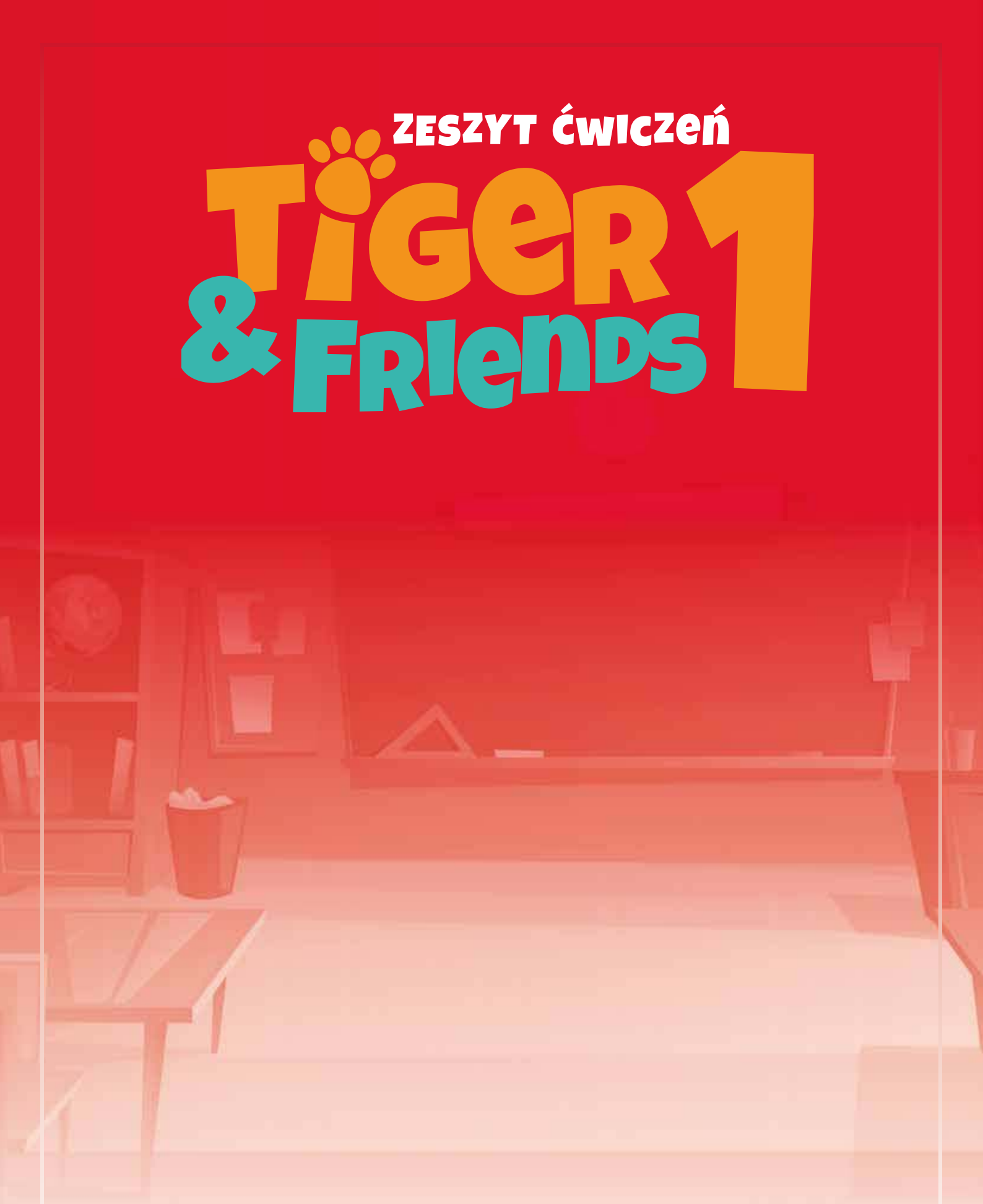
ZESZYT ĆWICZEŃ

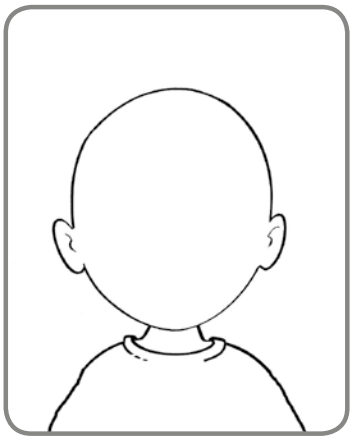
Tiger & Friends 1



Carol Read, Mark Ormerod
with Magdalena Kondro

macmillan education

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: **Załóż 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 & Friends 1

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

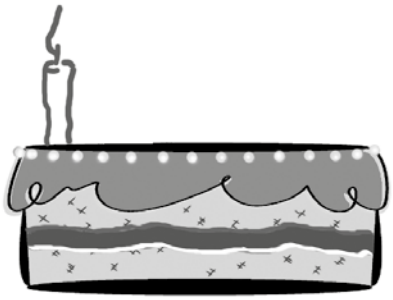
1 Pokoloruj cyfry. Jakiego koloru jest każda z nich?

1 2 3 4 5
6 7 8 9 10

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

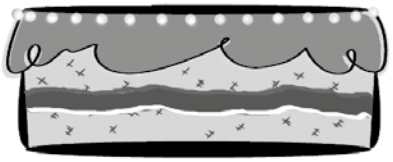
1



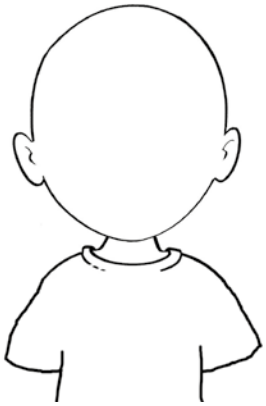


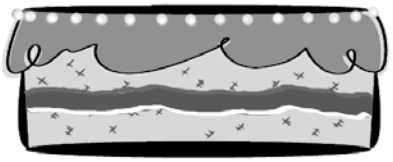
2





3

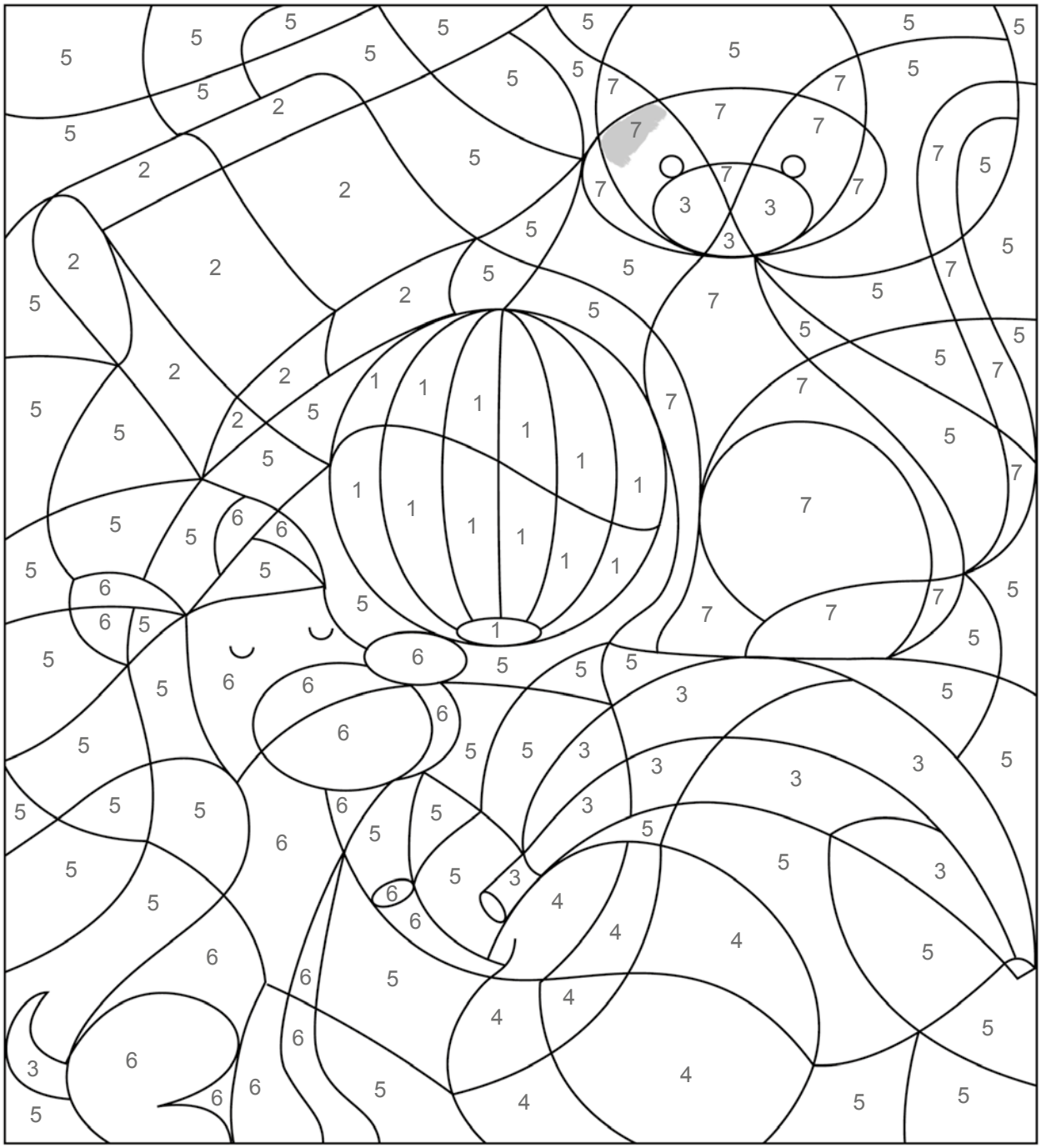




Lesson 3

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

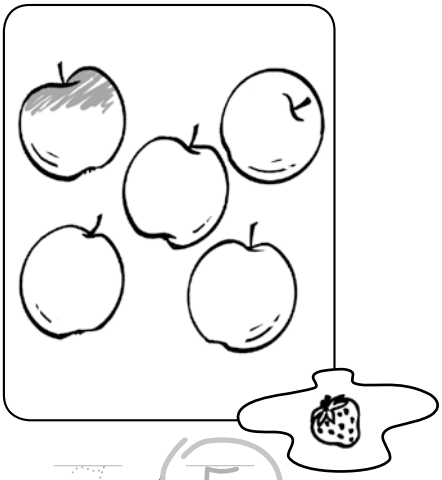




Lesson 4

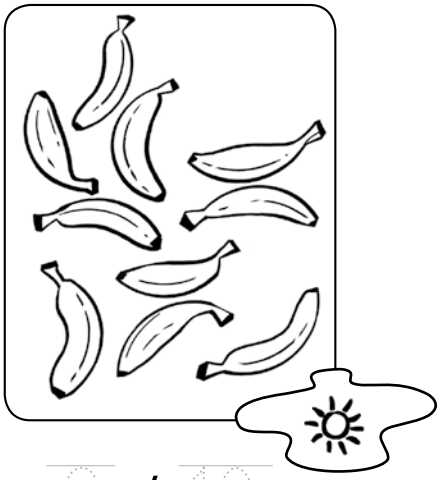
1 Pokoloruj rysunki zgodnie z kolorami symboli. Policz przedmioty i zwierzęta. Zakreśl i napisz po śladzie właściwe cyfry.

1



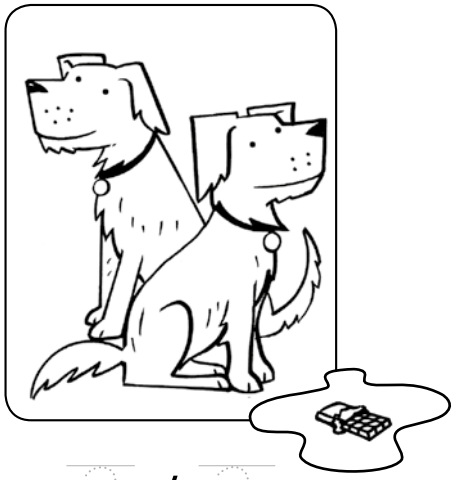
7 / 5

2



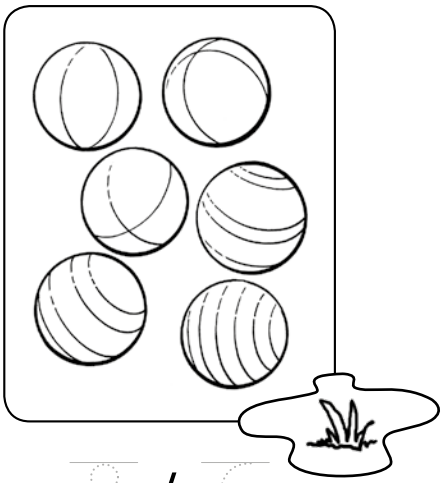
9 / 10

3



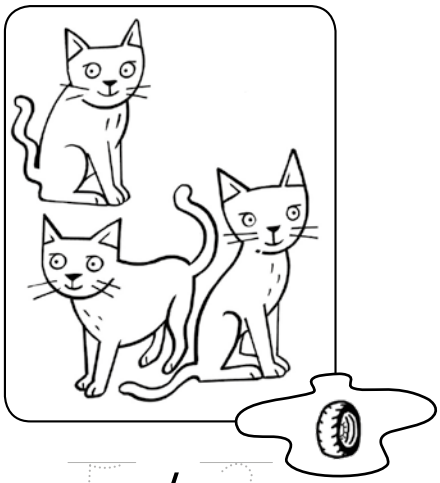
2 / 3

4



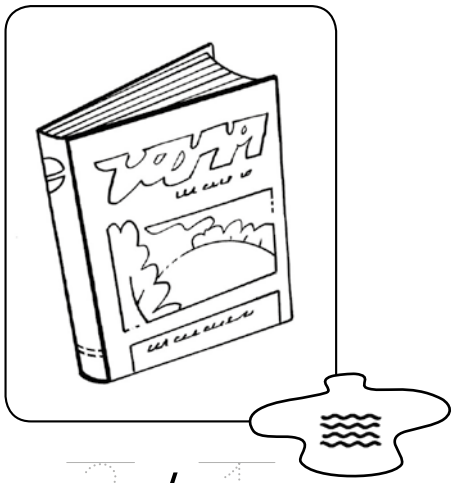
8 / 6

5



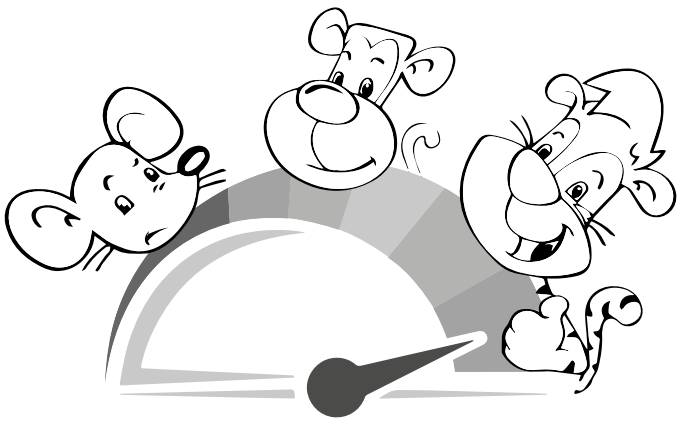
5 / 3

6



2 / 1

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



Ocenianie kształtujące





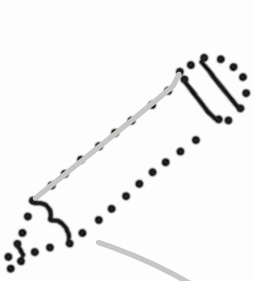
1 Welcome to School



Lesson 1 Vocabulary

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

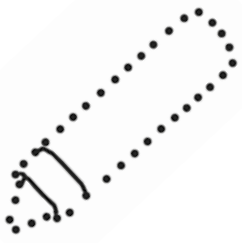




pencil



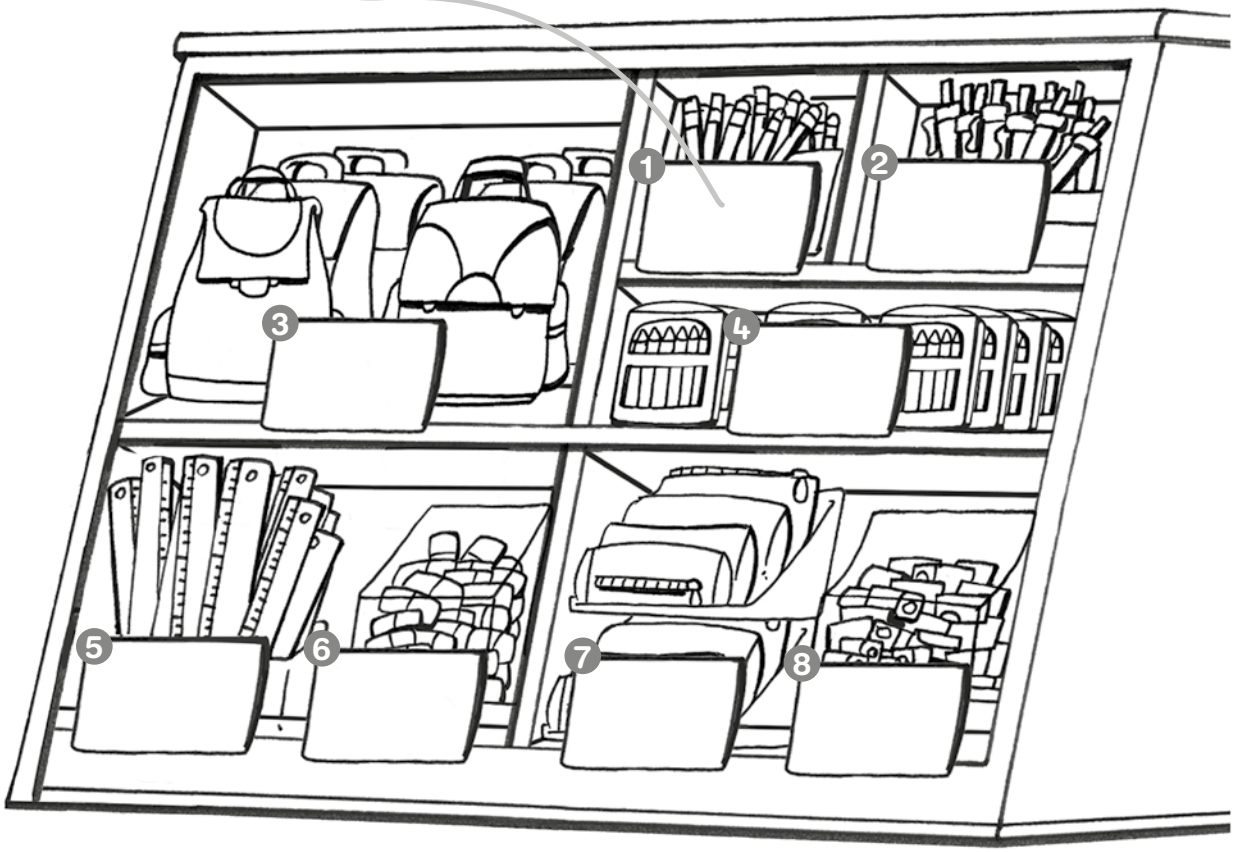
bag



crayon



pen

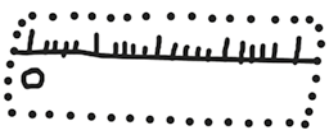




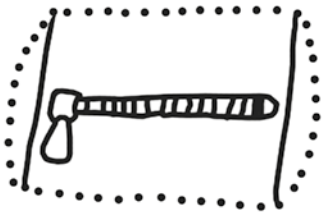
rubber



sharpener



ruler



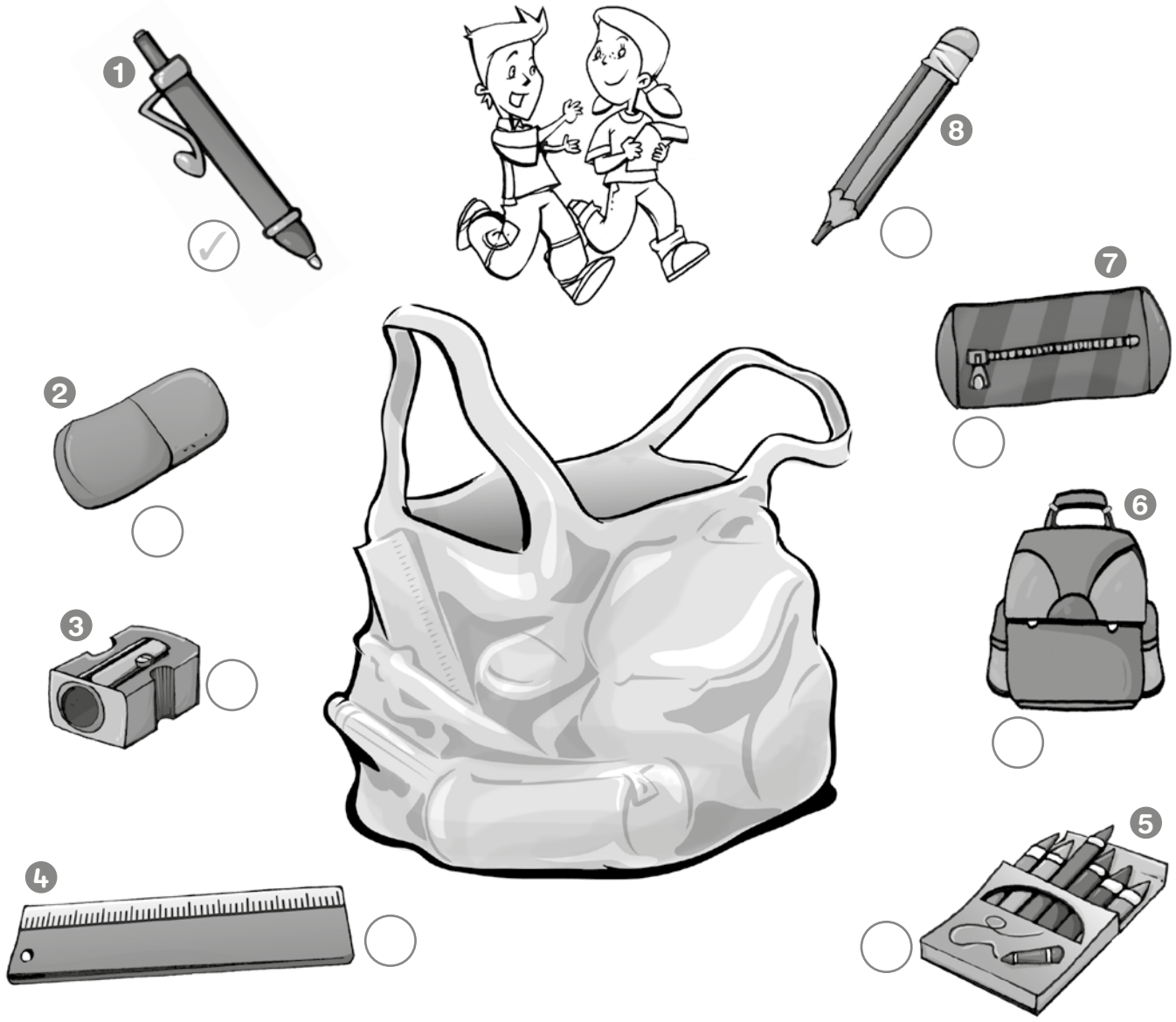
pencil case

Lesson 2 Story

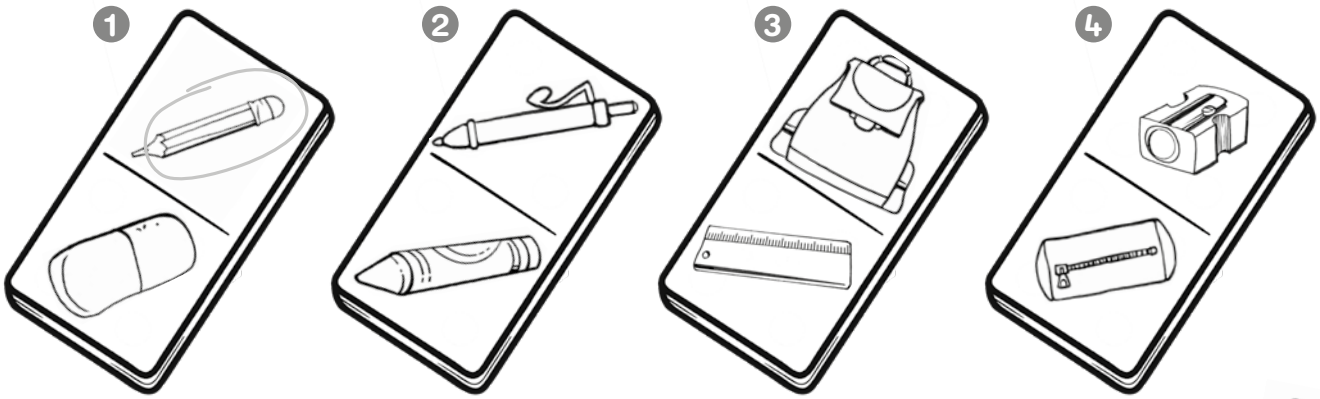
▶ VIDEO 01

STORY TIME

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



2 Przeczytaj podpisy i zakreśl właściwe rysunki.

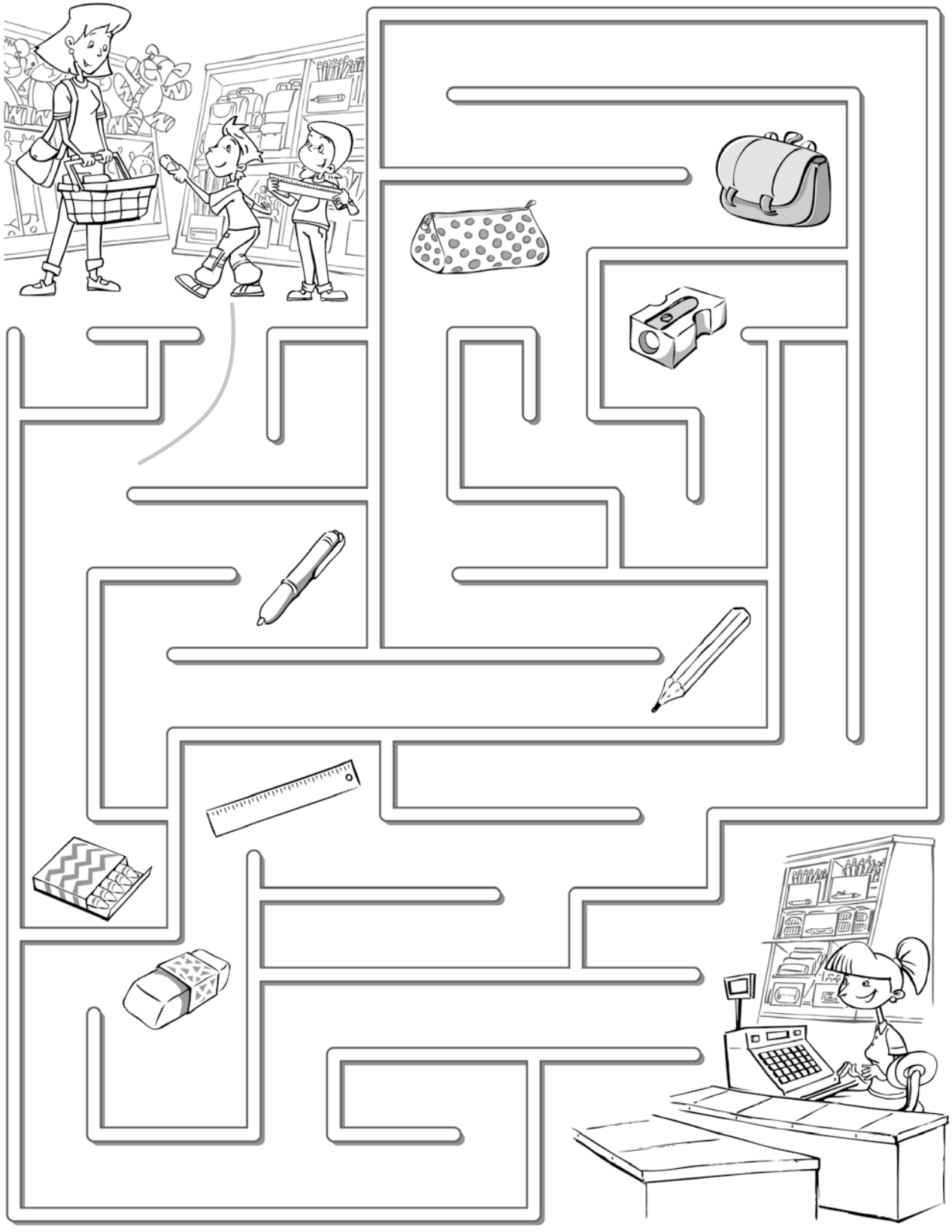


pencil crayon ruler sharpener



Lesson 3 Story activities – Song

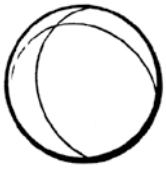
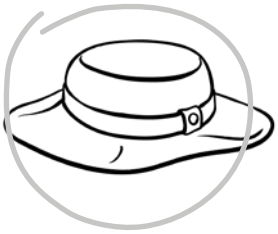
1 1.24 Narysuj drogę przez labirynt i zbierz przedmioty z piosenki *Can I have this pen, please?*. Zaśpiewaj tę piosenkę.



