for my pen.

Here it is.

Great! Thank you.



Tiger Review 3



1 Play Tiger's Trail.



2 2.51 3.18 Sing a song from Units 5–6.