Lesson 4 Speaking

1 Powiedz, co widzisz na rysunkach. W każdym rzędzie zakreśl słowo, które zawiera dźwięk /æ/ (jak w wyrazie *bl<u>a</u>ck*).

❶

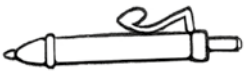




❷



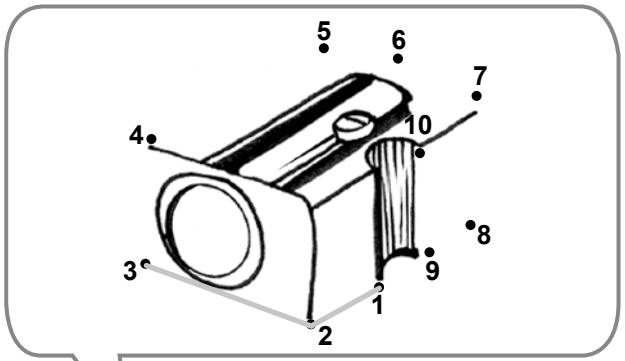


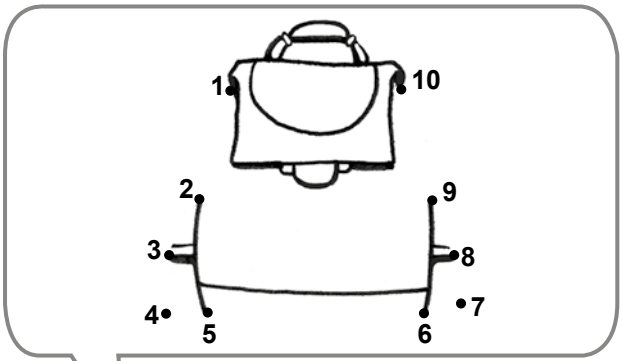
❸





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









EDUKACJA SPOŁECZNA

Lesson 5 CLIL

1 Połącz rysunki. Jakie czynności wykonują postaci?

1 

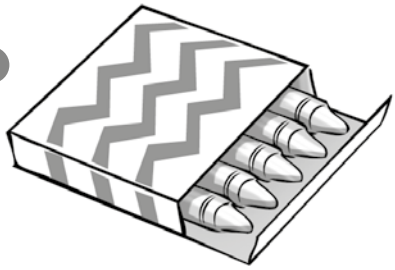
draw

2 

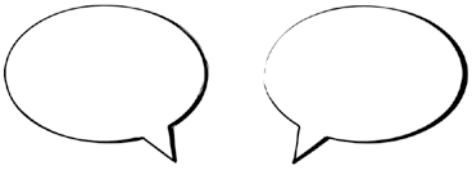
play

3 

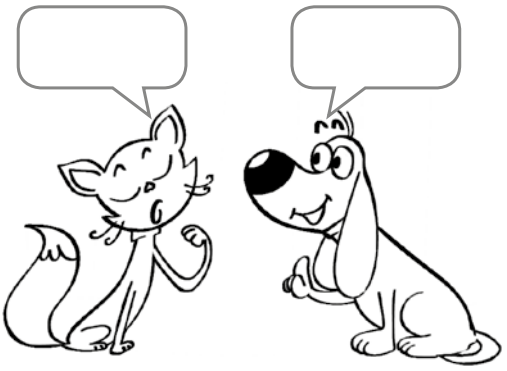
sing

4 

colour

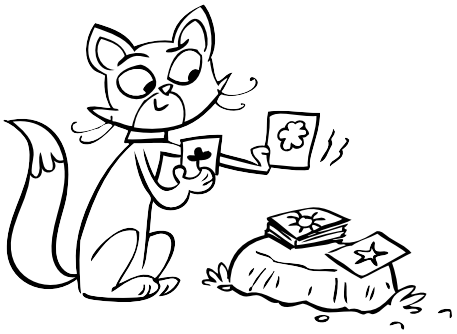
5 

talk

a 

b 

c 

d 

e 

Lesson 6 CLIL – Song

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

a 

b 

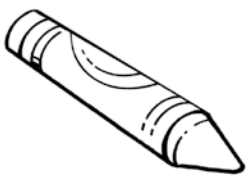
c 

d 

e 

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

1 sing 2 colour 3 draw

a 

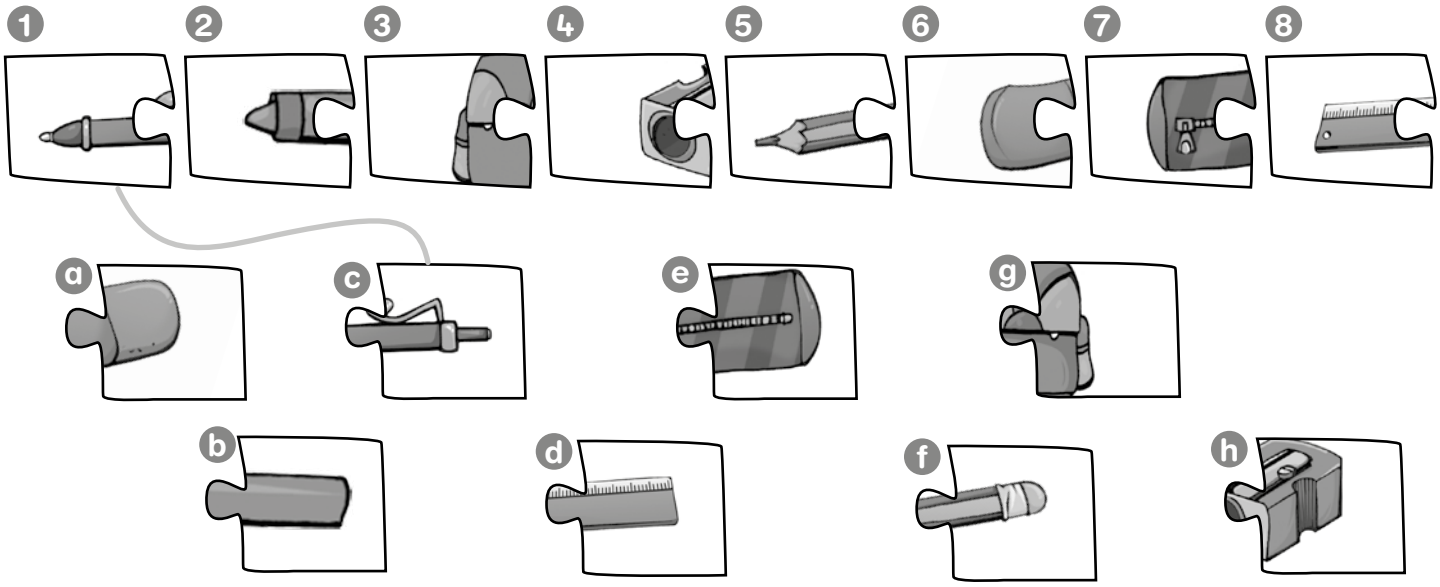
b 

c

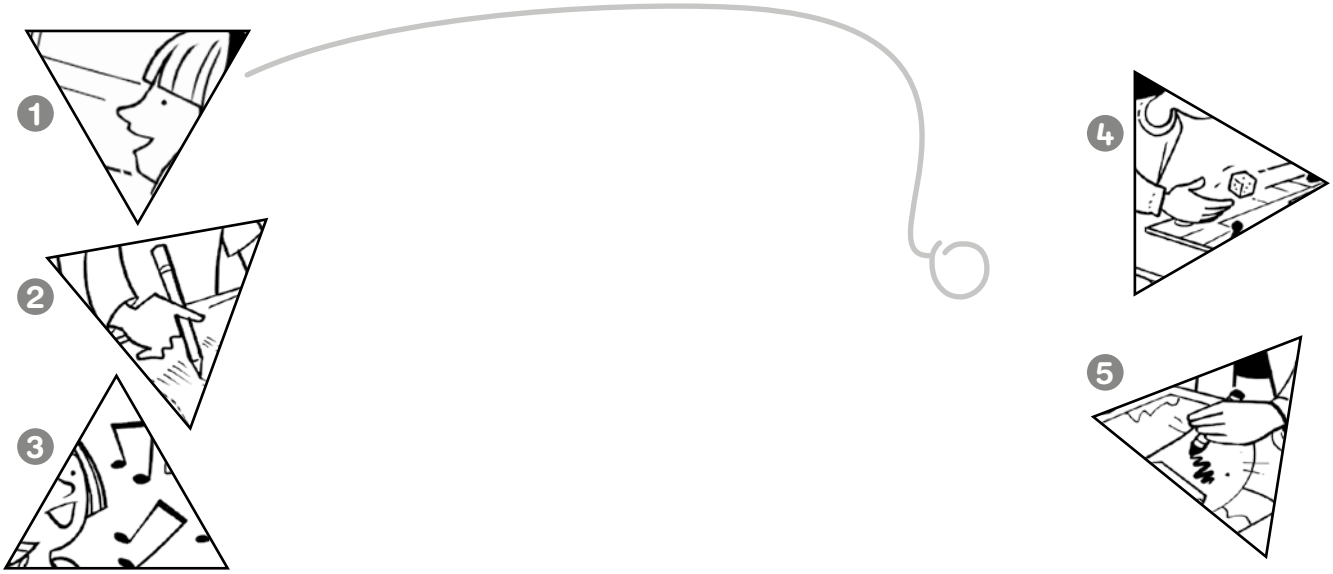


Lesson 7 Unit review

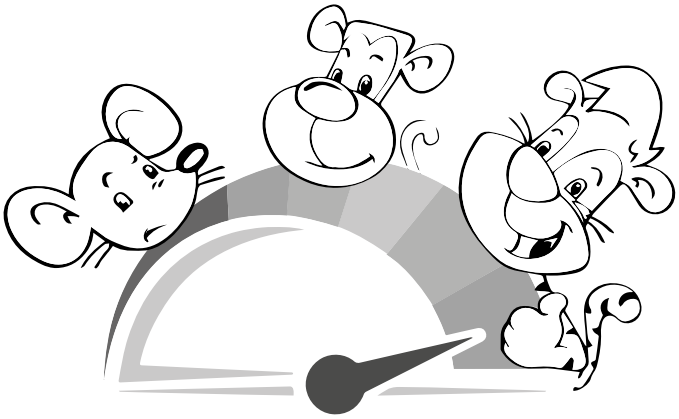
1 Połącz połówki przedmiotów. Jakie przybory szkolne widzisz na rysunkach?



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

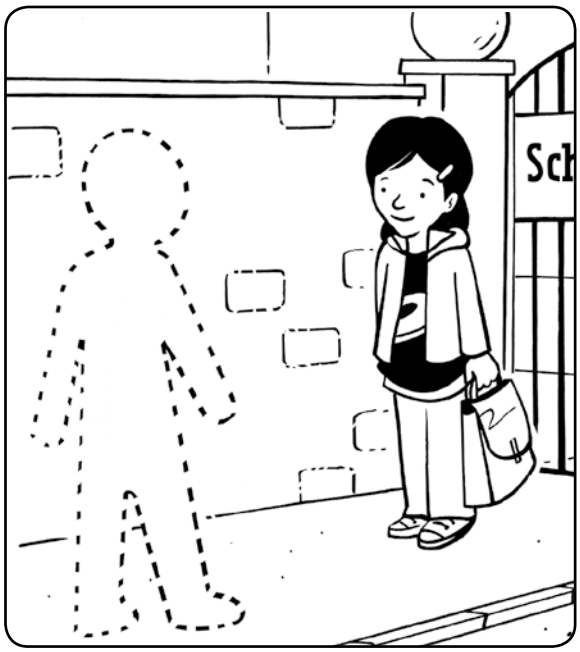
▶ VIDEO 02

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

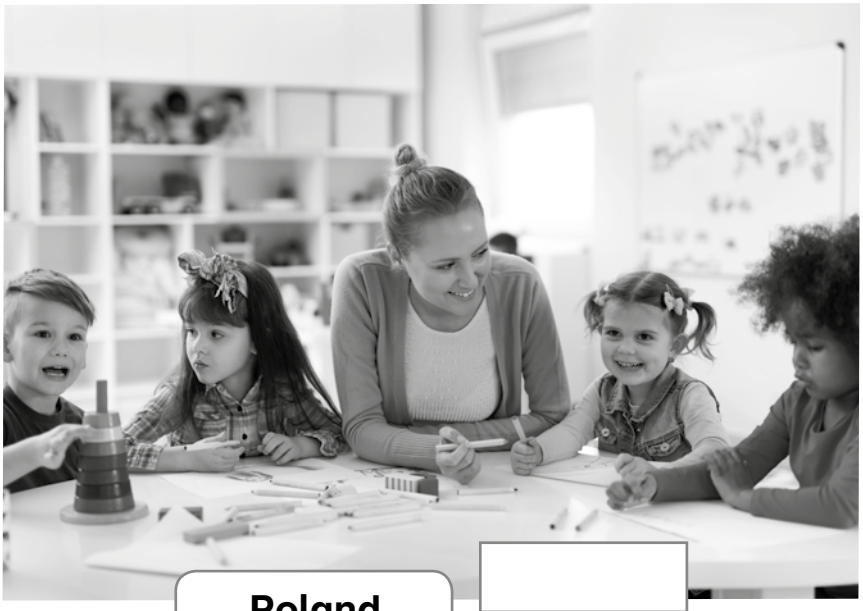
2 4 6 8

2 4 8

2 6



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



Poland

draw ✓

colour ○

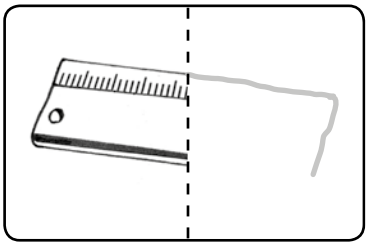
sing ○

talk ○

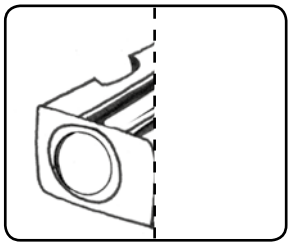
play ○

EARLY FINISH

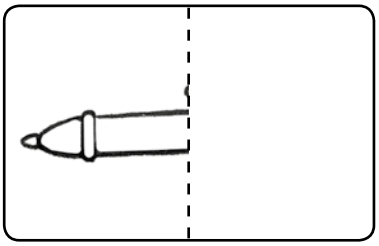
1 Dokończ rysunki i je pokoloruj.



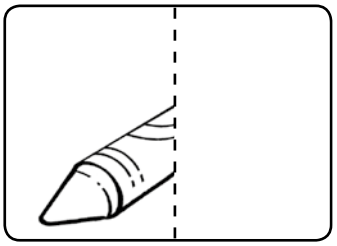
ruler



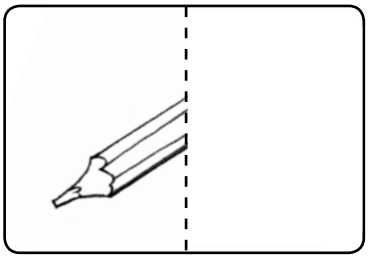
sharpener



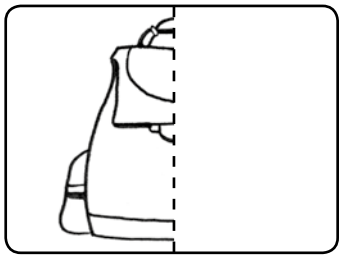
pen



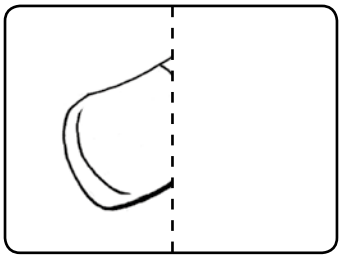
crayon



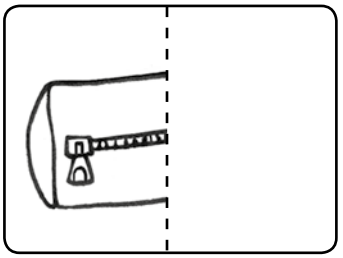
pencil



bag

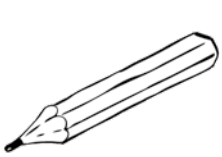


rubber

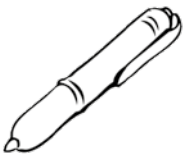


pencil case

2 Narysuj, co jest w twoim piórniku, i pokoloruj rysunek.
*Możesz napisać wyrazy po śladzie.



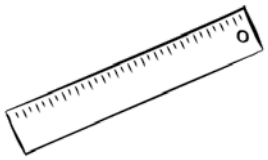
pencil



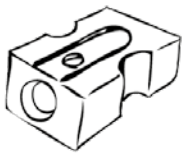
pen



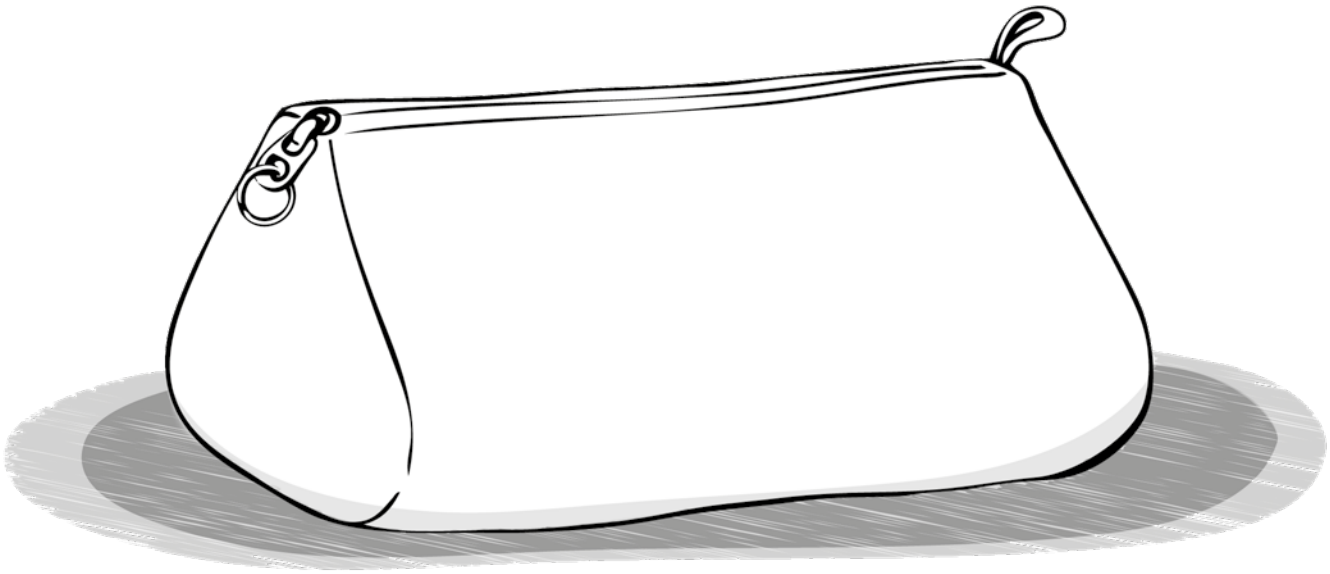
crayon



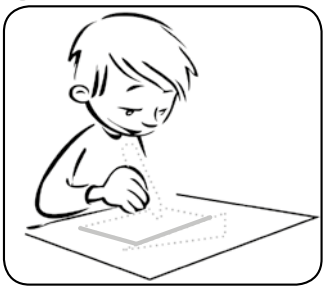
ruler



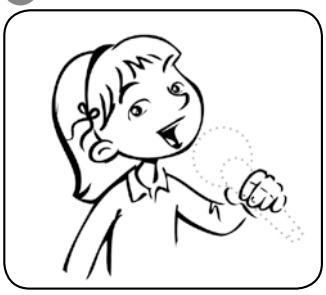
sharpener



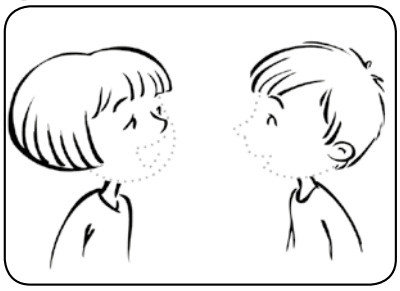
3 Dokończ rysunki i je pokoloruj.

1 

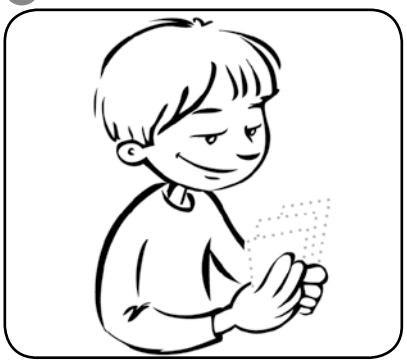
draw

2 

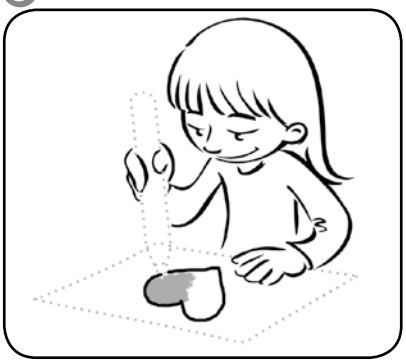
sing

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 

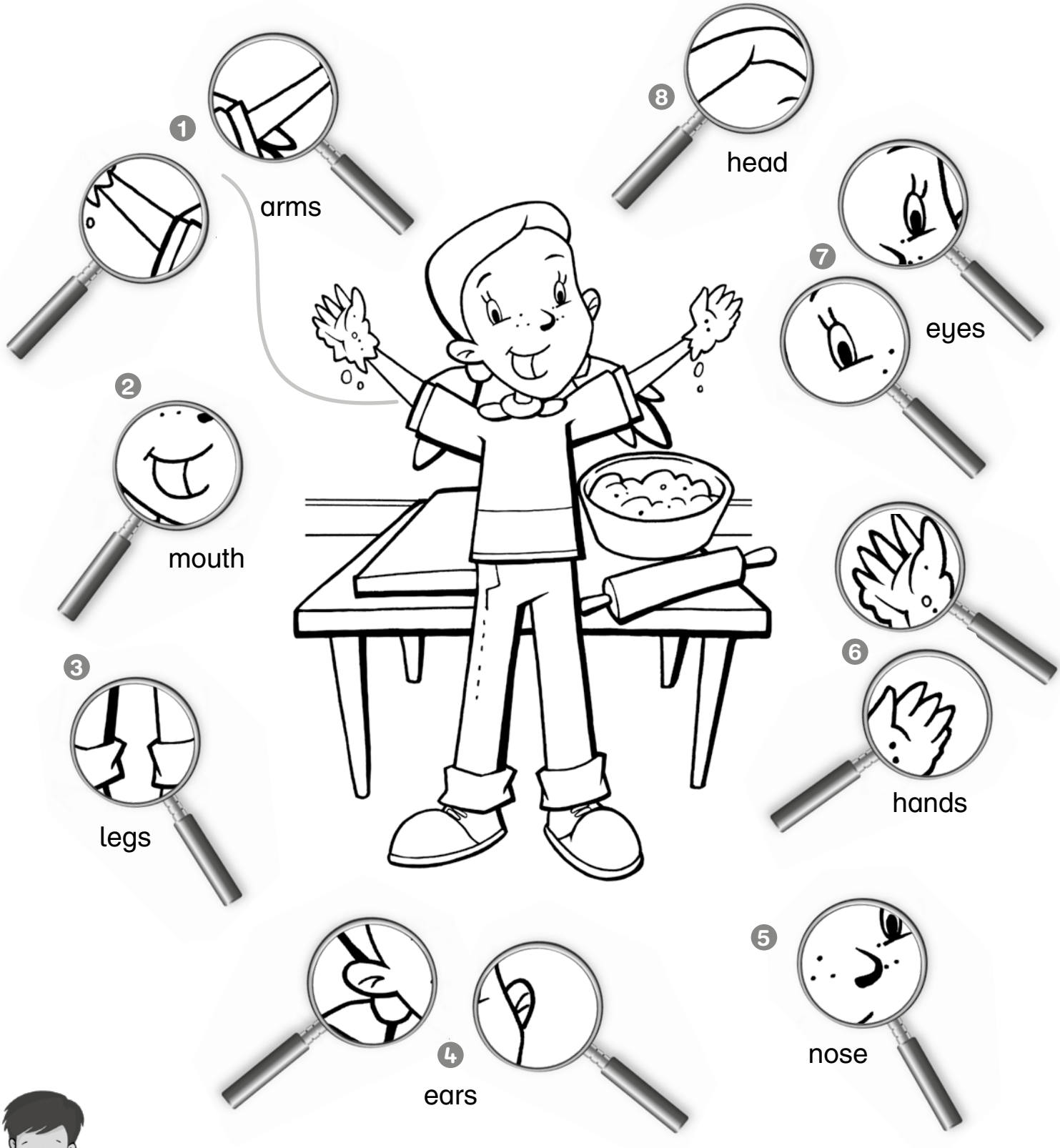
c I draw at school.

2 The Gingerbread Man



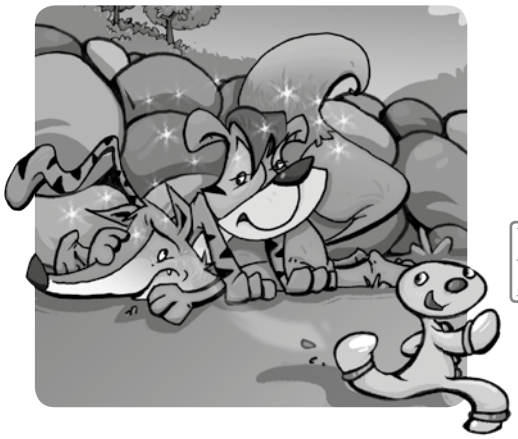
Lesson 1 Vocabulary

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



Lesson 2 Story

1 Ponumeruj scenki z historyjki we właściwej kolejności.
*Możesz napisać wyrazy po śladzie.

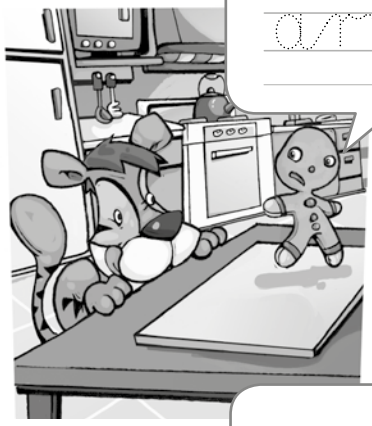


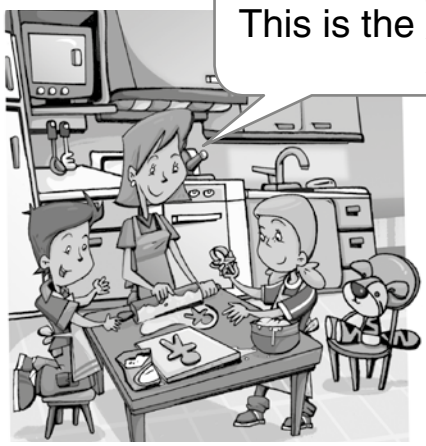
















Lesson 3 Story activities – Song

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

1 

ears / head

2 

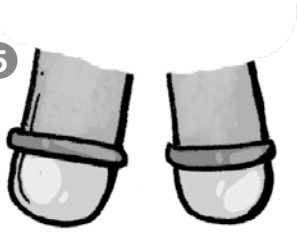
eyes / nose

3 

mouth / legs

4 

eyes / arms

5 

legs / hands

6 

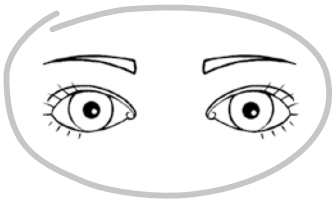
arms / eyes

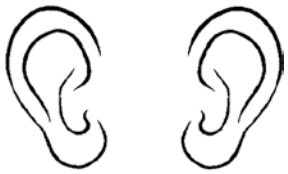
2 1.48 Narysuj bohatera historyjki. Zaśpiewaj piosenkę *I've got a head*.

Lesson 4 Speaking

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

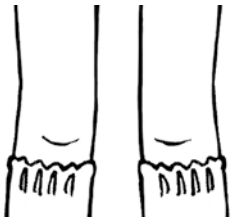
❶



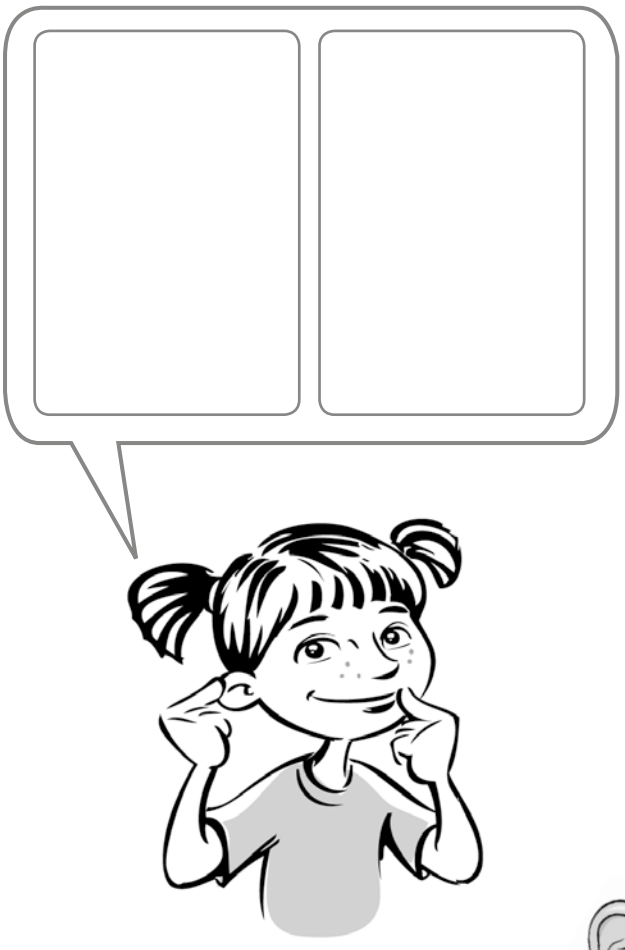


❷





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

EDUKACJA PRZYRODNICZA

Lesson 5 CLIL

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

1 

2 

3 

4 

5 

a 
touch

b 
listen

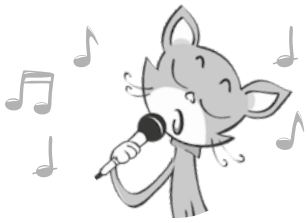
c 
smell

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	U	C	H	R	F	U	I	L
T	A	R	T	A	S	T	E	H	I	R
L	I	S	M	E	L	L	T	A	R	T

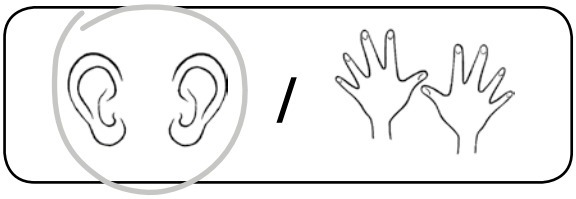


Lesson 6 CLIL – Song

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

1





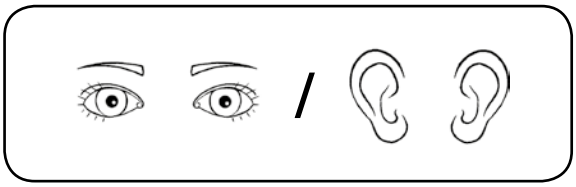
2





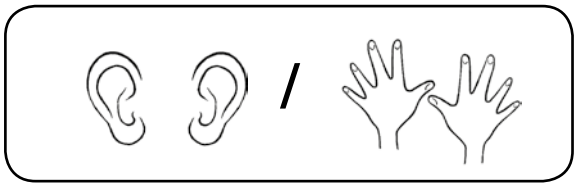
3





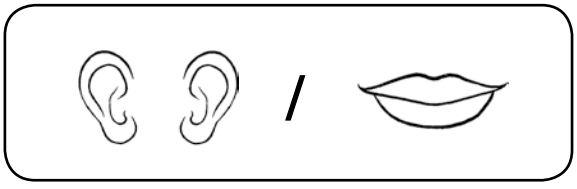
4





5



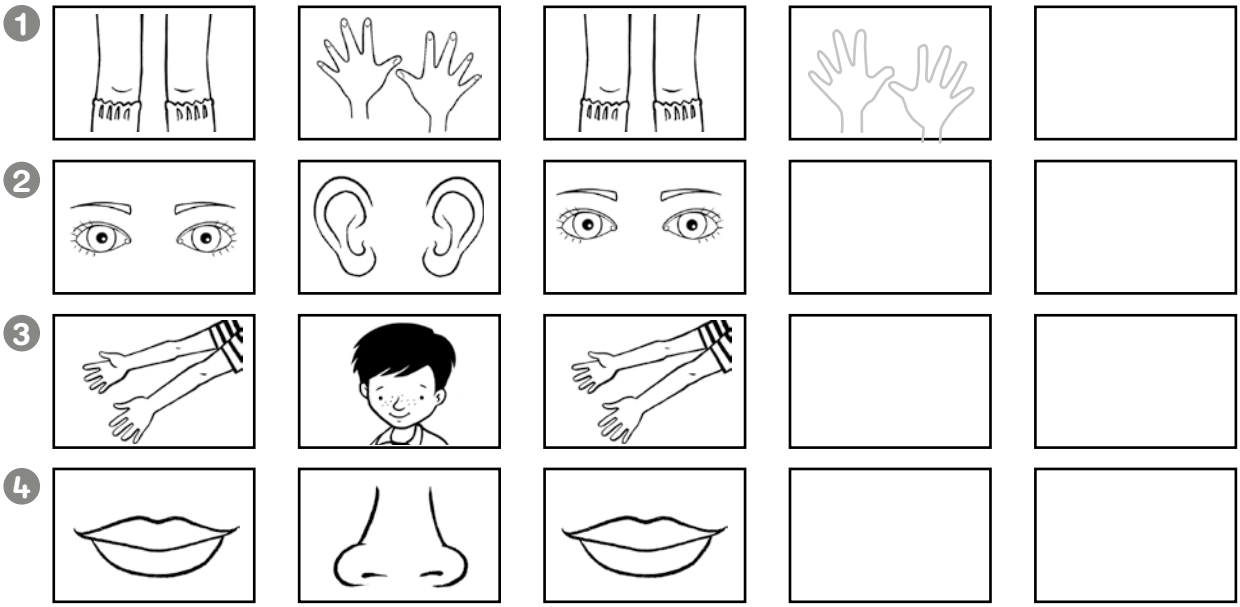




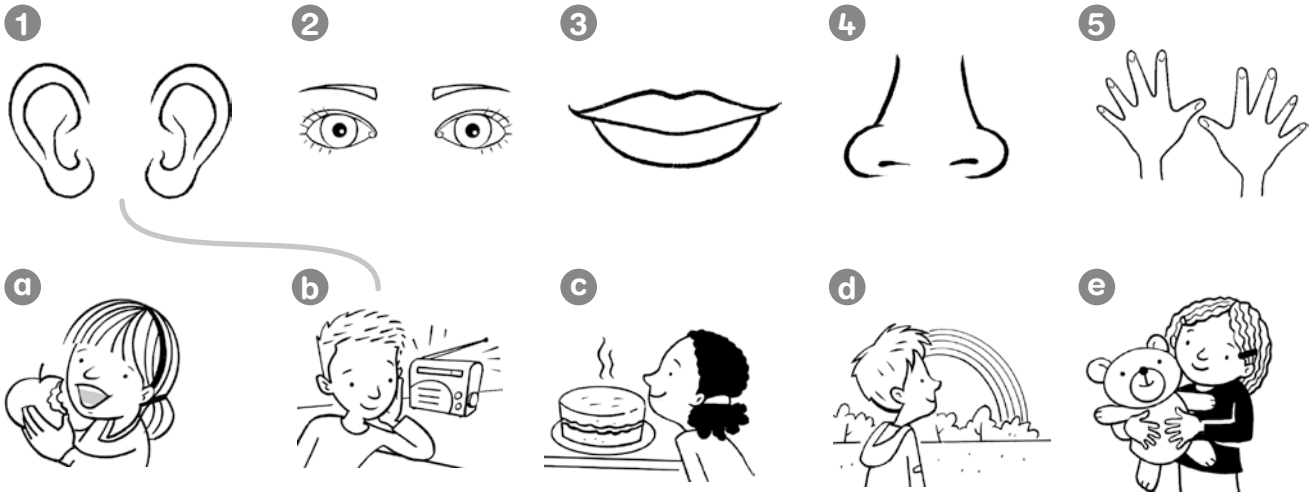


Lesson 7 Unit review

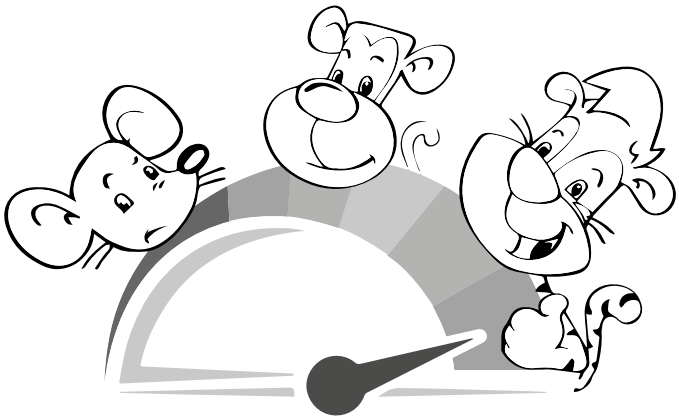
1 W każdym rzędzie narysuj brakujące części ciała i nazwij je.



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



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*.

a

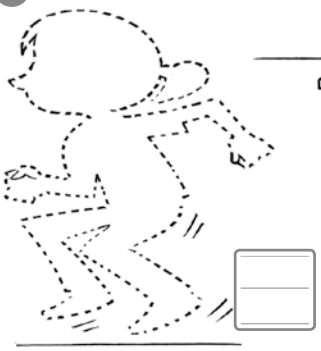


b



1

c



d



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

1



2



3





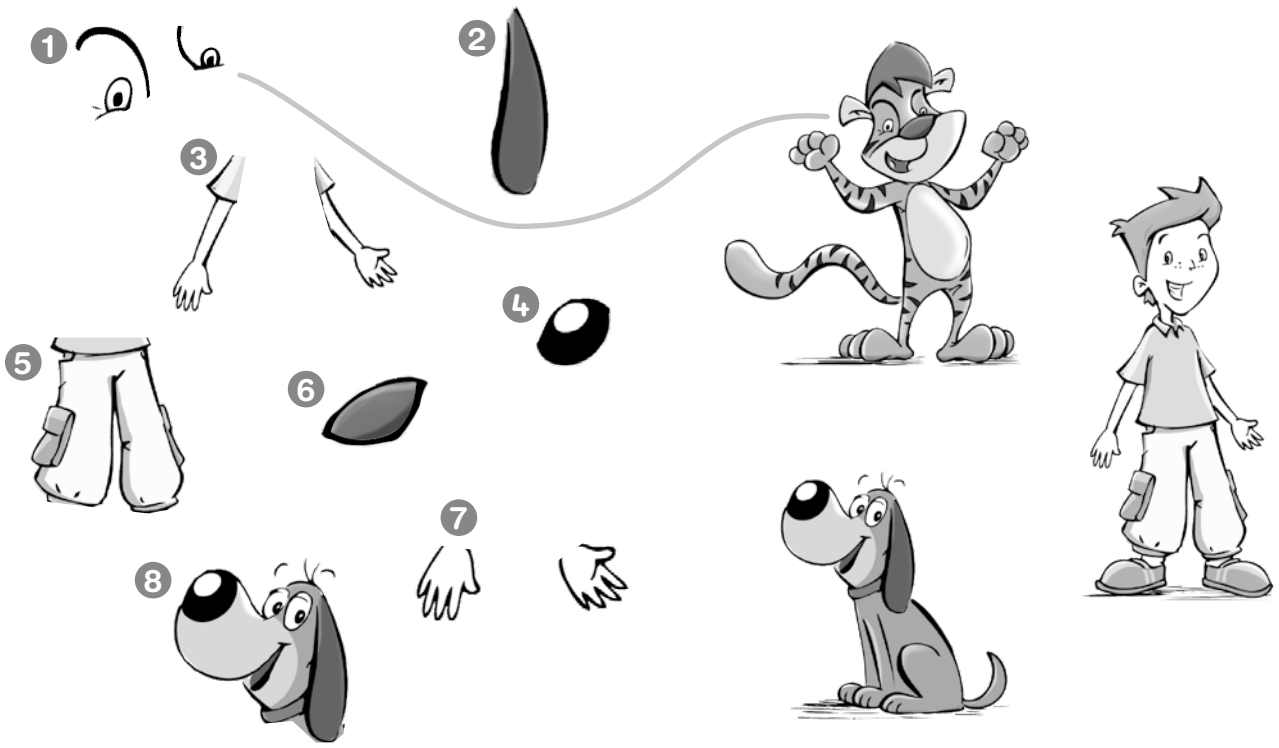
a I see with my eyes.

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.



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.



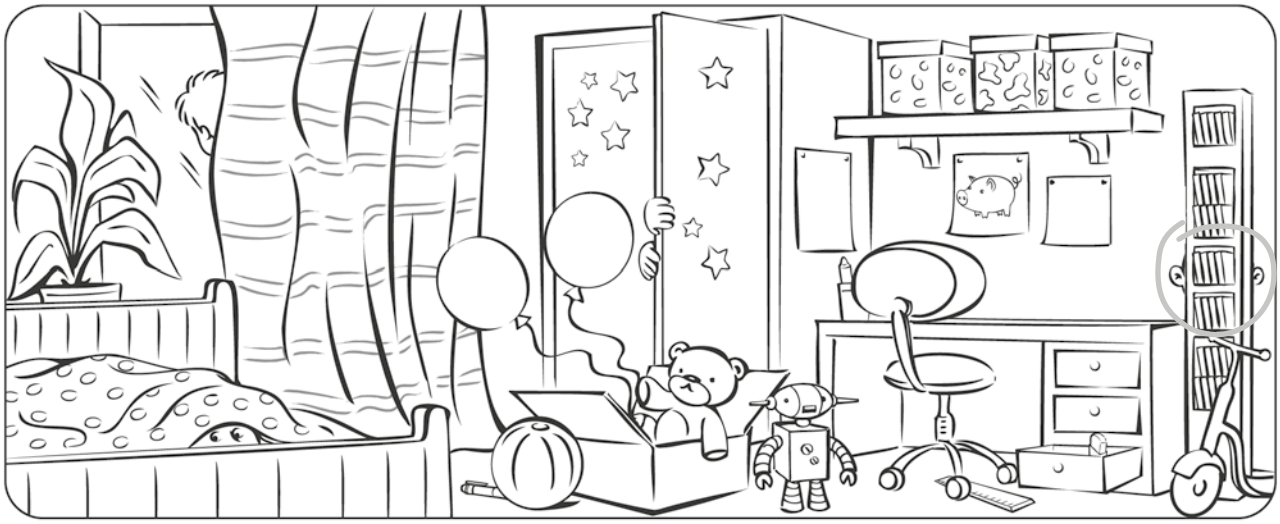
Tiger Review 1



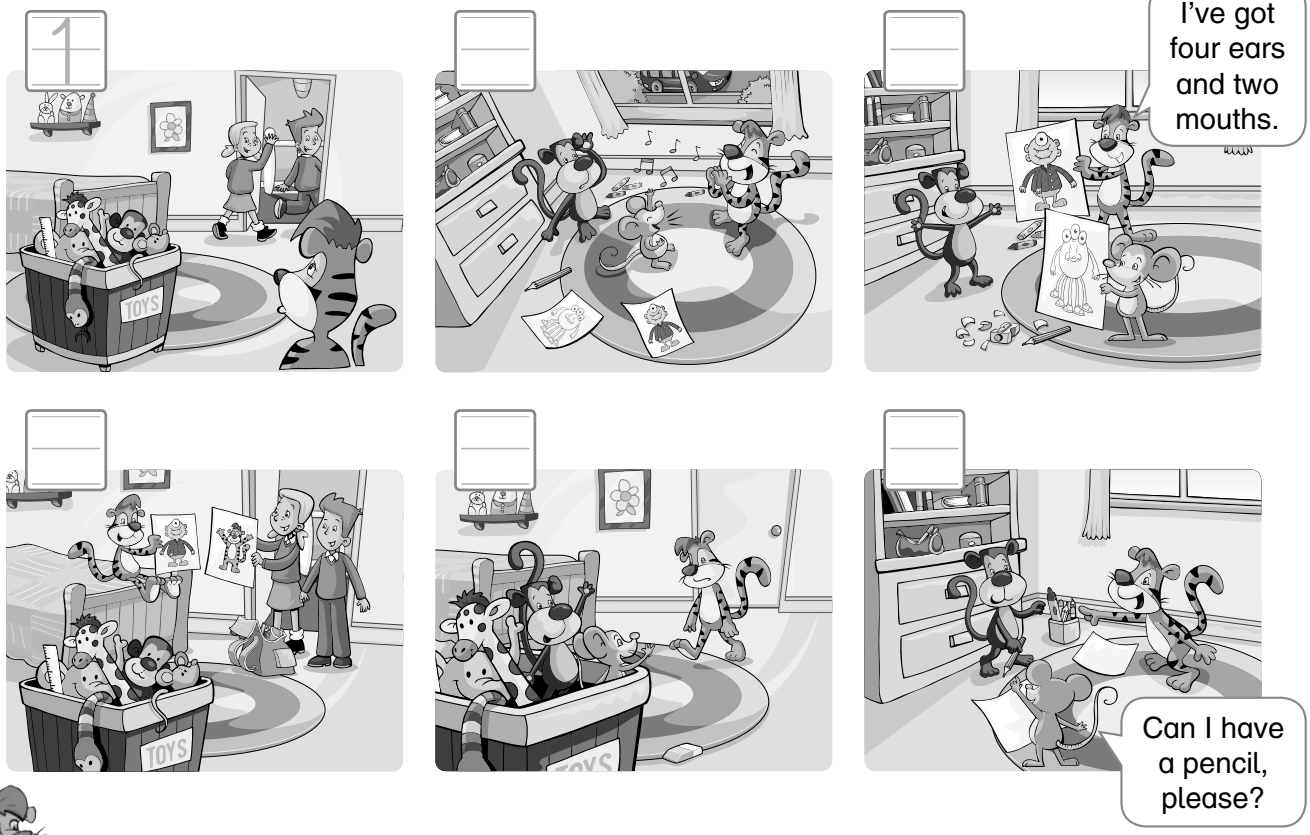
Tiger and Friends

▶ VIDEO 05

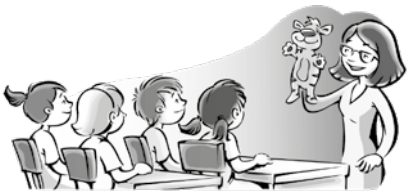
1 Znajdź i zakreśl na niebiesko cztery przybory szkolne, a na czerwono cztery części ciała. Nazwij znalezione elementy rysunku.



2 Ponumeruj scenki z historyjki we właściwej kolejności.

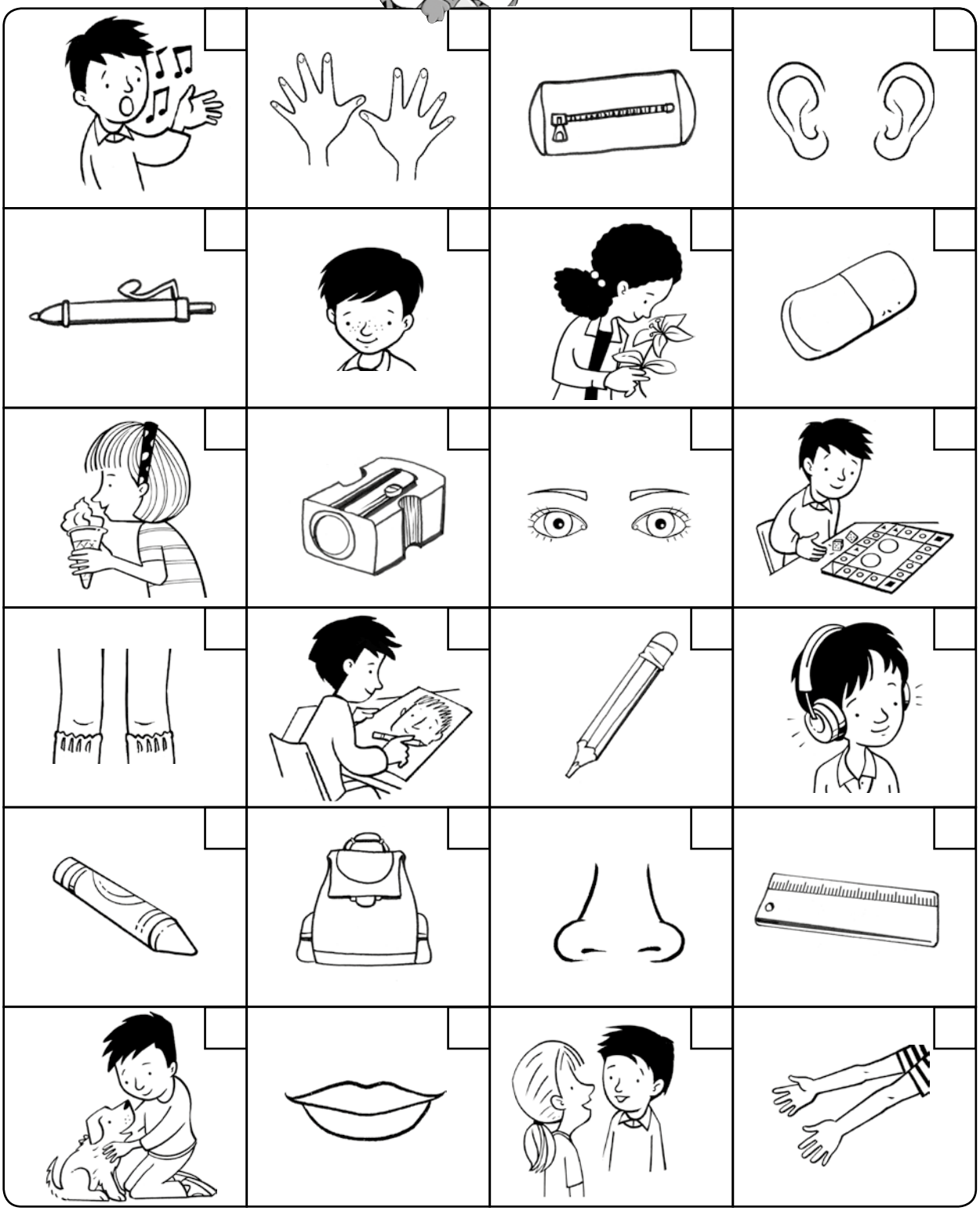


CLASS GAME



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















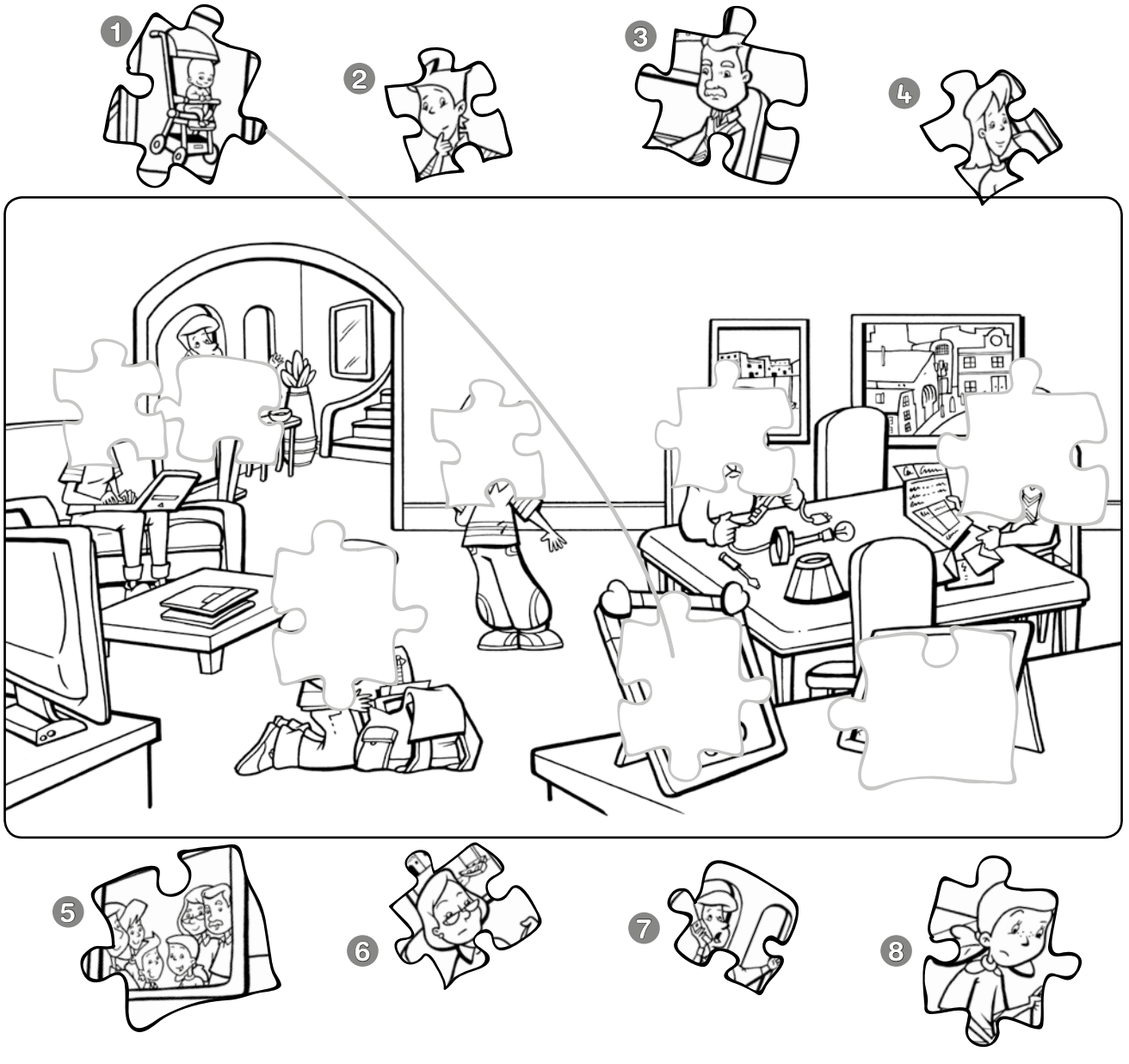


▶ VIDEO 06

STORY TIME

Lesson 2 Story

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

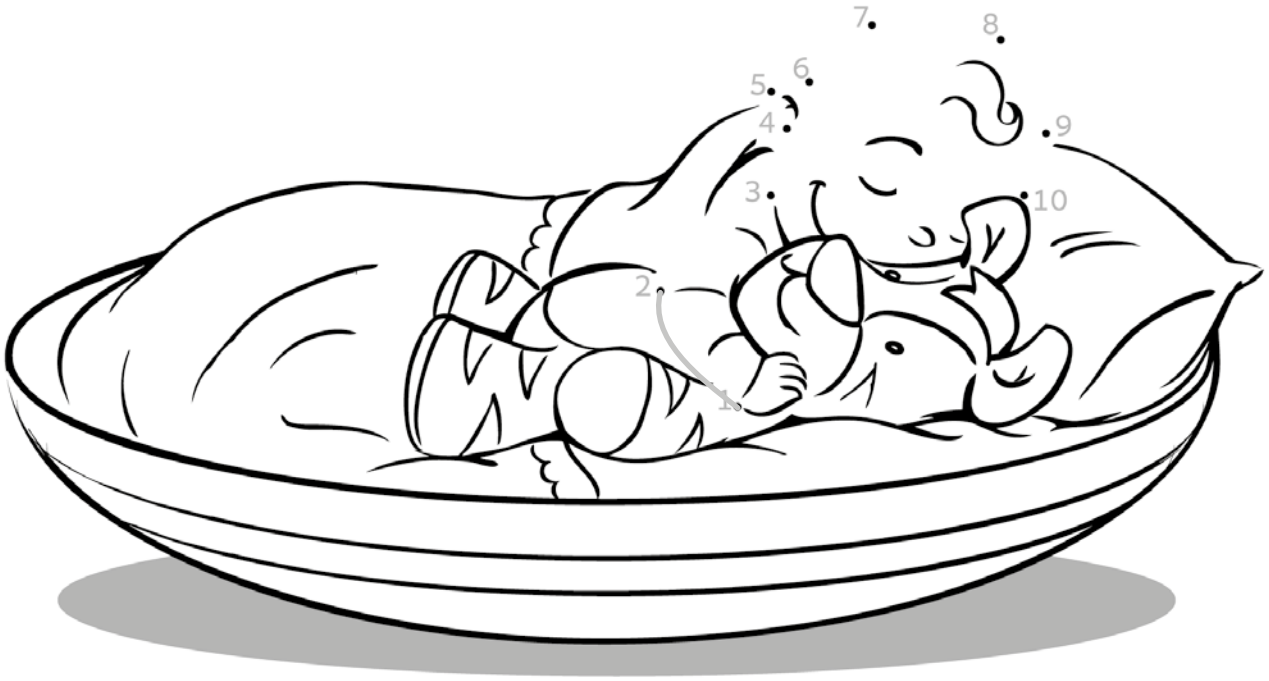
1 2.20 Ponumeruj postaci zgodnie z treścią piosenki *Have you got Tiger?*. Zaśpiewaj tę piosenkę.








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



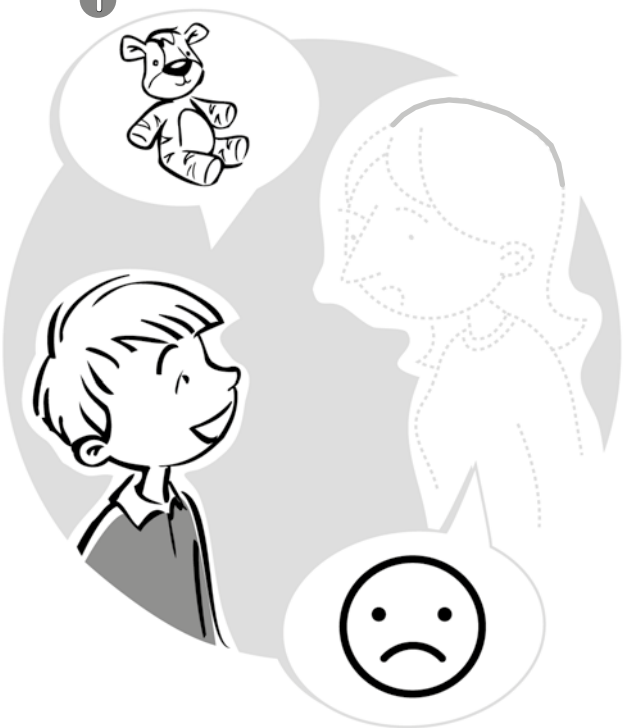
brother



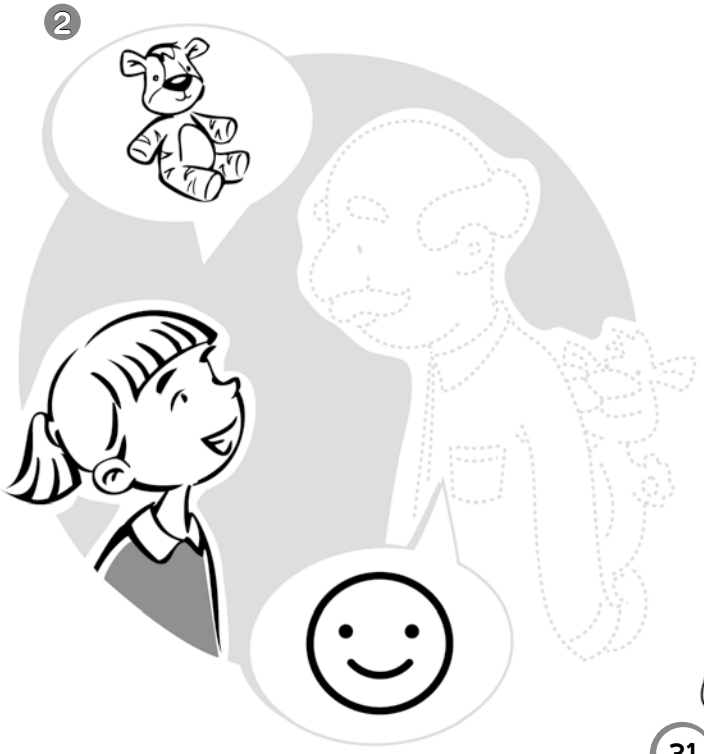
sister

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

1



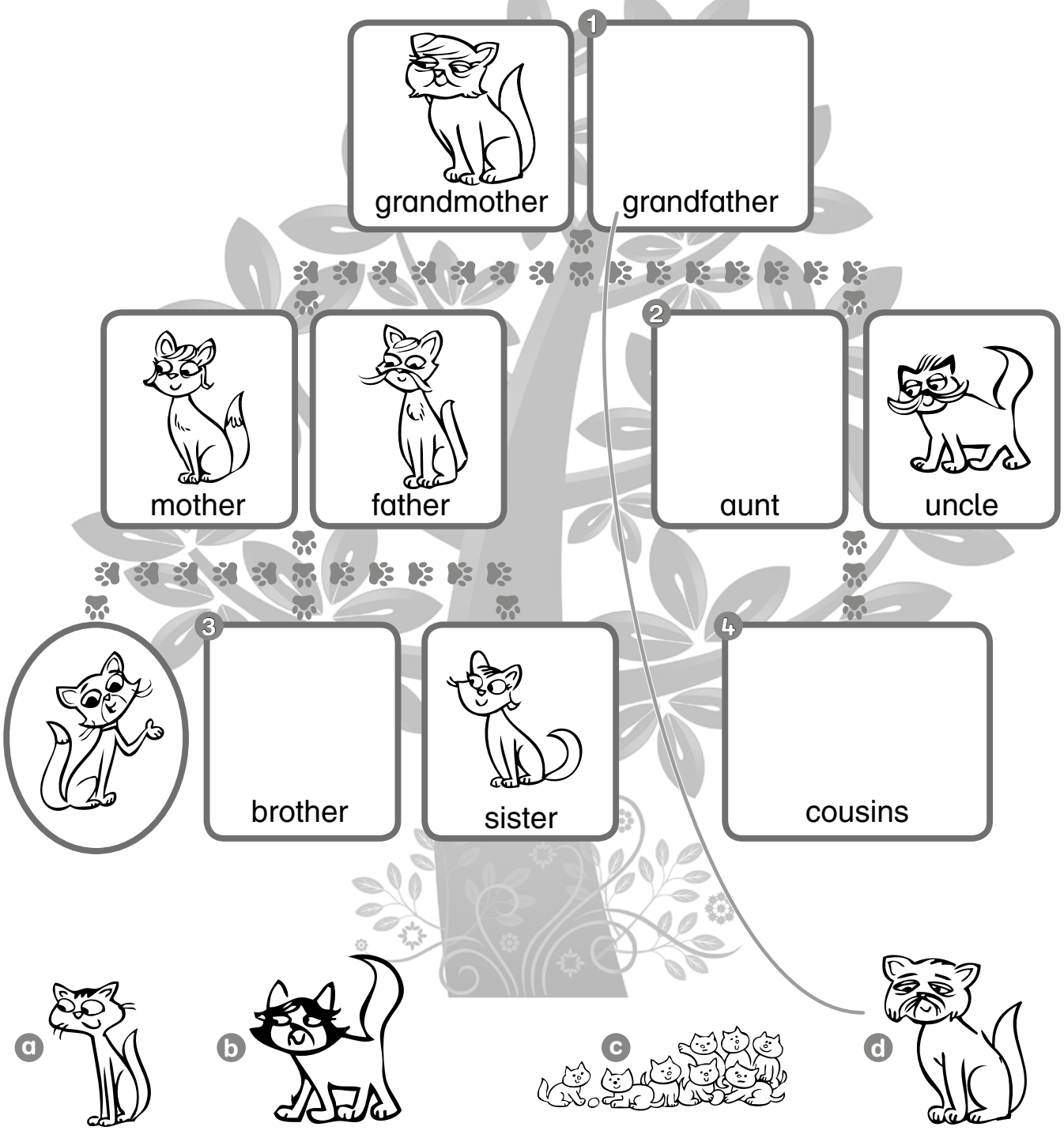
2



EDUKACJA SPOŁECZNA

Lesson 5 CLIL

1 Dopasuj krewnych Ping do właściwych miejsc i nazwij ich.

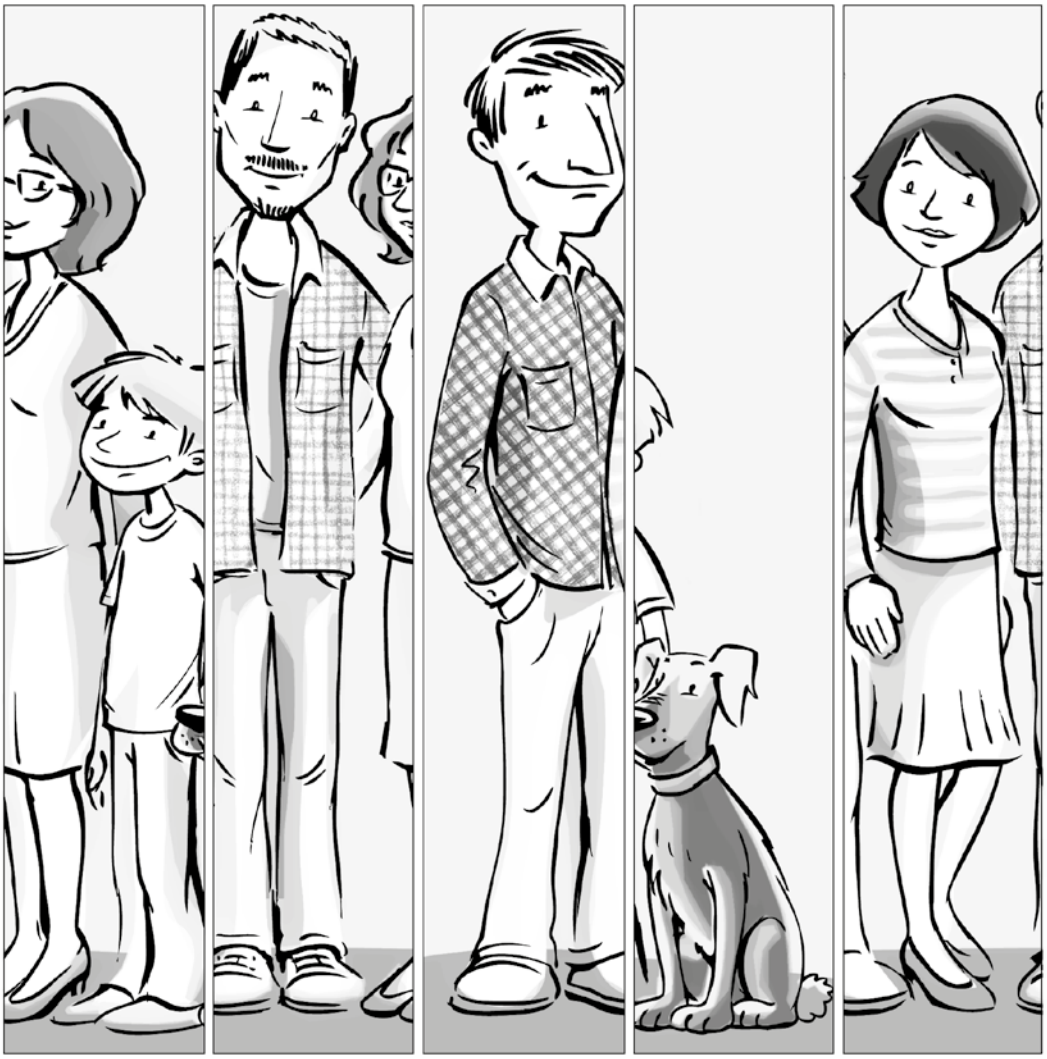


2 Znajdź i zakreśl w wężu wyrazowym 6 nazw członków rodziny.

gbabymggrandfatherauntcbcousingrunclegtgrandmother

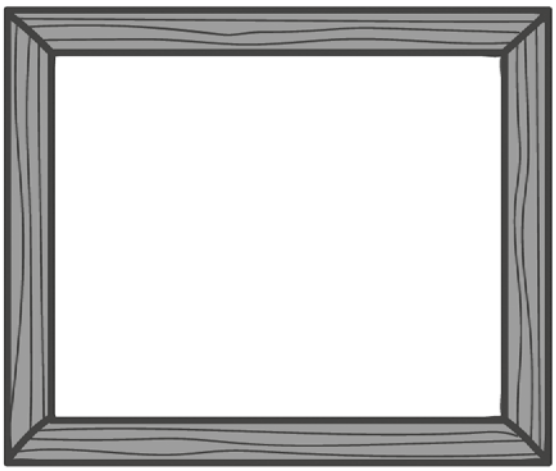
Lesson 6 CLIL – Song

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 _____ .

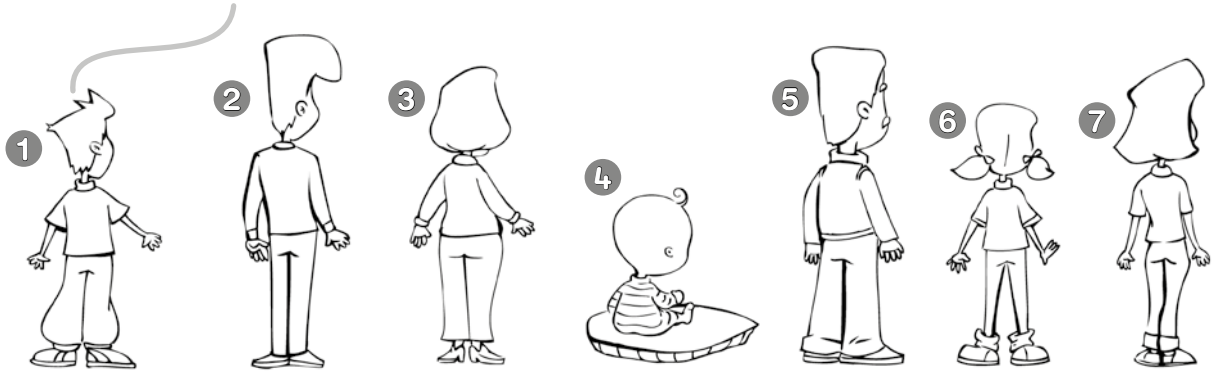


Lesson 7 Unit review

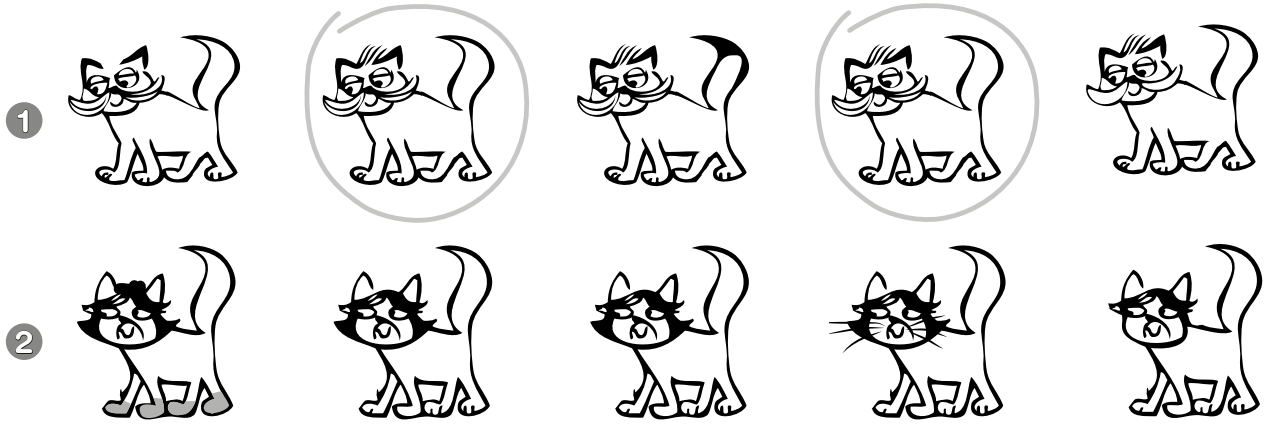
1 Połącz rysunki. Jakich członków rodziny widzisz na rysunkach?



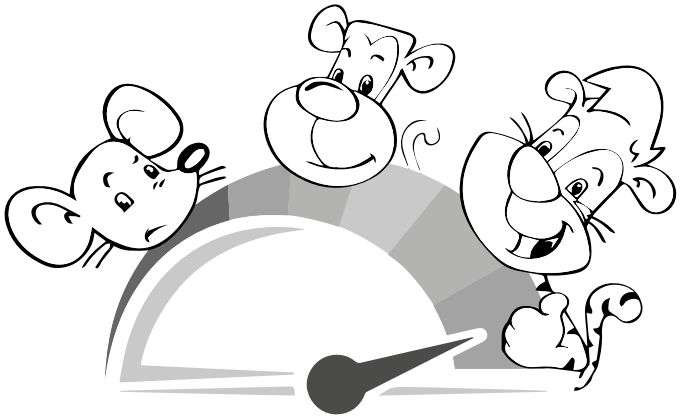
baby brother sister father mother grandfather grandmother



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

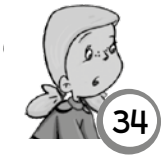


3 Jak oceniasz swoją pracę w rozdziale 3.? Pokoloruj wybraną postać.



Ocenianie kształtujące



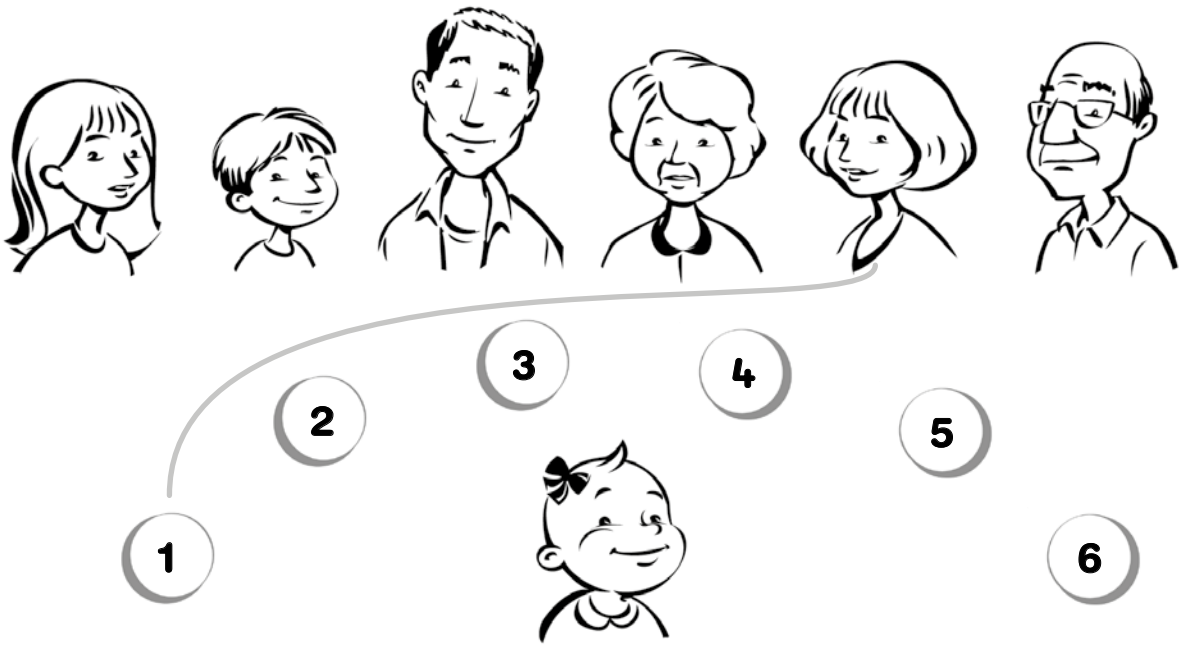




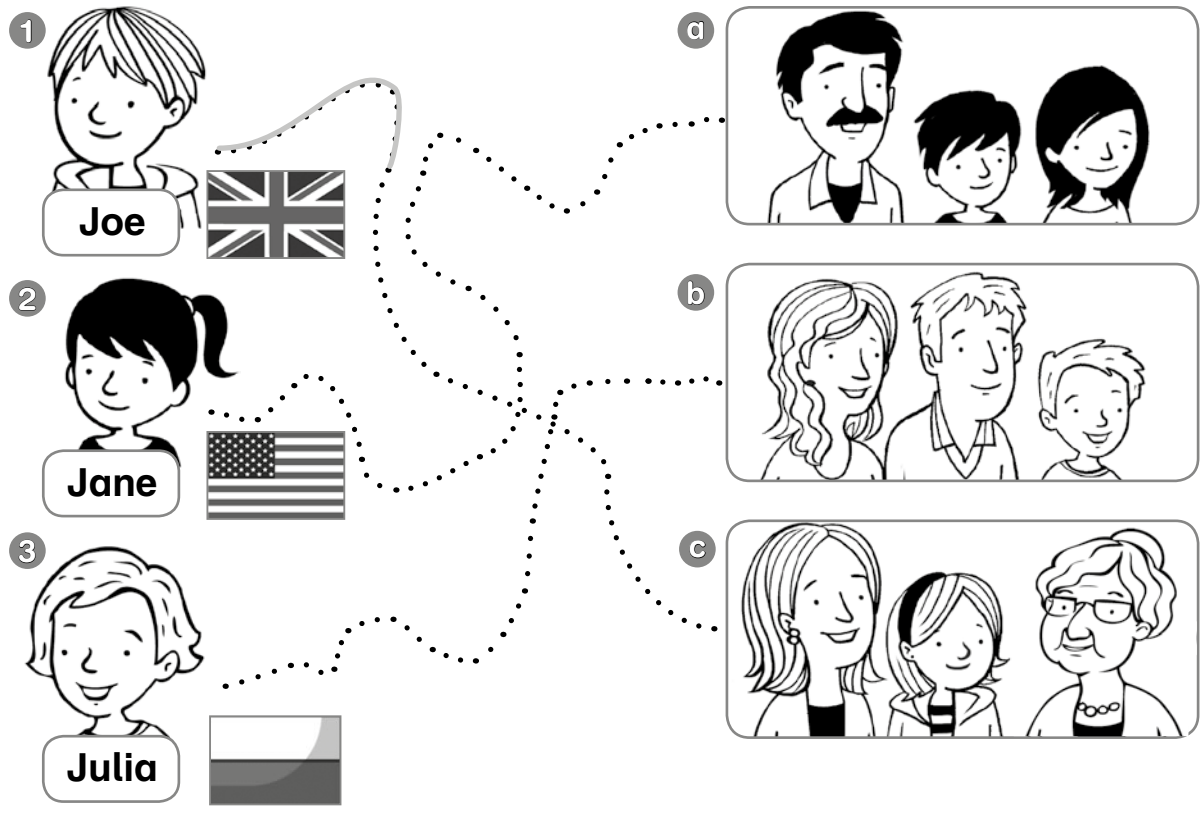
Kids' Culture 3

▶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?

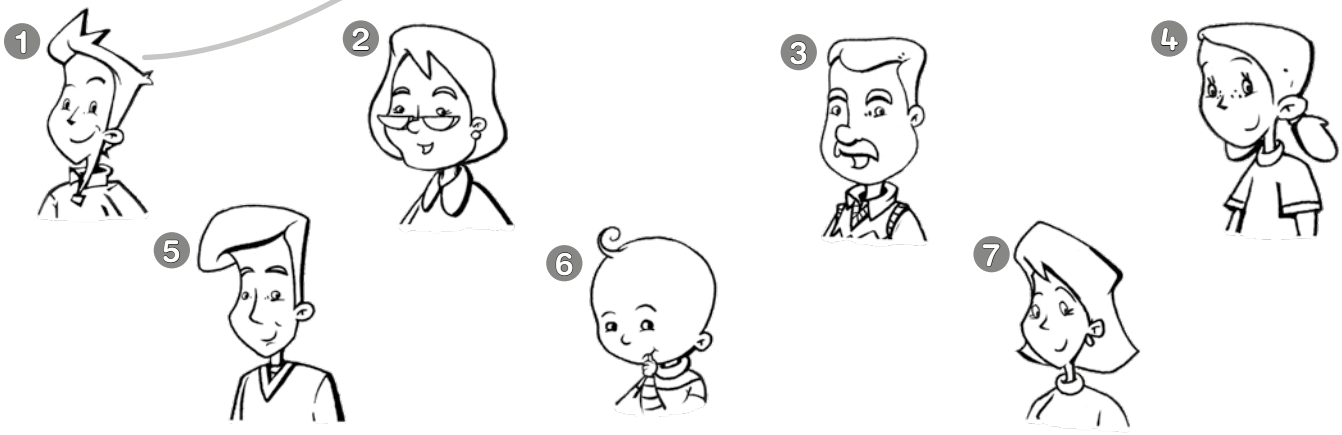


EARLY FINISH

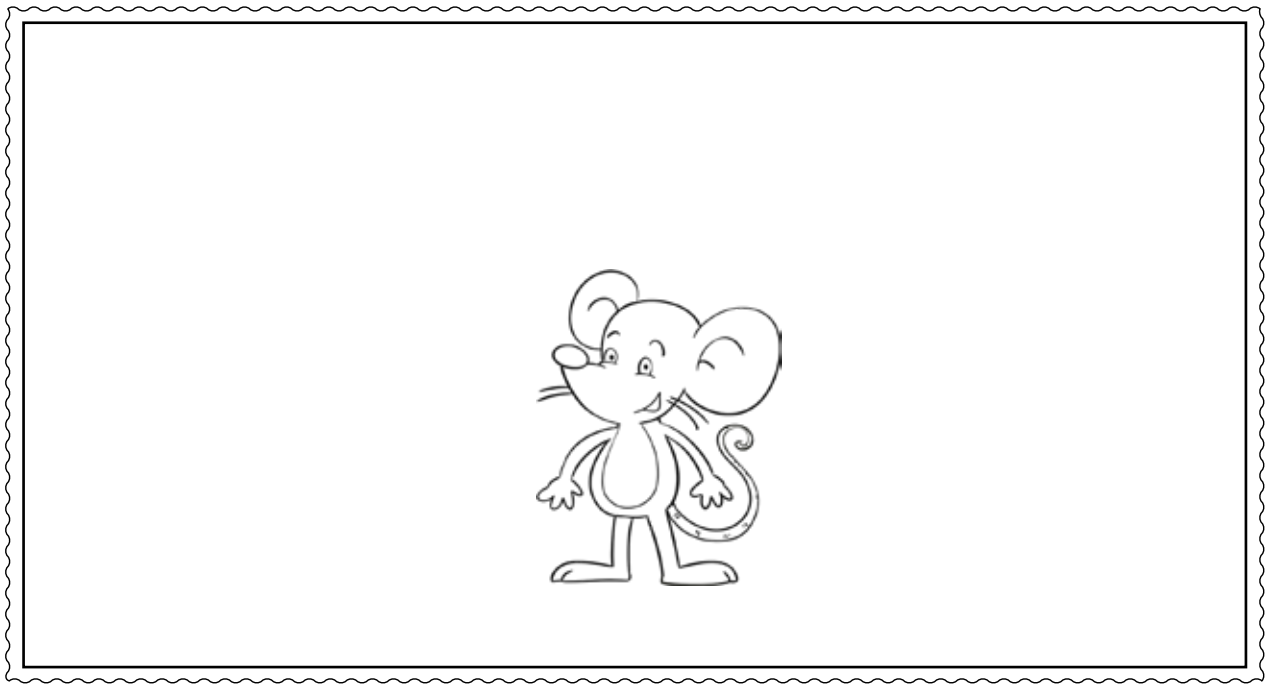
1 Połącz wyrazy z rysunkami.

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.

1



2



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



aunt

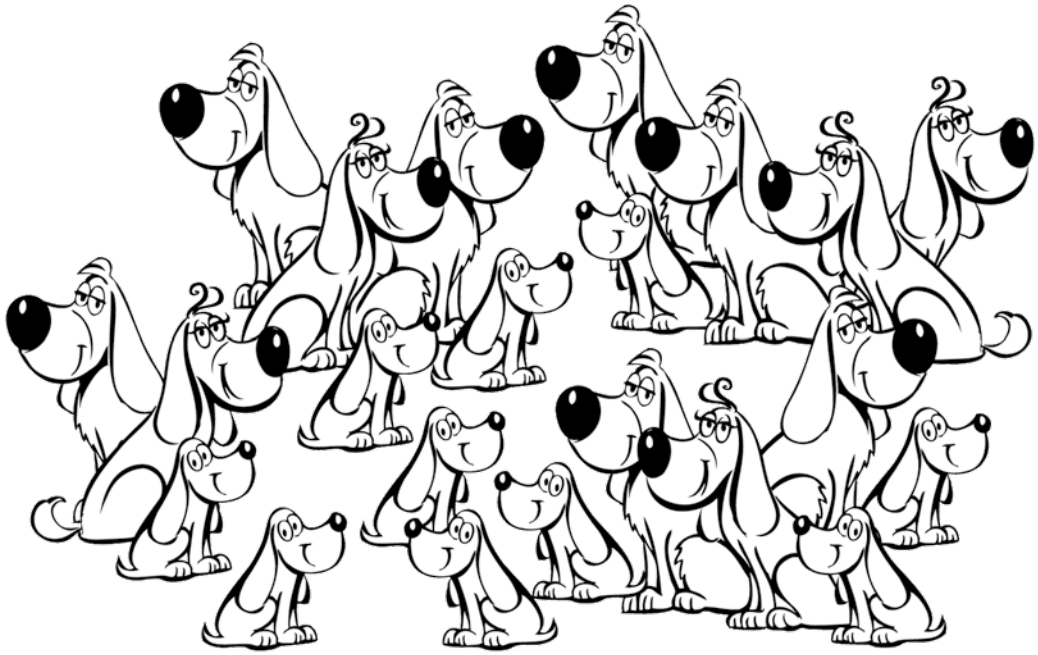
5



uncle



cousin



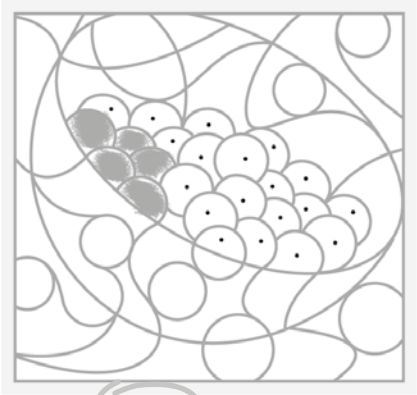
4 Dinner Time



Lesson 1 Vocabulary

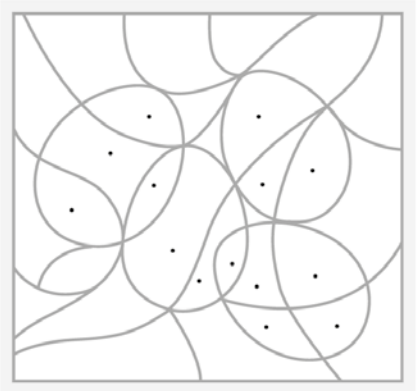
1 Pokoloruj oznaczone pola i zakreśl właściwe wyrazy. Jakie produkty widzisz na rysunkach?

1



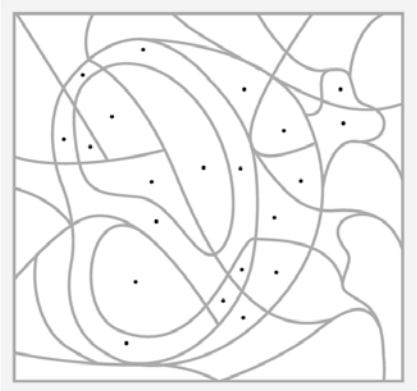
peas / eggs

2



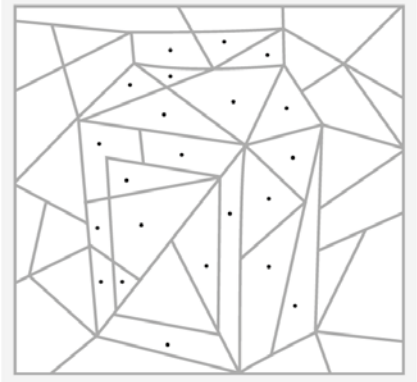
eggs / cheese

3



milk / ham

4



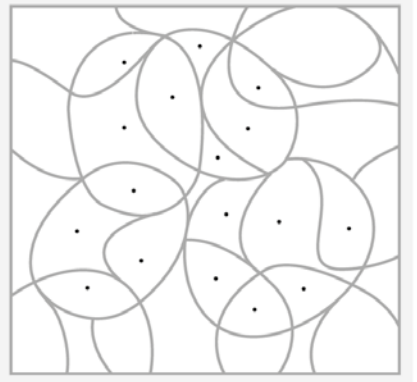
cheese / milk

5



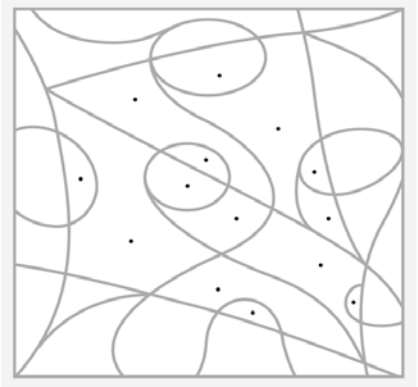
carrots / sausages

6



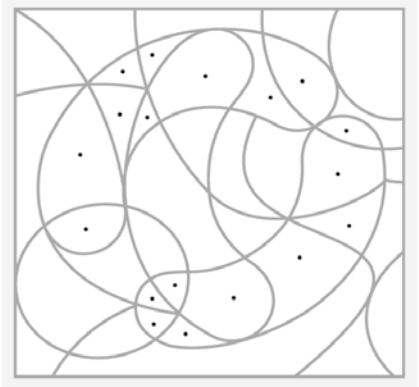
peas / potatoes

7



ham / cheese

8



sausages / carrots

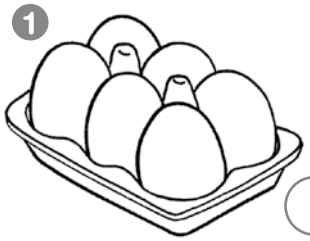


▶ VIDEO 08

STORY TIME

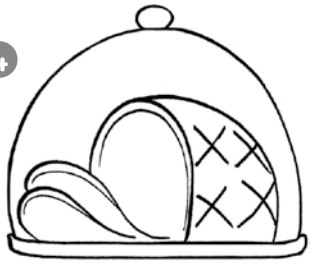
Lesson 2 Story

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

1 

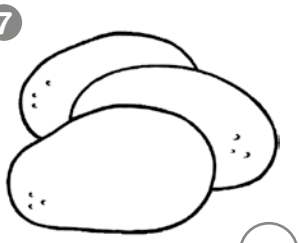
2 

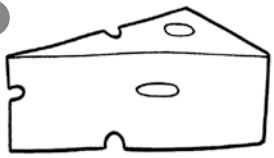
3 

4 

5 

6 

7 

8 

milk

ham

cheese

eggs

sausages

carrots

potatoes

peas

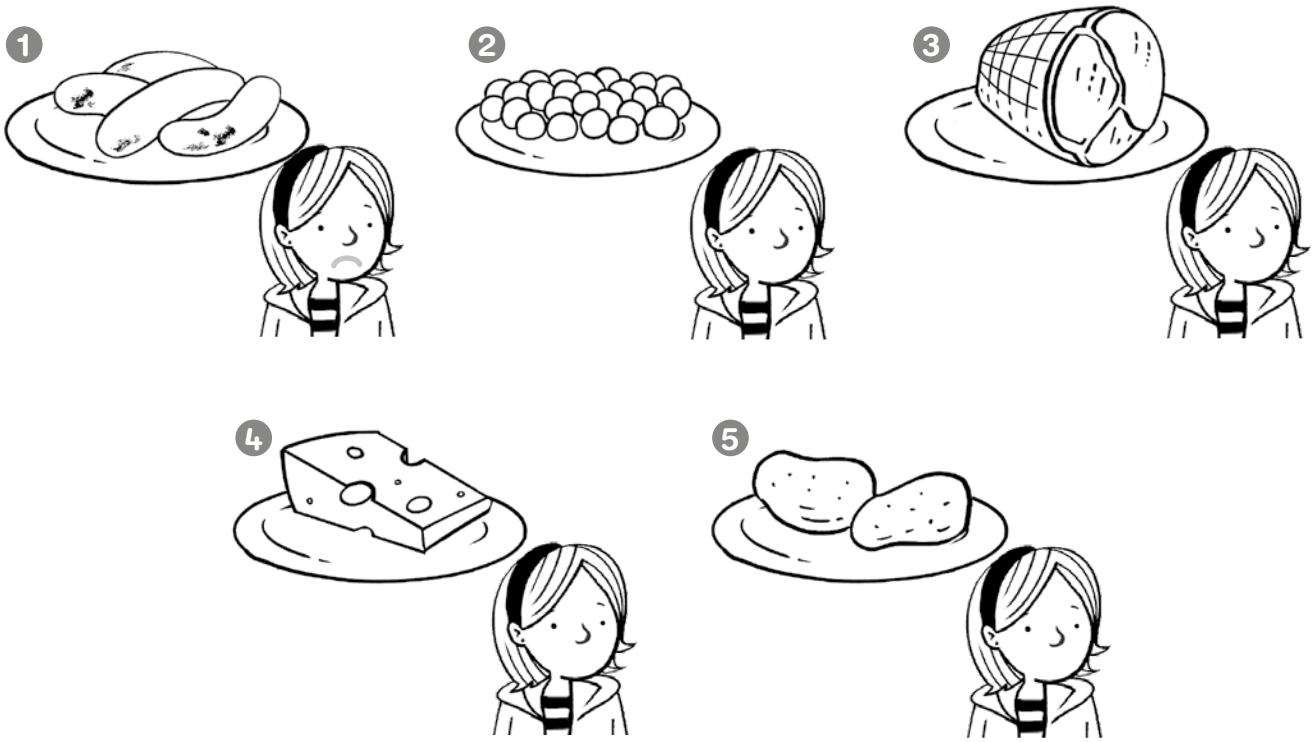
2 Uzupełnij krzyżówkę nazwami produktów z ćwiczenia 1.

1	c	a	r	r	o	t	s
2	h		m				
3	p		t			e	s
4	s		u		g	e	
5			p			s	
6						e	

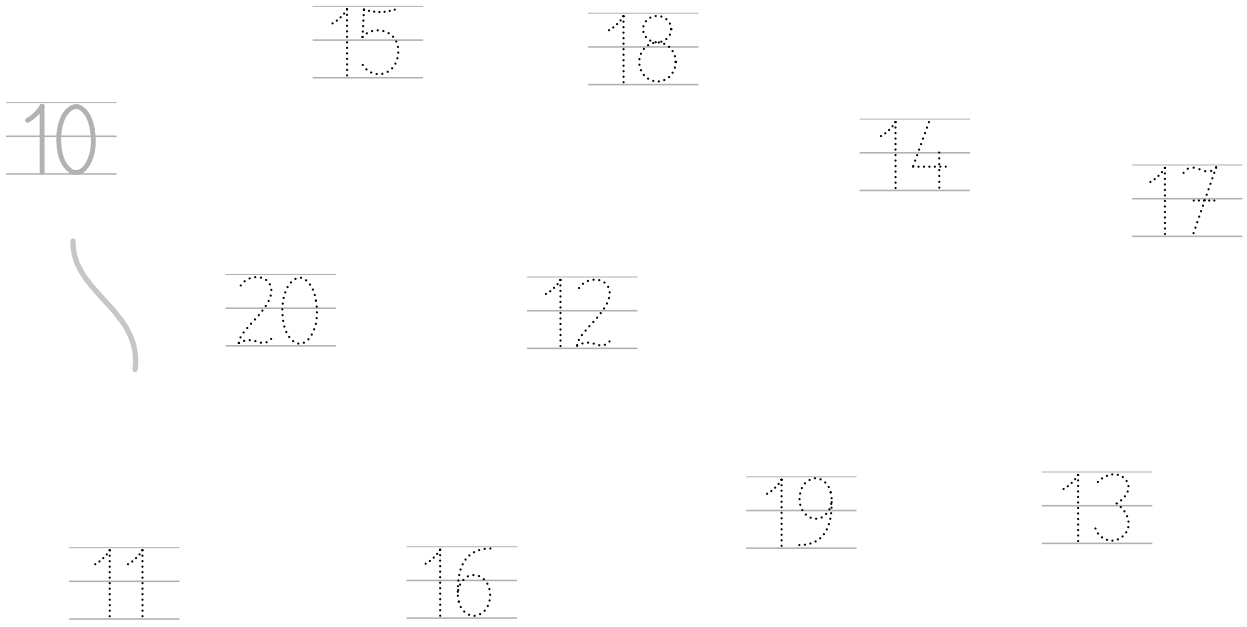


Lesson 3 Story activities - Song

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.

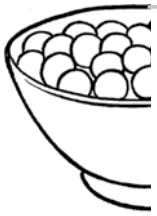
Ch ee se and p ea s, please.

Sw ee ts, pl ea se.

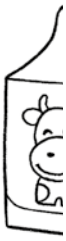




2 Dokończ rysunki. O co pytają dzieci i jakie słyszą odpowiedzi?



Do you like peas ?



Do you like milk ?



Yes, I do.



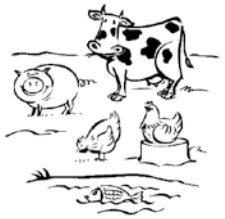
No, I don't.

EDUKACJA PRZYRODNICZA

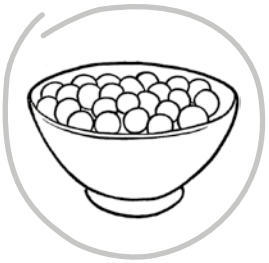
Lesson 5 CLIL

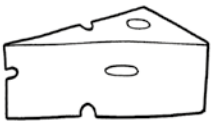
1 W każdej grupie zakreśl rysunek, który do niej nie pasuje.

1. animals



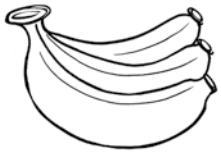




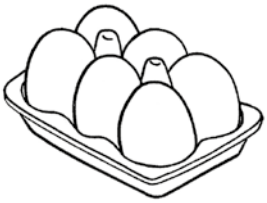


2. plants

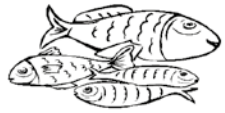


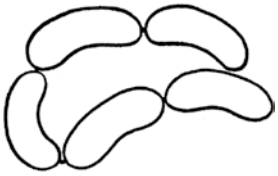






3. fish







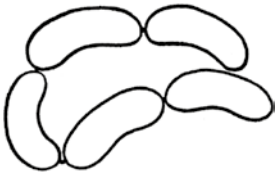


4. meat



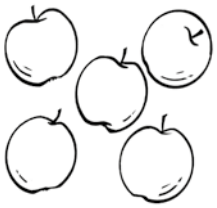




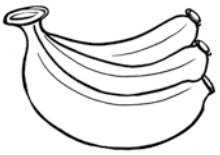


5. fruit



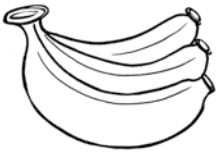




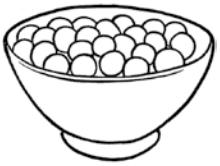


6. vegetables





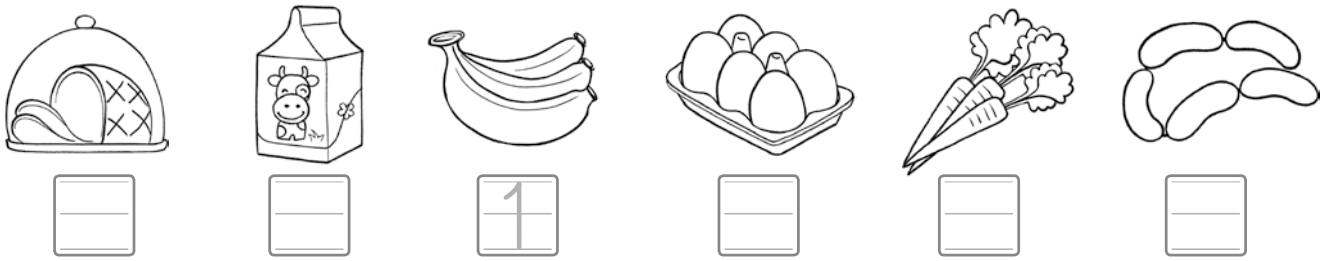






Lesson 6 CLIL – Song

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*.

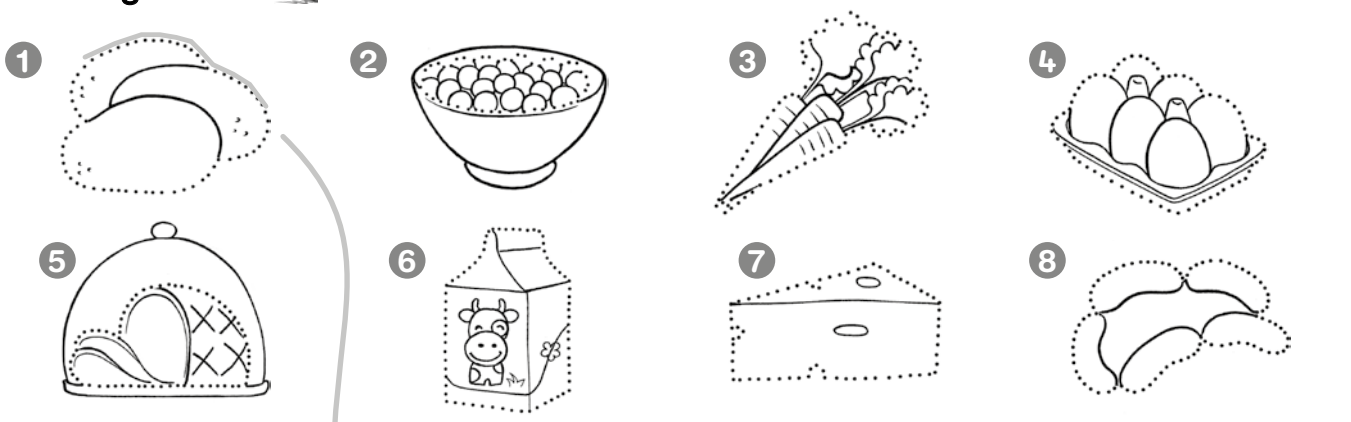
M	H	B	A	N	A	N	A	S	B
M	C	R	C	A	R	R	O	T	S
I	E	U	E	R	T	H	A	S	S
L	C	H	G	G	R	A	T	C	H
K	R	E	G	E	S	C	E	G	A
S	A	U	S	A	G	E	S	E	M





Lesson 7 Unit review

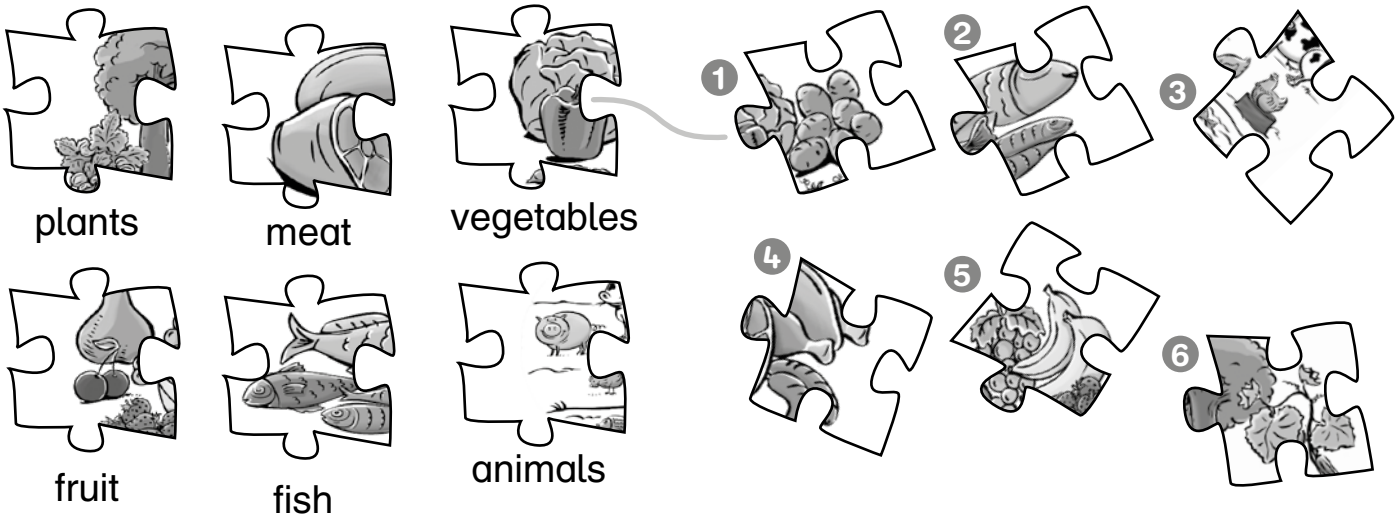
1 Napisz wyrazy po śladzie. Narysuj produkty i połącz je z wyrazami.



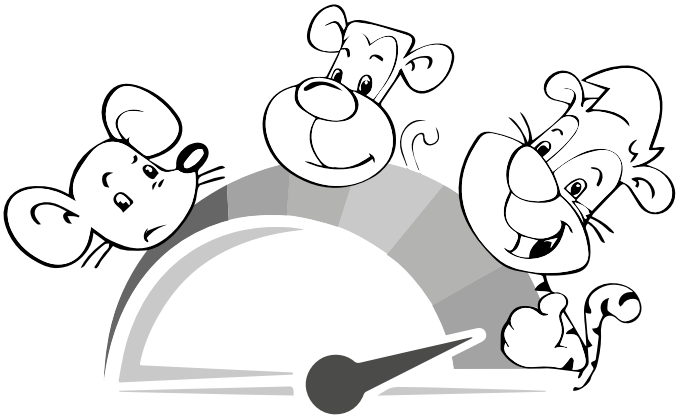
carrots cheese sausages eggs

peas potatoes milk ham

2 Połącz połówki rysunków. Jakie grupy widzisz na rysunkach?



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



Ocenianie kształtujące

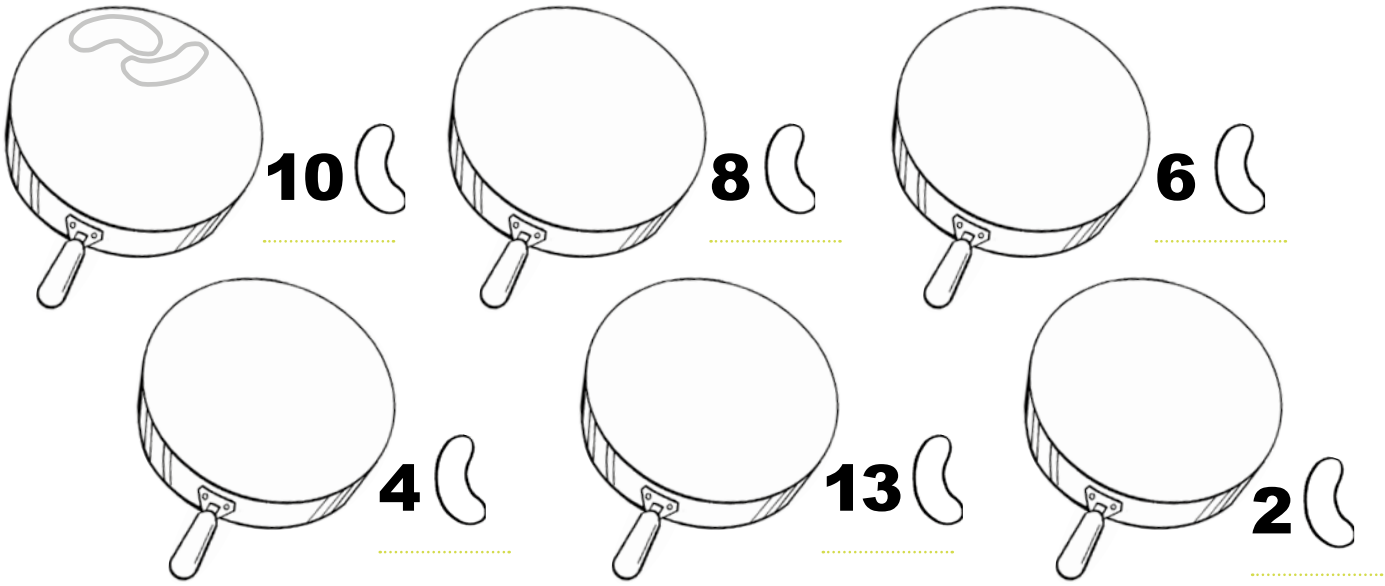




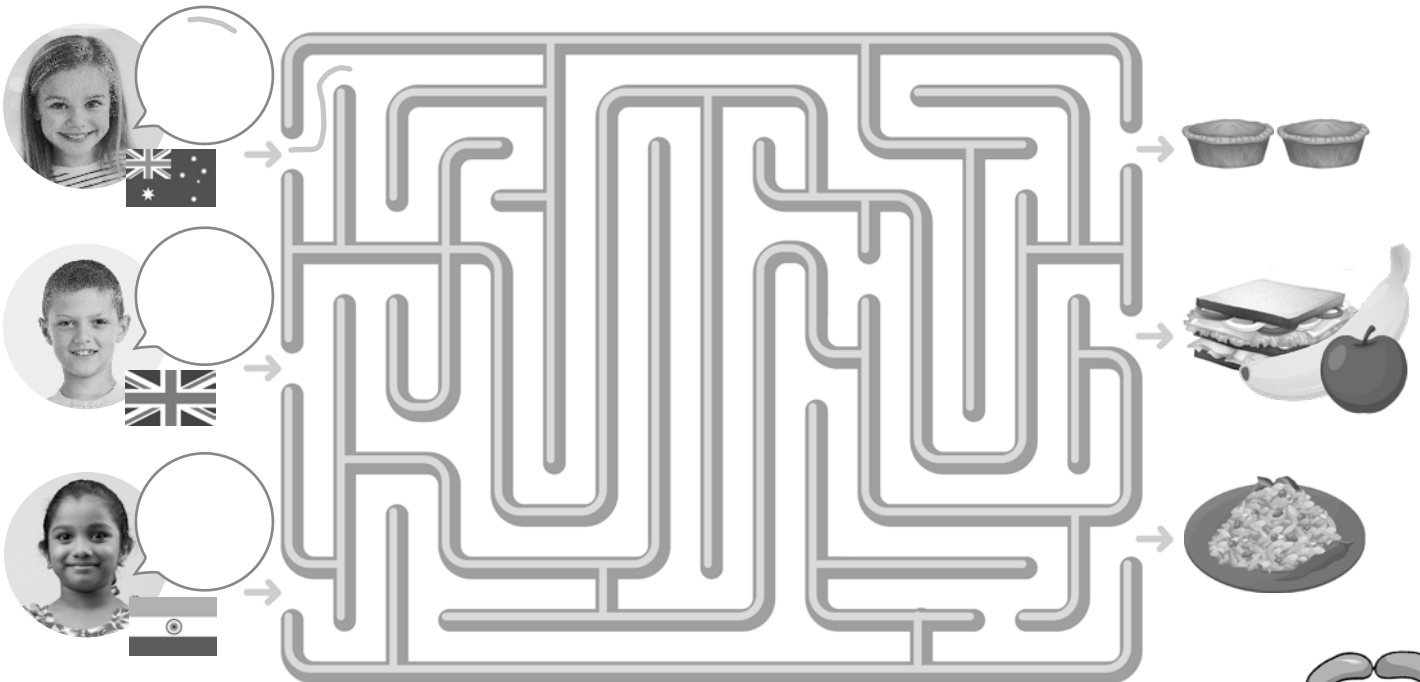
Kids' Culture 4

▶VIDEO 09

1 3.09 Narysuj właściwą liczbę kiełbasek na każdej patelni. Posłuchaj piosenki *Ten fat sausages* i zakreśl 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

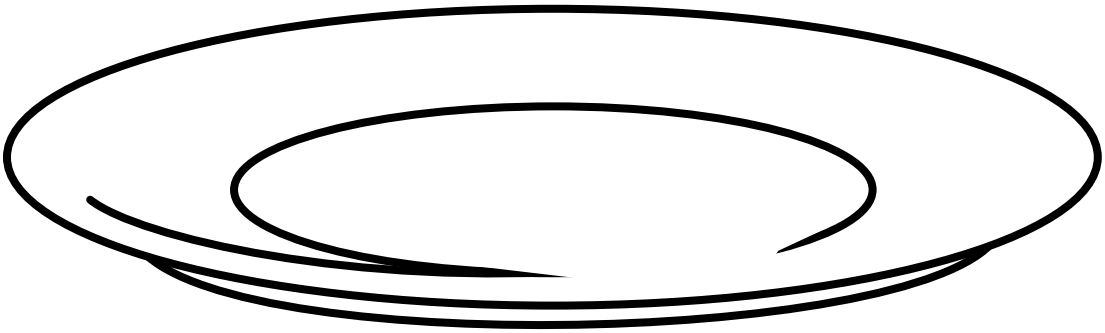
1 Znajdź i pokoloruj produkty. Napisz wyrazy po śladzie i połącz je z produktami.

1 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

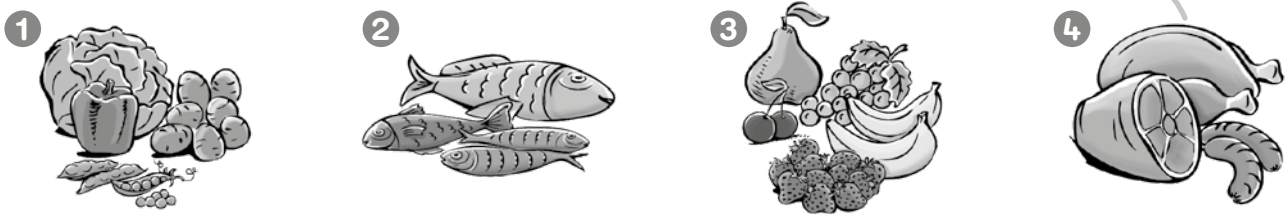
plants

meat

fish

fruit

vegetables



4 Narysuj właściwe produkty w każdej kolumnie.

animals		plants	
meat	fish	fruit	vegetables
			

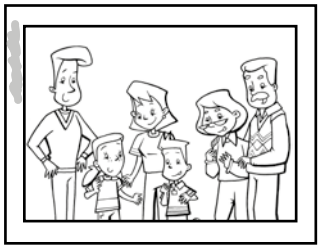
Tiger Review 2



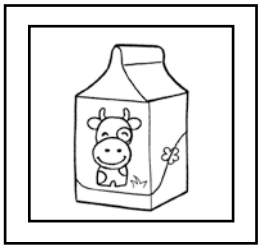
Tiger and Friends

▶ VIDEO 10

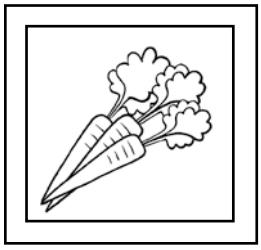
1 Pokoloruj na czerwono cztery ramki przedstawiające postaci, a na niebiesko – cztery ramki przedstawiające produkty. Zakreśl właściwe wyrazy.

1 

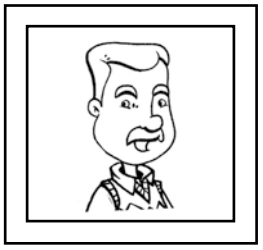
baby / family

2 

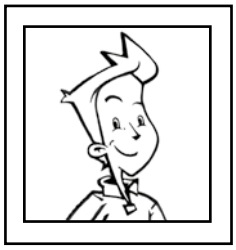
milk / eggs

3 

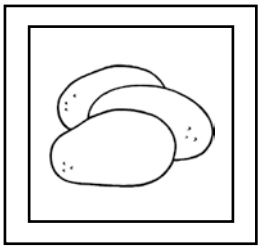
carrots / apples

4 

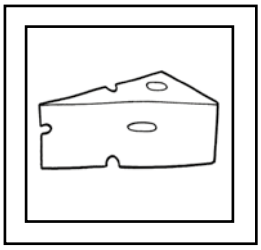
grandfather / mother

5 

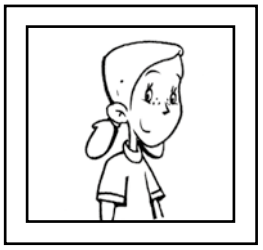
brother / grandmother

6 

ham / potatoes

7 

cheese / sausages

8 

father / sister

2 Ponumeruj scenki z historyjki we właściwej kolejności.

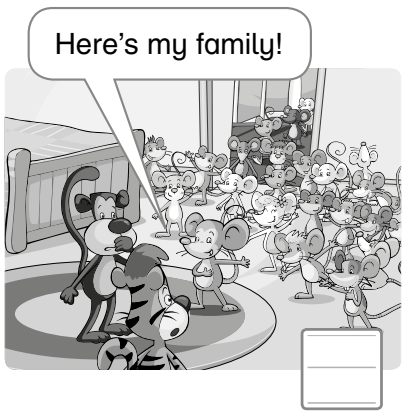




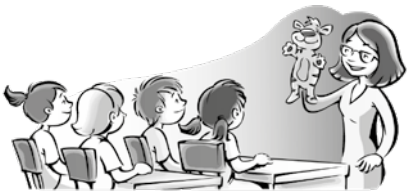






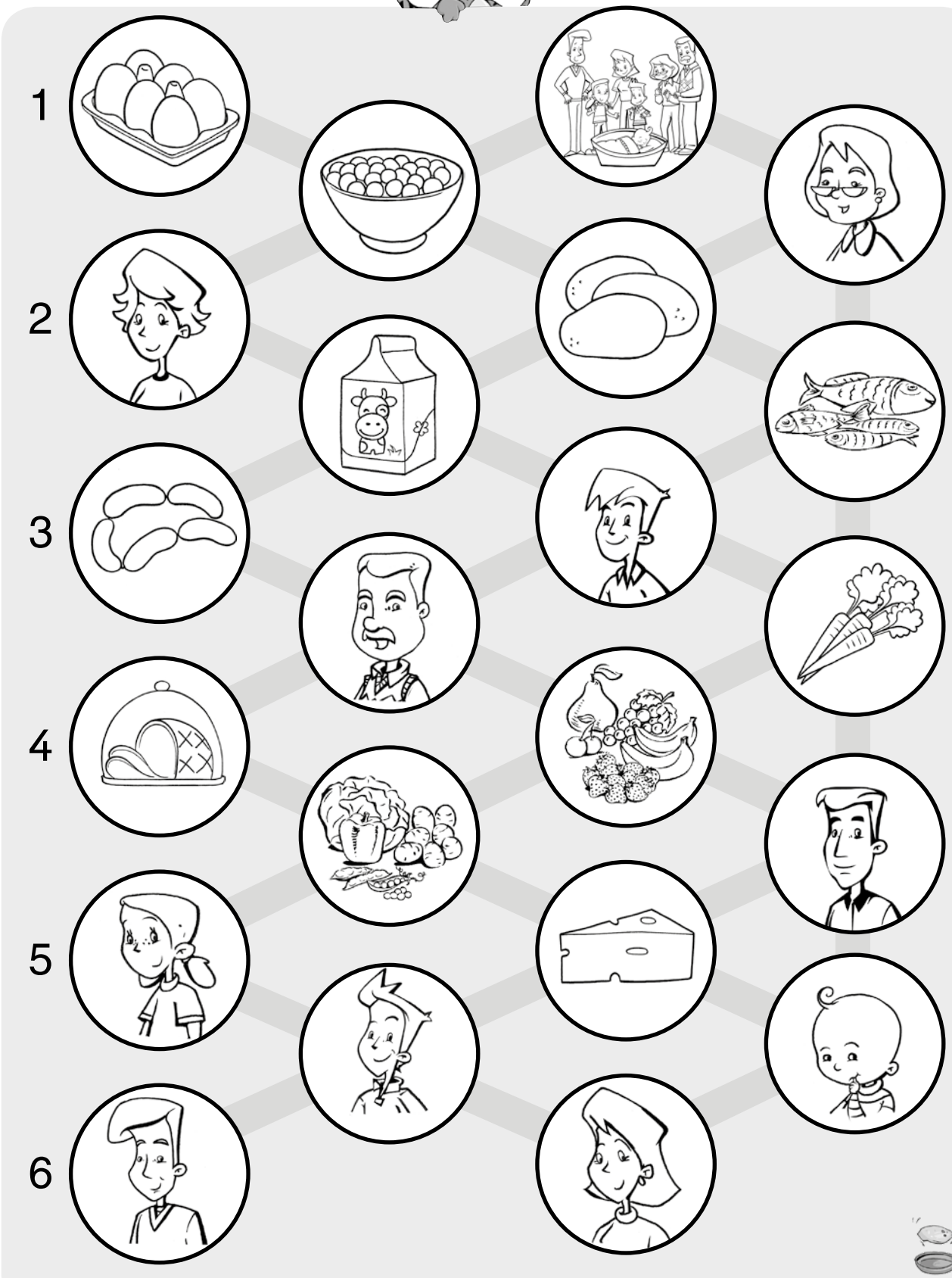






3 Zagraj w *Tiger's Maze*.







5 The Sore Paw

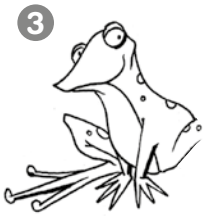


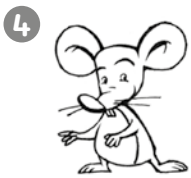
Lesson 1 Vocabulary

1 Narysuj brakujące części ciała zwierząt i nazwij te zwierzęta.

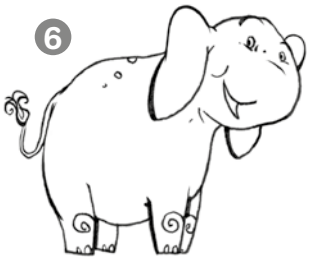

snake


parrot


frog


mouse


giraffe

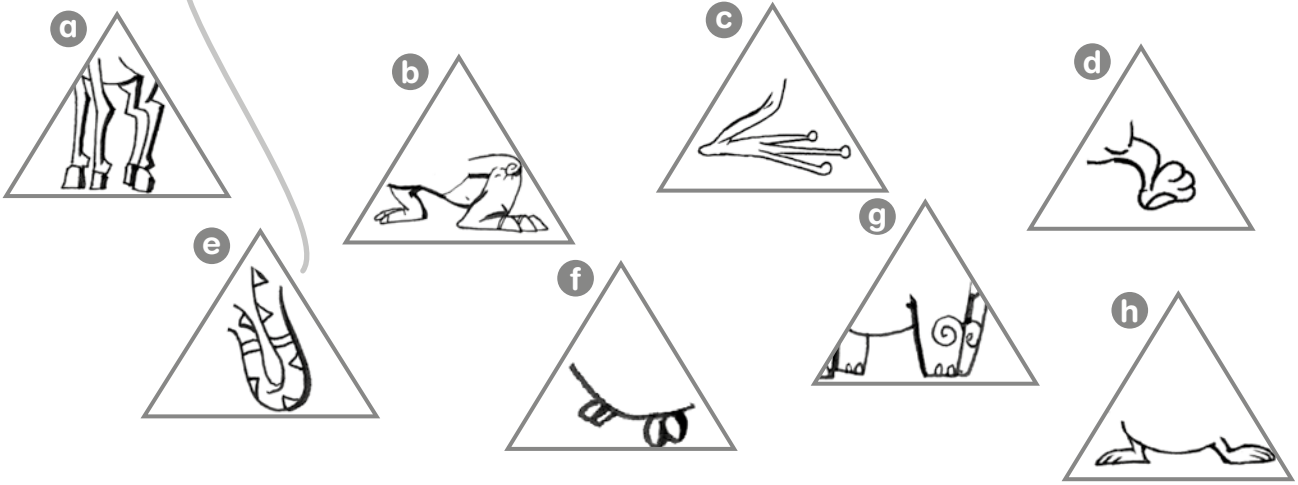

elephant


monkey


crocodile

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

snake elephant giraffe monkey



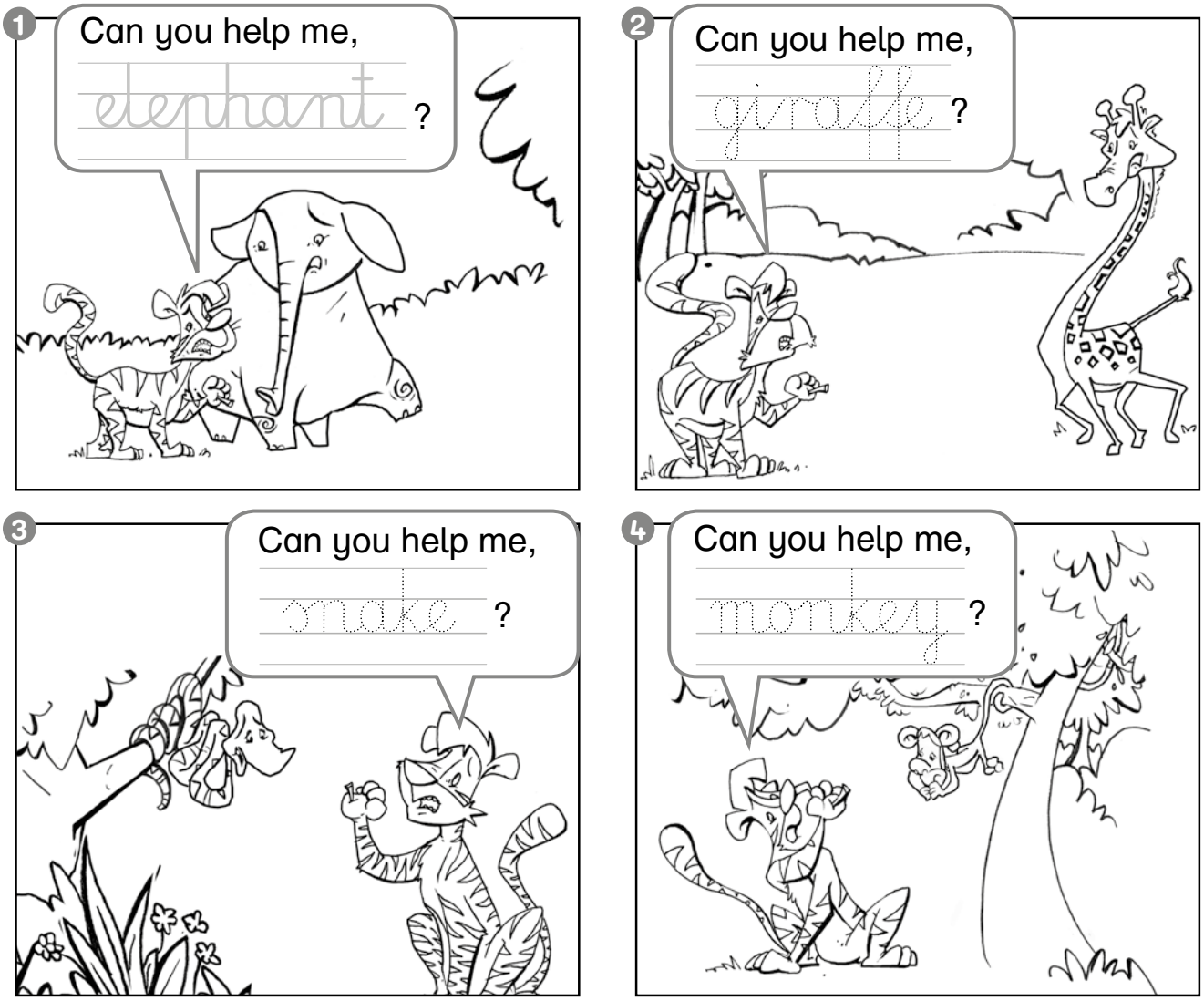
crocodile frog mouse parrot

VIDEO 11

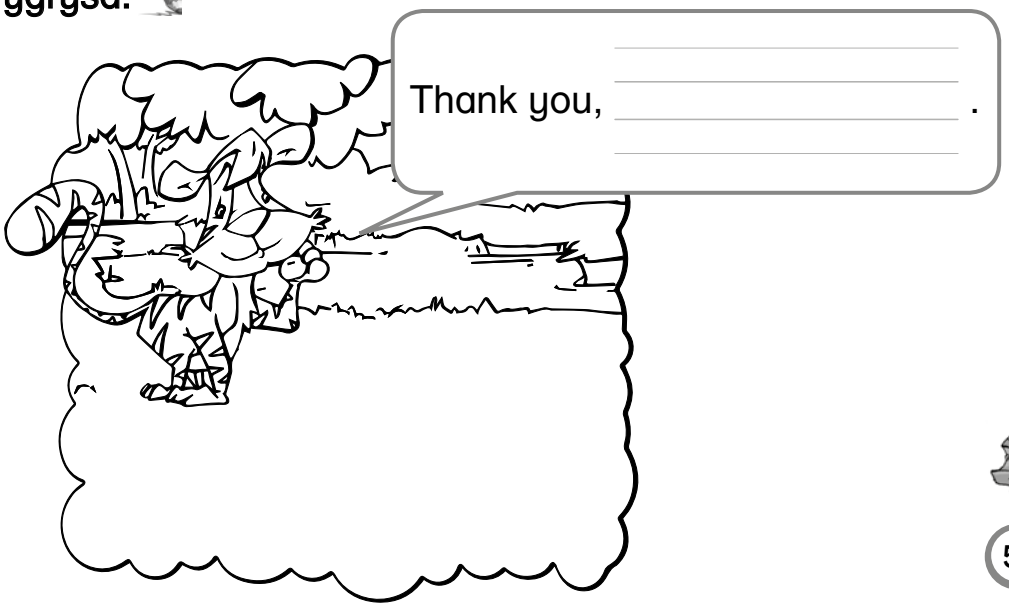
STORY TIME

Lesson 2 Story

1 Pokoloruj zwierzęta i uzupełnij pytania.



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

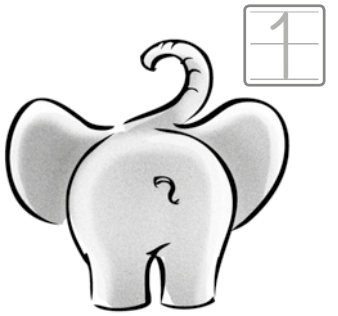




Lesson 3 Story activities – Song

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

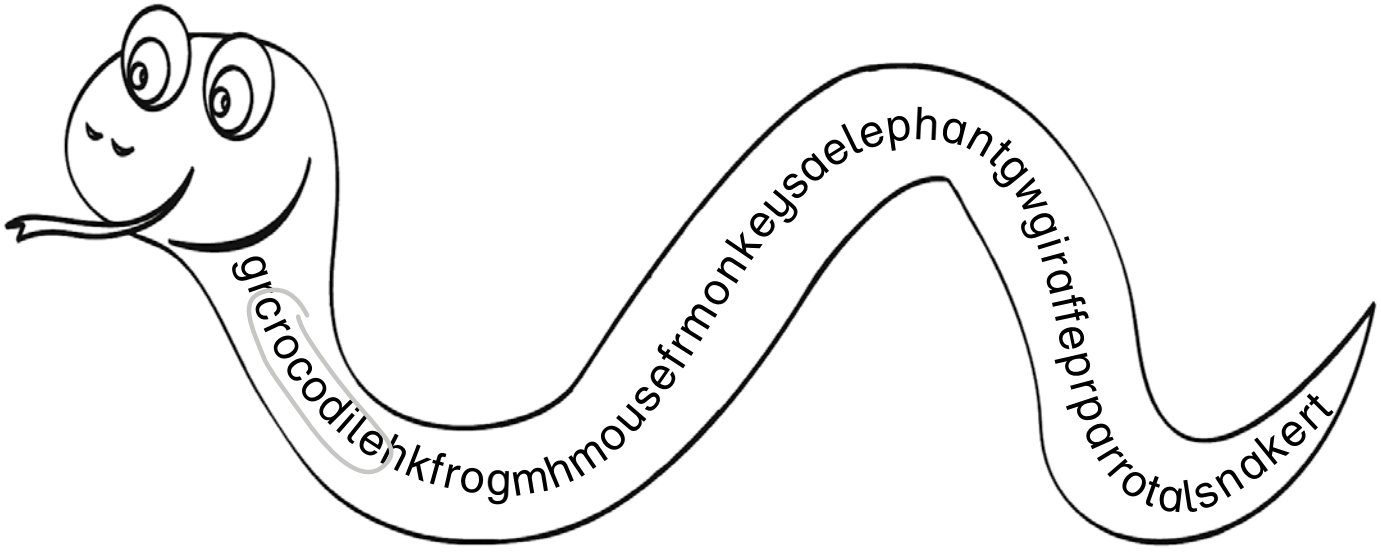
monkey ~~elephant~~ giraffe snake






elephant

2 Znajdź i zakreśl w wężu 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?





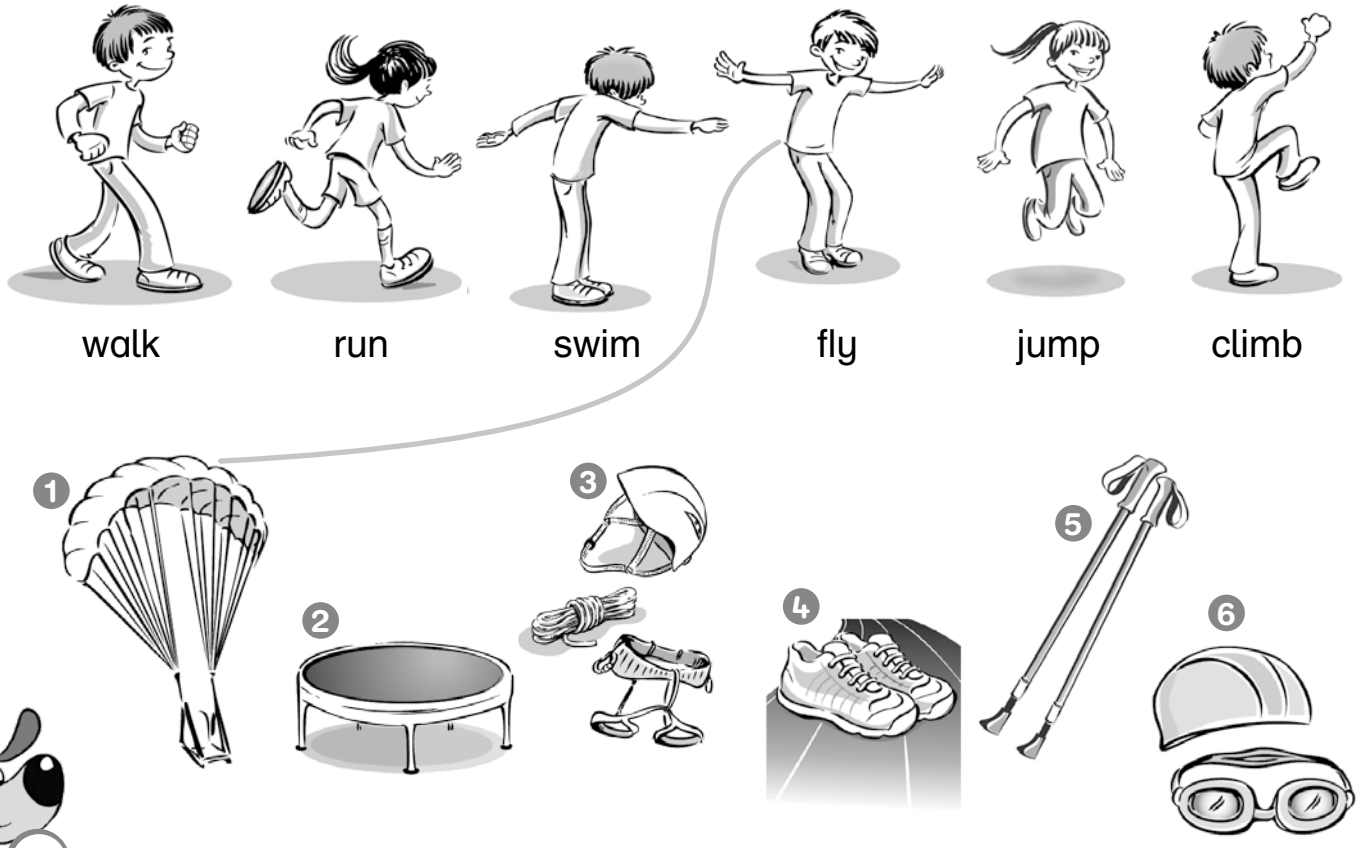


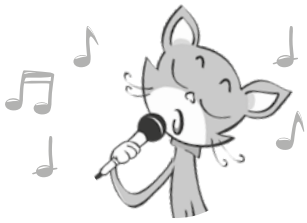
Lesson 5 CLIL

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



2 Połącz rysunki. Jakie czynności pokazują dzieci?



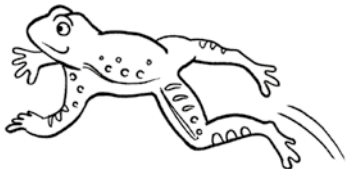


Lesson 6 CLIL – Song

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

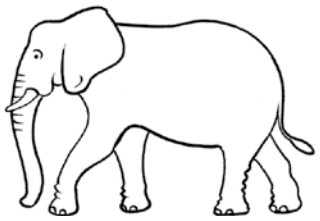
Can you?

1 

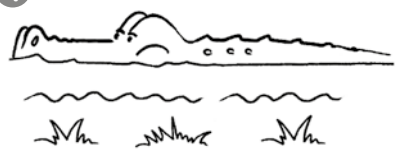
A frog can jump . ✓

2 

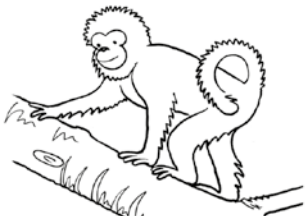
A _____ can run . ○

3 

An _____ can walk . ○

4 

A _____ can swim . ○

5 

A _____ can climb . ○

6 

A _____ can fly . ○





Lesson 7 Unit review

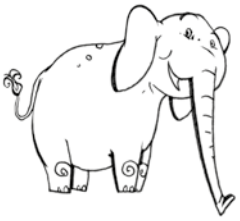
1 Podpisz rysunki. Jakie zwierzęta przedstawiają?

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

1 

snake

2 

3 

4 

5 

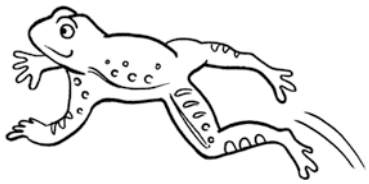
6 

7 

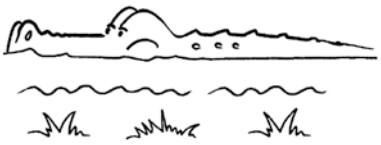
8 

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

I can **walk** / **jump**.

1 

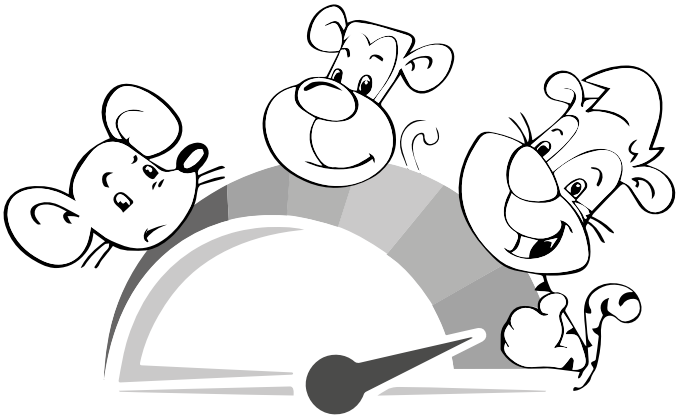
I can **swim** / **climb**.

2 

I can **run** / **fly**.

3 

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



Ocenianie kształtujące



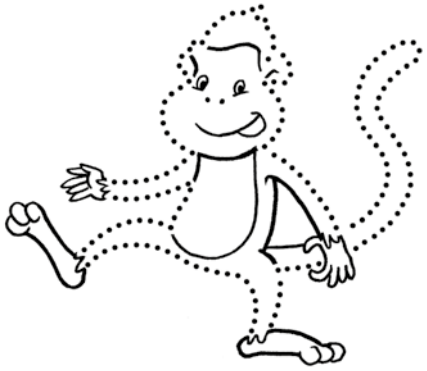


Kids' Culture 5

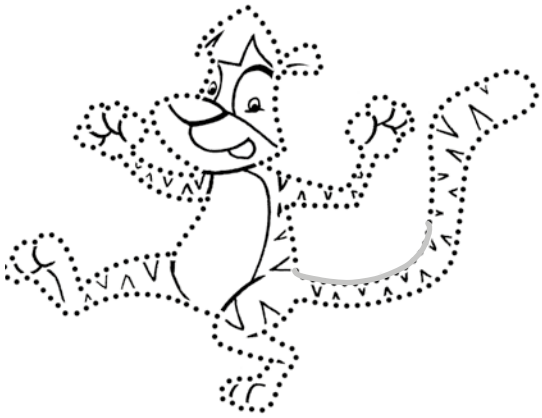
▶ VIDEO 12

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

parrot ~~tiger~~ monkey



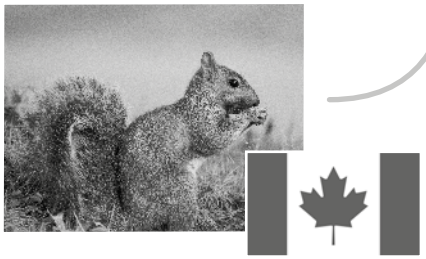


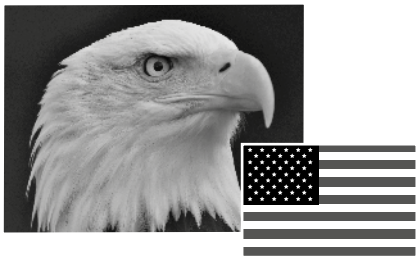


tiger

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

1 

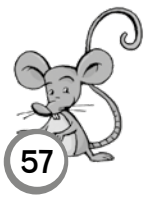
2 

3 

a It can run can climb .

b It can fly can run .

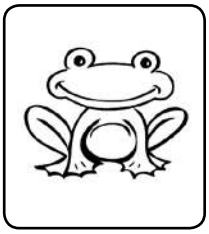
c It can swim .

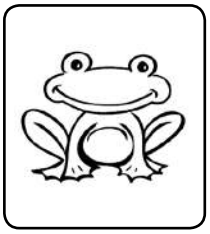


EARLY FINISH

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

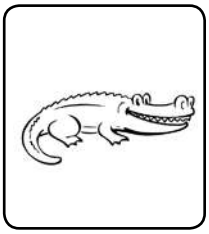
1

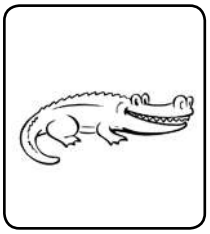



frog mouse parrot frog mouse

2



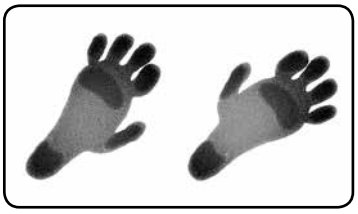



crocodile monkey snake crocodile

2 Podpisz ślady nazwami zwierząt. Narysuj brakujący ślad.

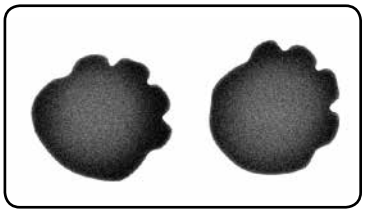
frog parrot giraffe elephant ~~monkey~~

1

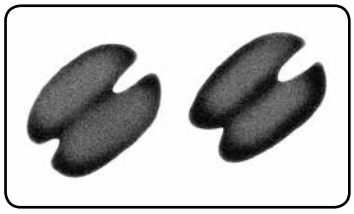


monkey

2



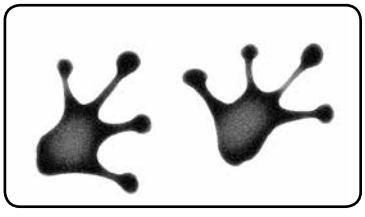
3



4



5



6

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.

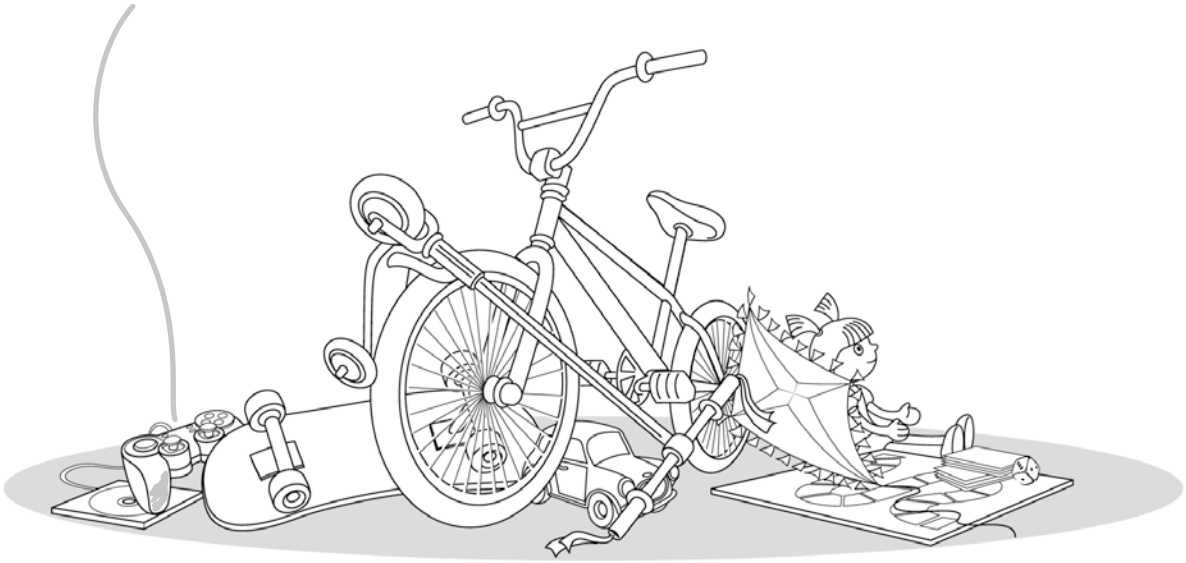
6 The Missing Skateboard



Lesson 1 Vocabulary

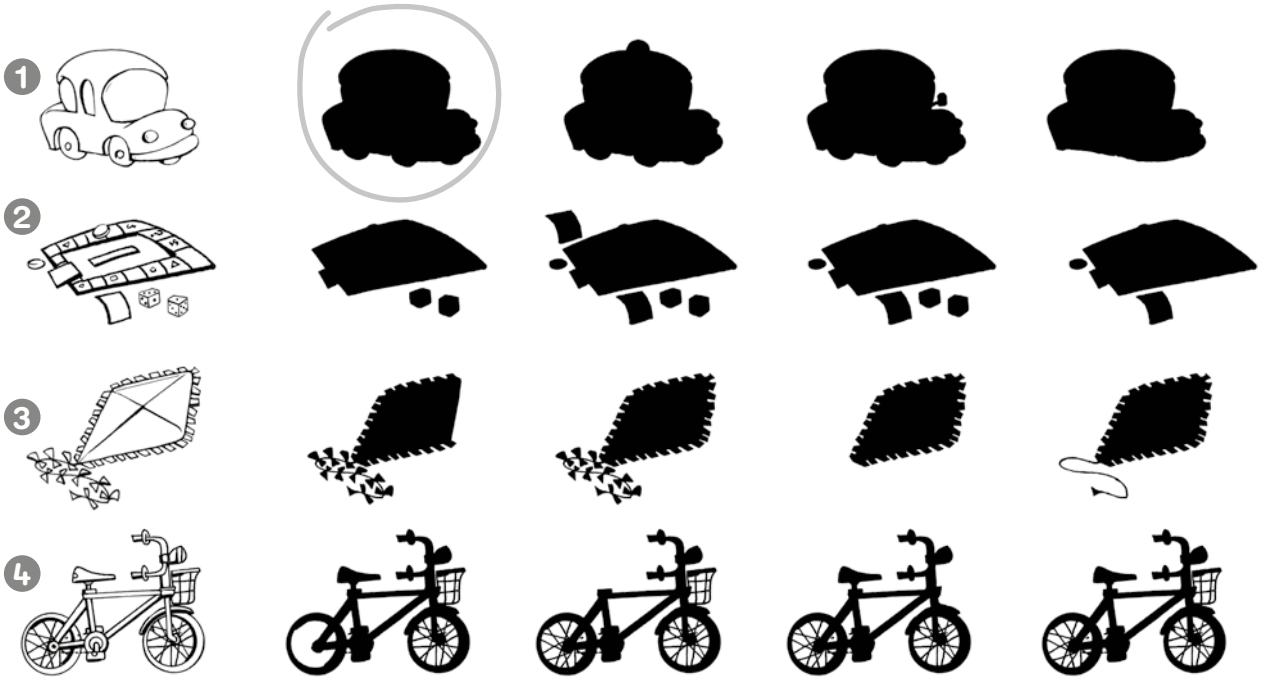
1 Znajdź i pokoloruj osiem zabawek na rysunku. Połącz je z wyrazami.

❶ computer game ❷ kite ❸ skateboard ❹ car



❺ doll ❻ bike ❼ scooter ❽ board game

2 W każdym rzędzie zakreśl właściwy cień i nazwij zabawki.



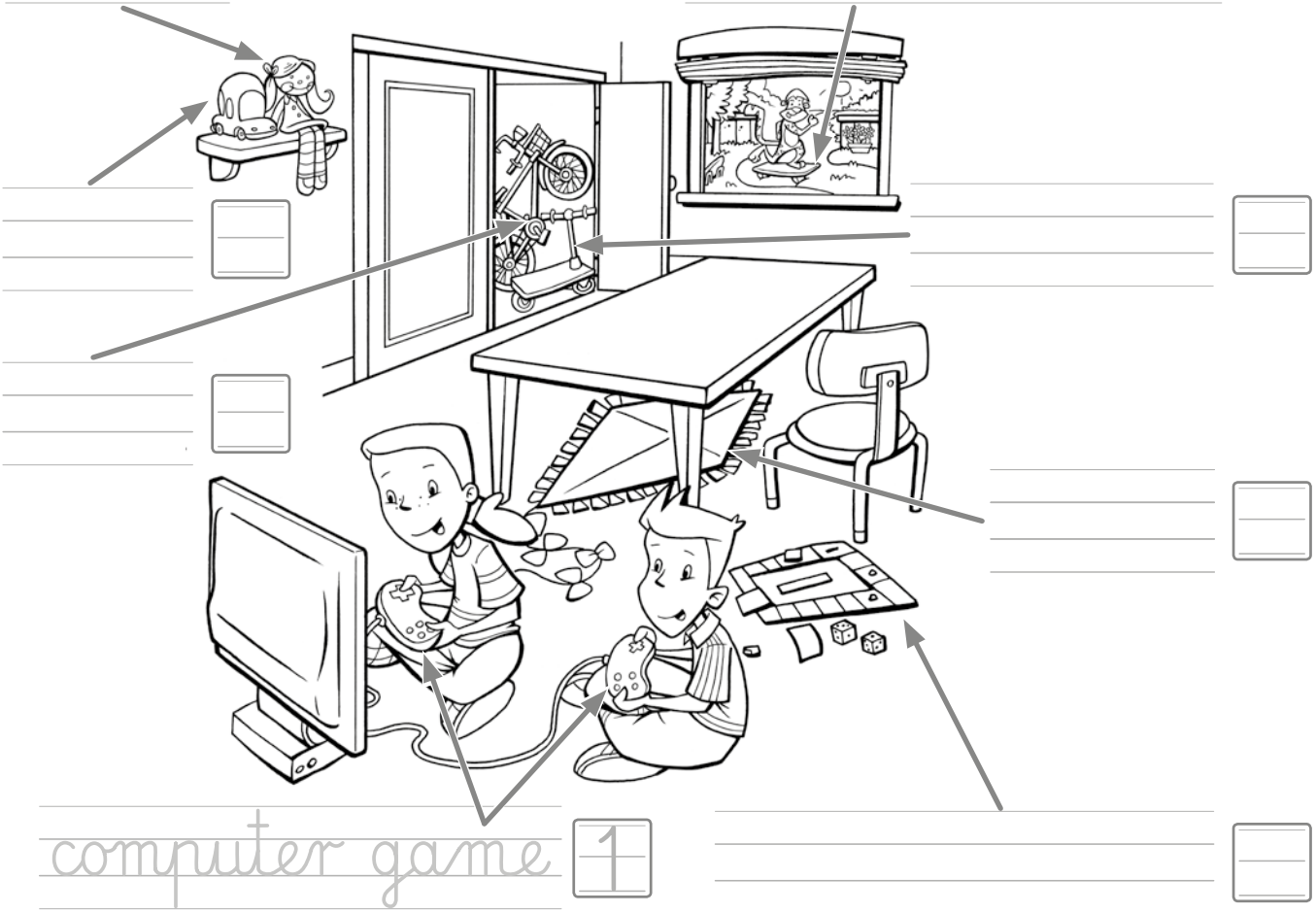
VIDEO 13

STORY TIME

Lesson 2 Story

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

computer game kite skatebooard car
doll bike scooter board game



computer game 1

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



Lesson 3 Story activities – Song

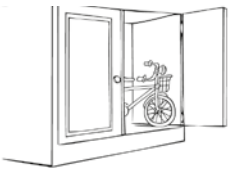
1 4.1 Uzupełnij zdania. Zaśpiewaj piosenkę *Where's my skateboard?*.

doll kite ~~scooter~~ car board game bike

1 The scooter is in the cupboard.



2 The _____ is in the cupboard.



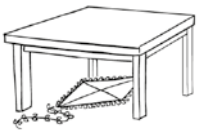
3 The _____ is on the shelf.



4 The _____ is on the shelf.



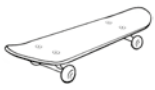
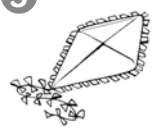
5 The _____ is under the table.



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,

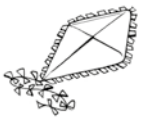
the z oo and

the swimming p oo l.

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

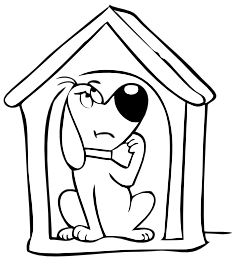
2 

3 

4 

5 

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

1 

wood / plastic

2 

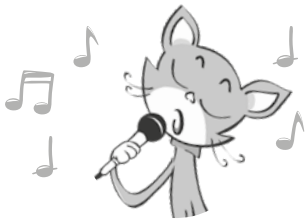
wood / paper

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						

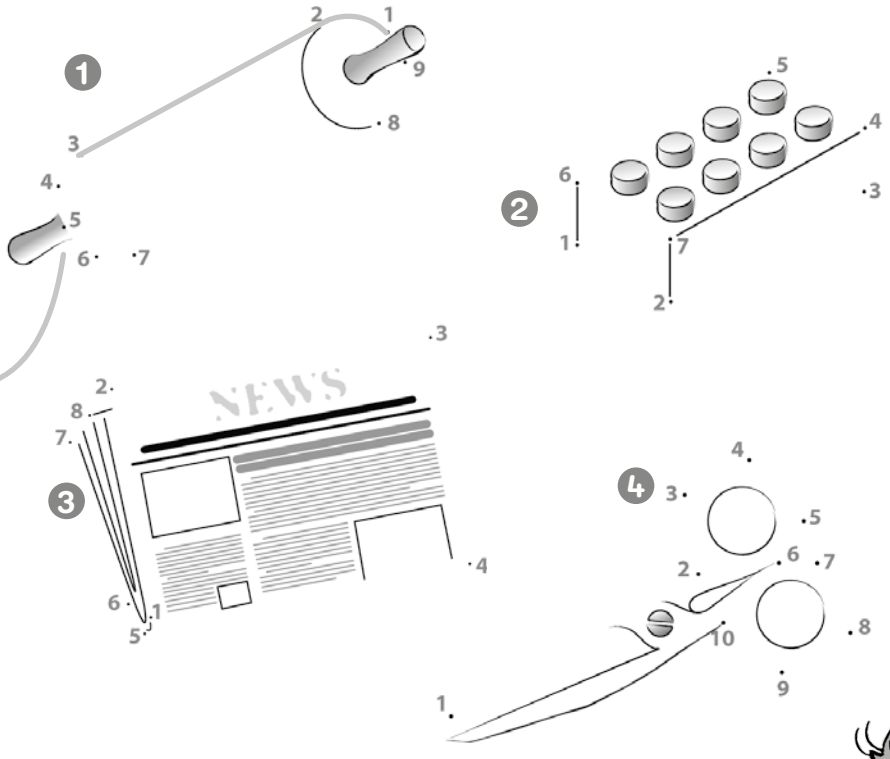
2 Połącz kropki. Dopasuj zdania do rysunków.

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.

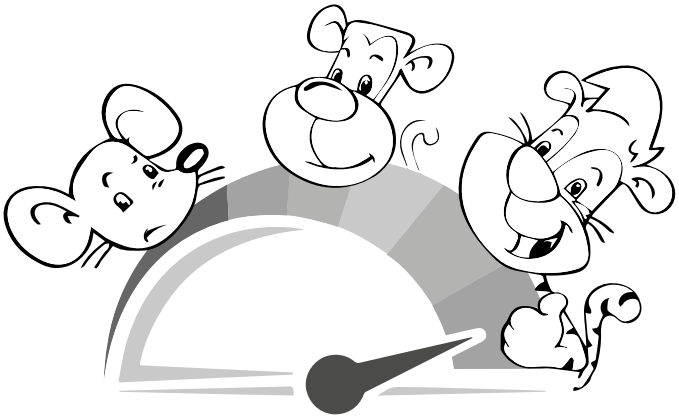


2. The _____ is made of paper.



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?

1 

2 

3 

a My favourite _____ is a boomerang.

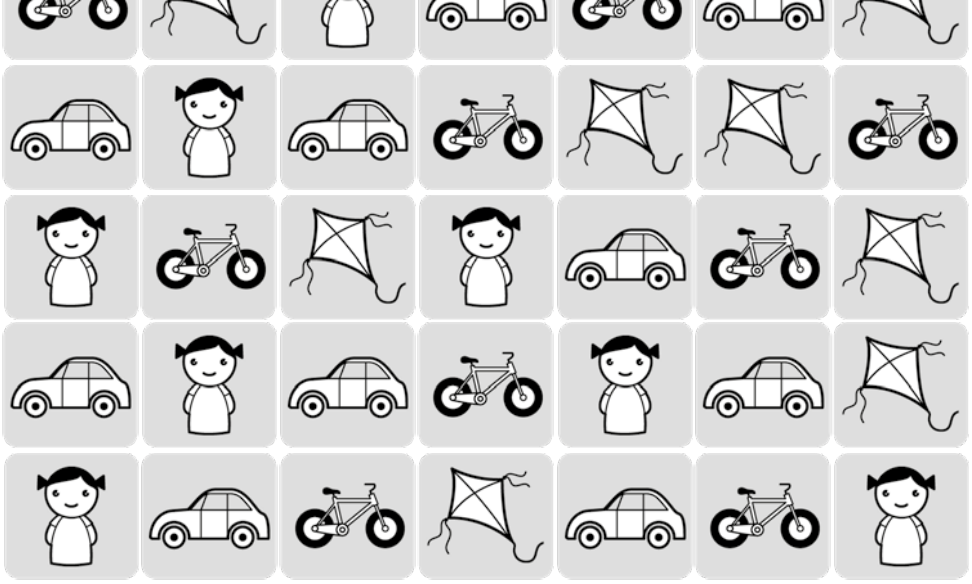
b My favourite _____ is a teddy bear.

c My favourite _____ is a black taxi.

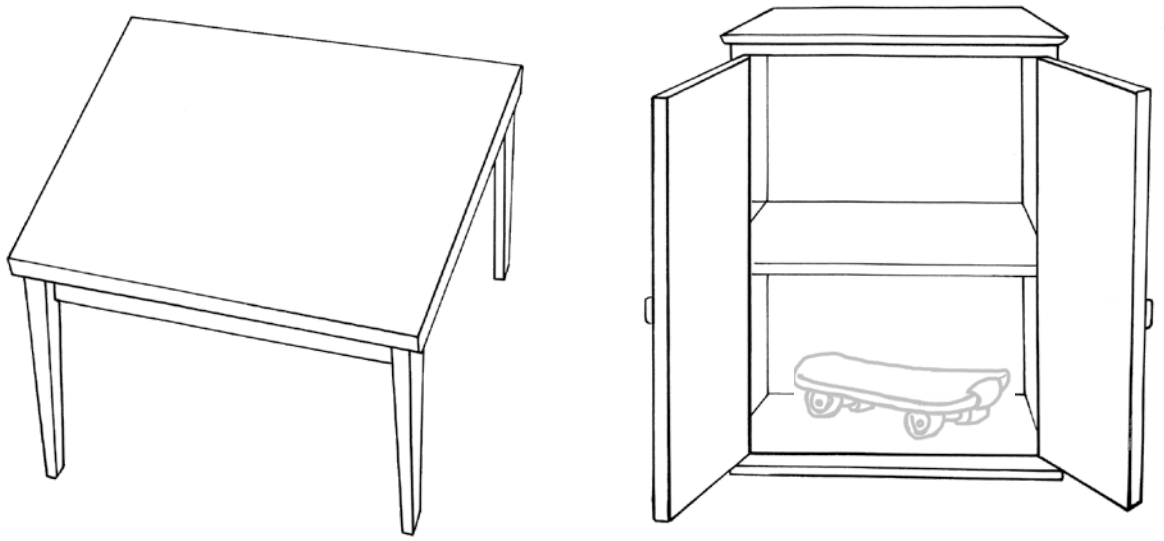
EARLY FINISH

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

doll

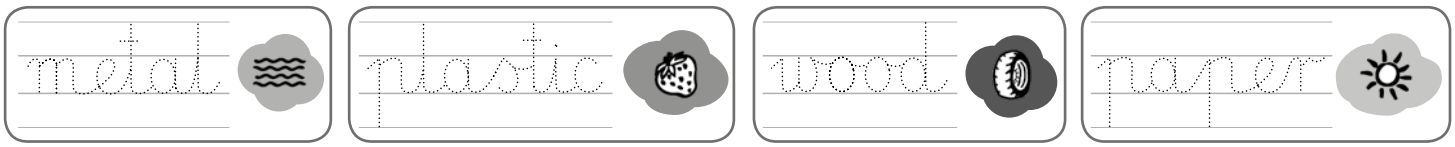


2 Przeczytaj zdania i narysuj zabawki we właściwych miejscach.



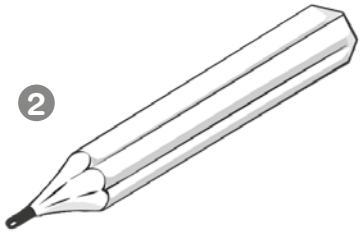
1. The skateboard is in the cupboard.
2. The car is on the table.
3. The ball is under the table.
4. The kite is in the cupboard.

3 Uzupełnij zdania i pokoloruj rysunki według klucza.



1 

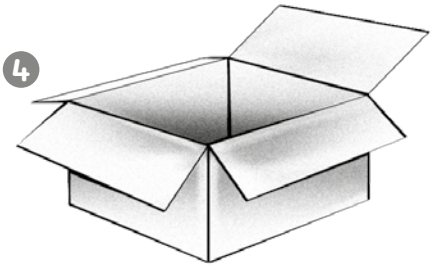
It's made of plastic.

2 

It's made of _____.

3 

It's made of _____.

4 

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



Tiger and Friends

▶ VIDEO 15

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 

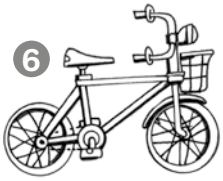
monkey

2 

3 

4 

5 

6 

2 Ponumeruj scenki z historyjki we właściwej kolejności.

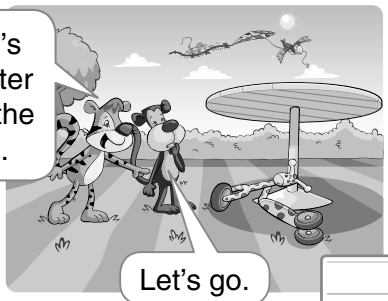


1

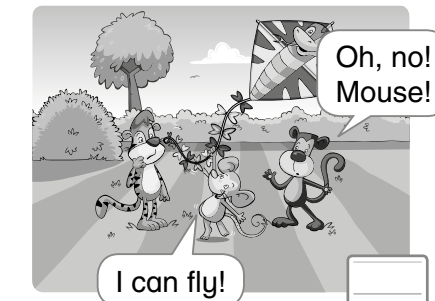




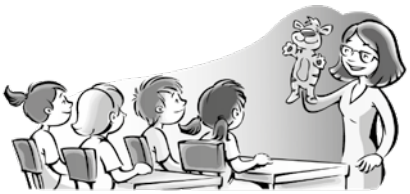






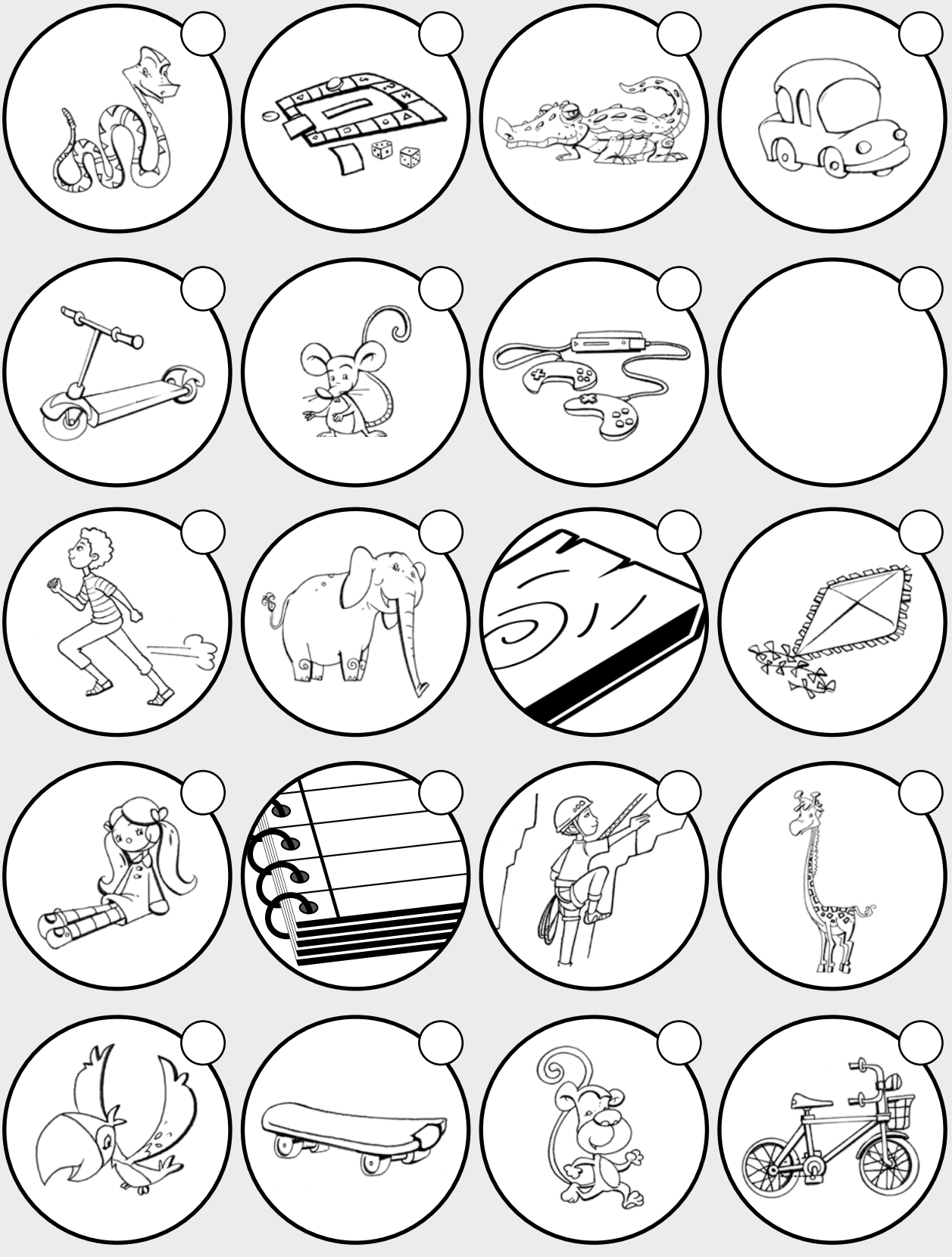


CLASS GAME



3 Zagraj w *Tiger's Five*.



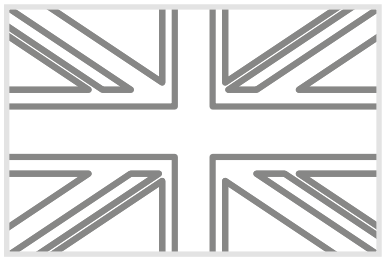


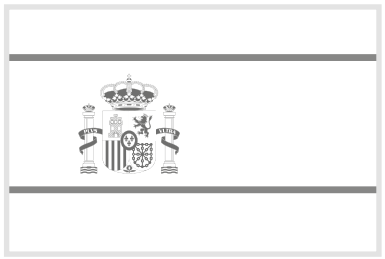


Goodbye, Tiger!

Lesson 1 Vocabulary

1 Połącz flagi z nazwami państw. Pokoloruj flagi.

❶ 

❷ 

❸

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.

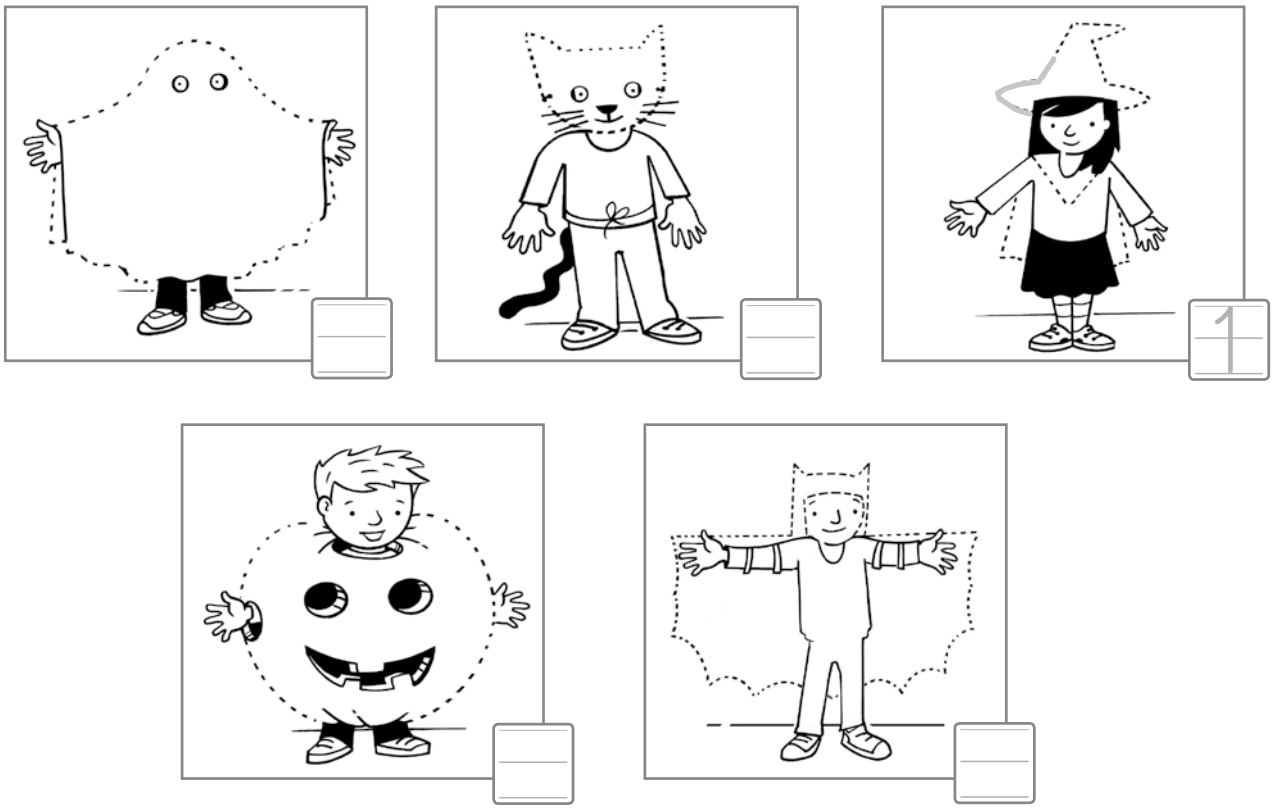
The capital is Warsaw.

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



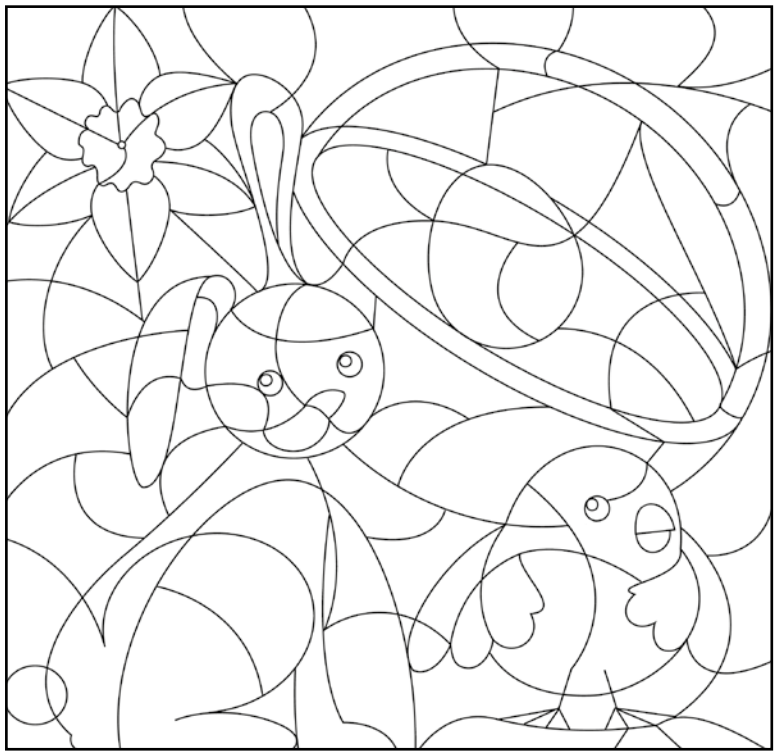
Easter egg



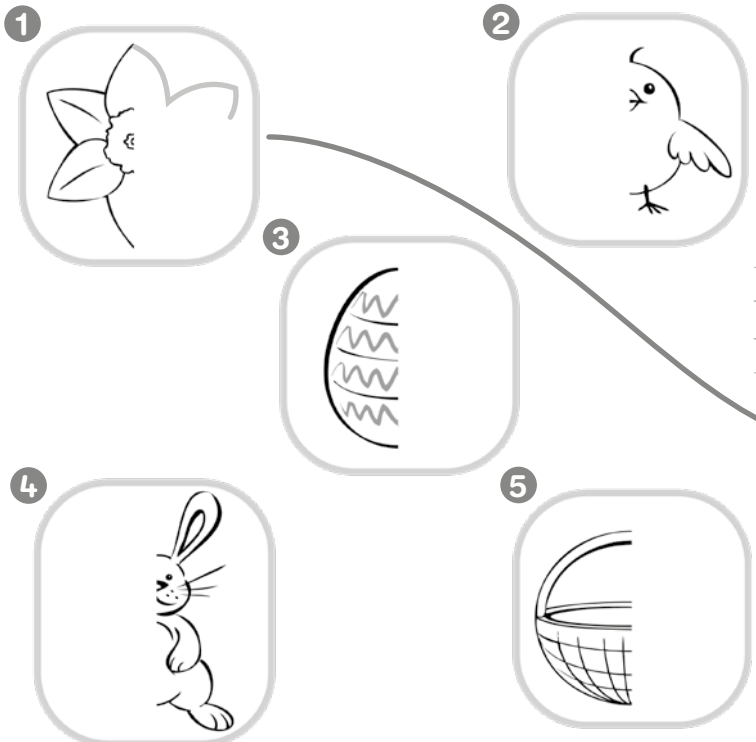
basket



flower



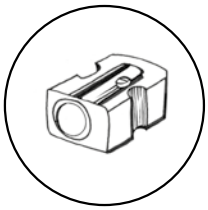
2 Dokończ rysunki i napisz wyrazy po śladzie. Połącz rysunki z wyrazami.



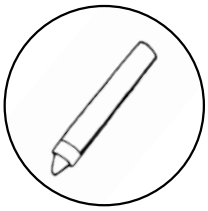


Picture Dictionary

Unit 1



sharpener



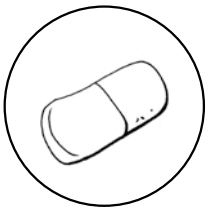
crayon



bag



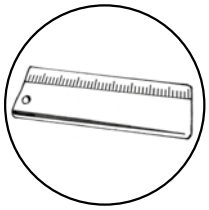
pencil



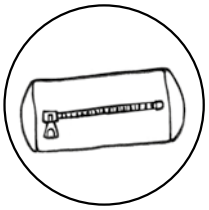
rubber



pen

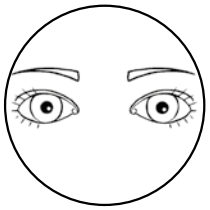


ruler

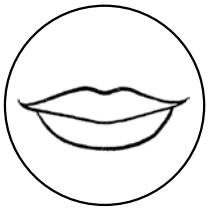


pencil case

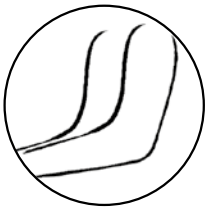
Unit 2



eyes



mouth



arms



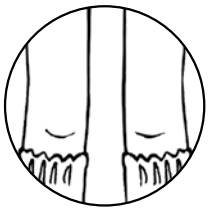
hands



ears



nose

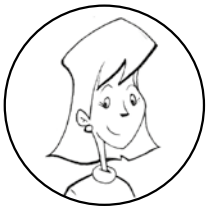


legs

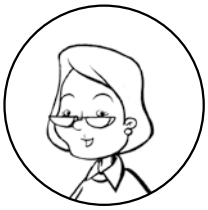


head

Unit 3



mother



grandmother



baby



brother



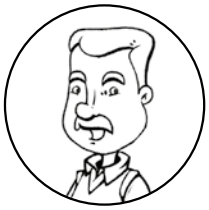
family



sister

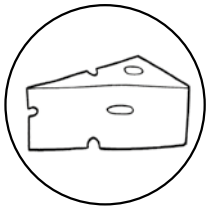


father

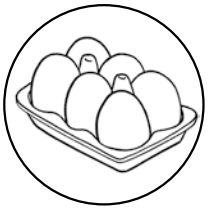


grandfather

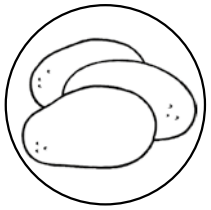
Unit 4



cheese



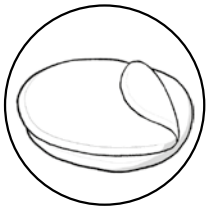
eggs



potatoes



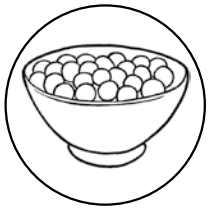
milk



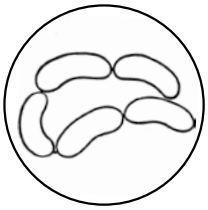
ham



carrots



peas



sausages

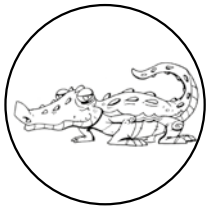
Unit 5



snake



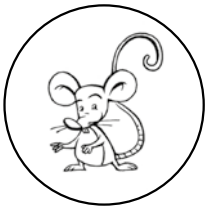
monkey



crocodile



parrot



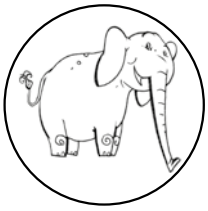
mouse



giraffe

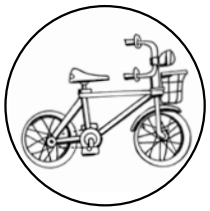


frog



elephant

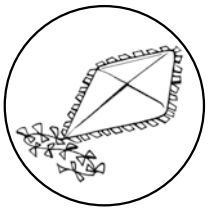
Unit 6



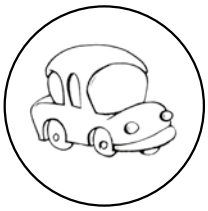
bike



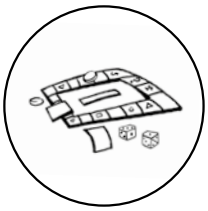
computer game



kite



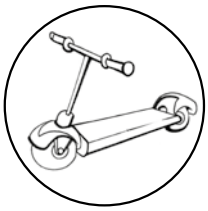
car



board game



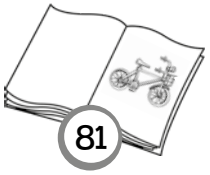
doll



scooter

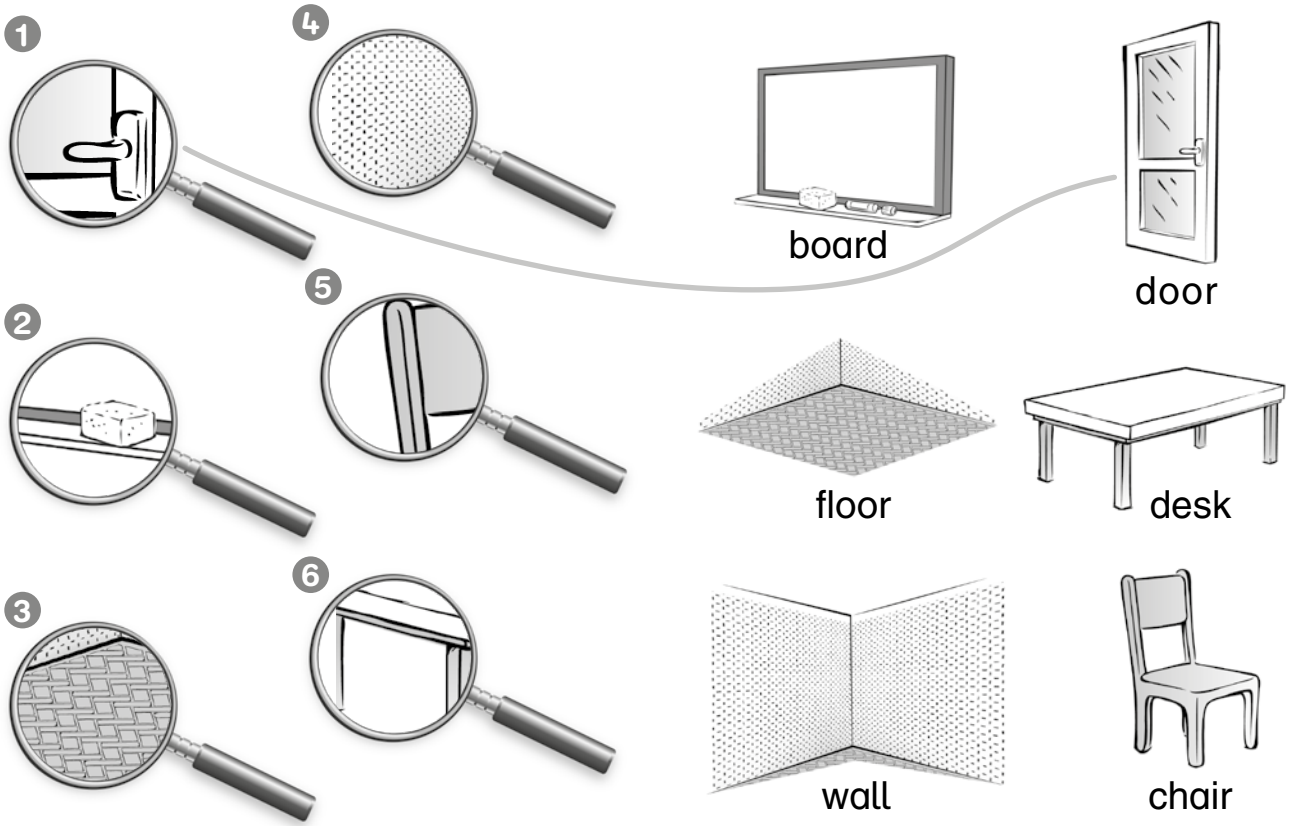


skateboard

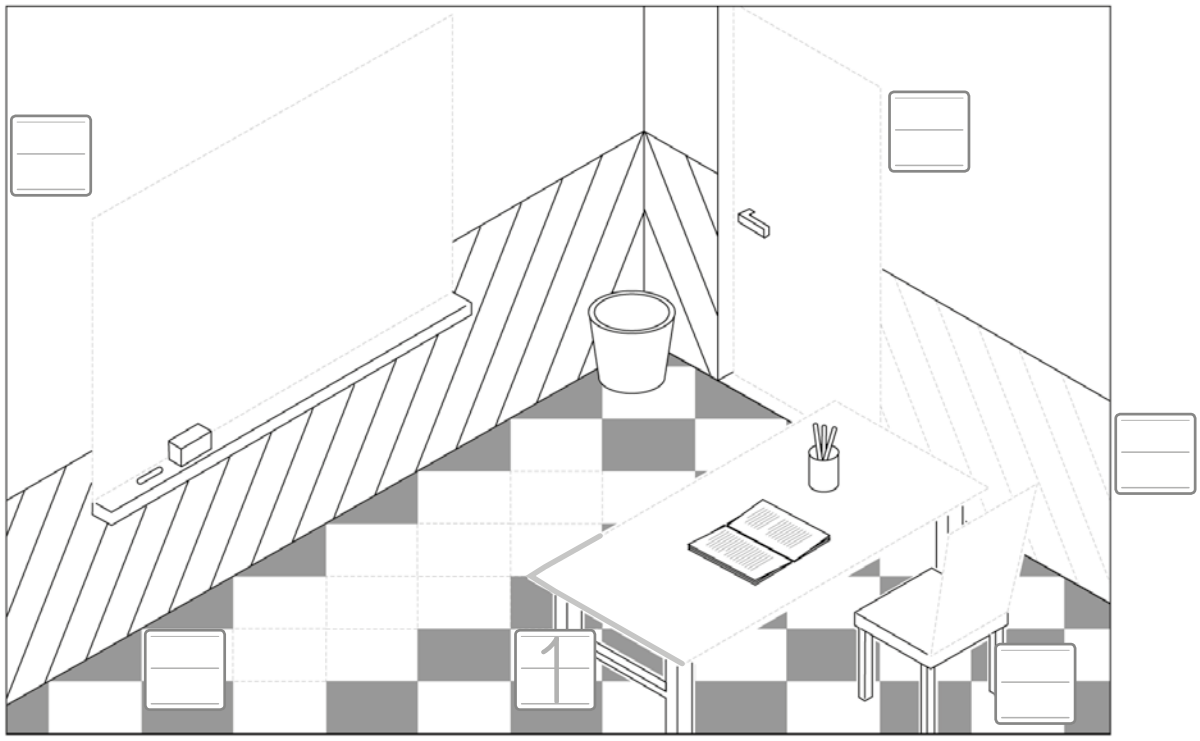


1 Extra Vocabulary

1 Połącz lupy z rysunkami. Co widzisz na rysunkach?

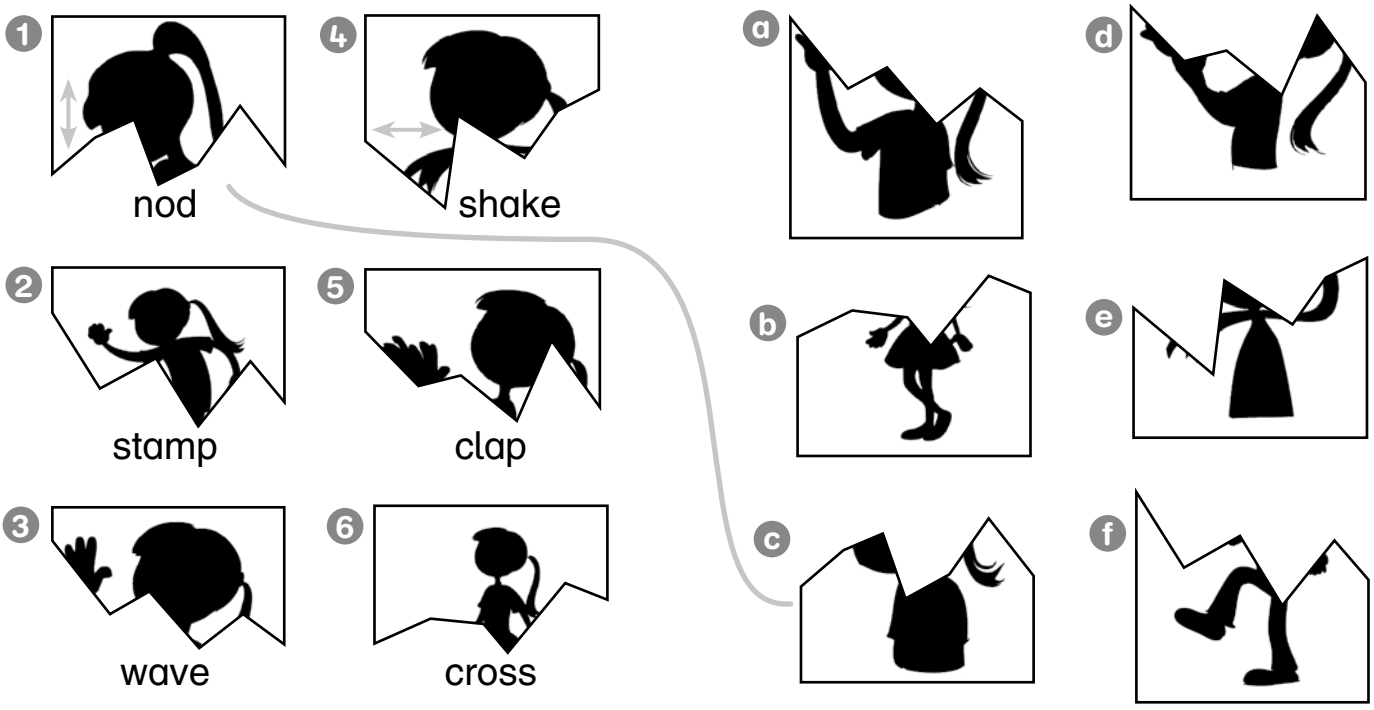


2 4.38 Dokończ rysunek i ponumeruj jego elementy zgodnie z treścią rymowanki *In the classroom*.

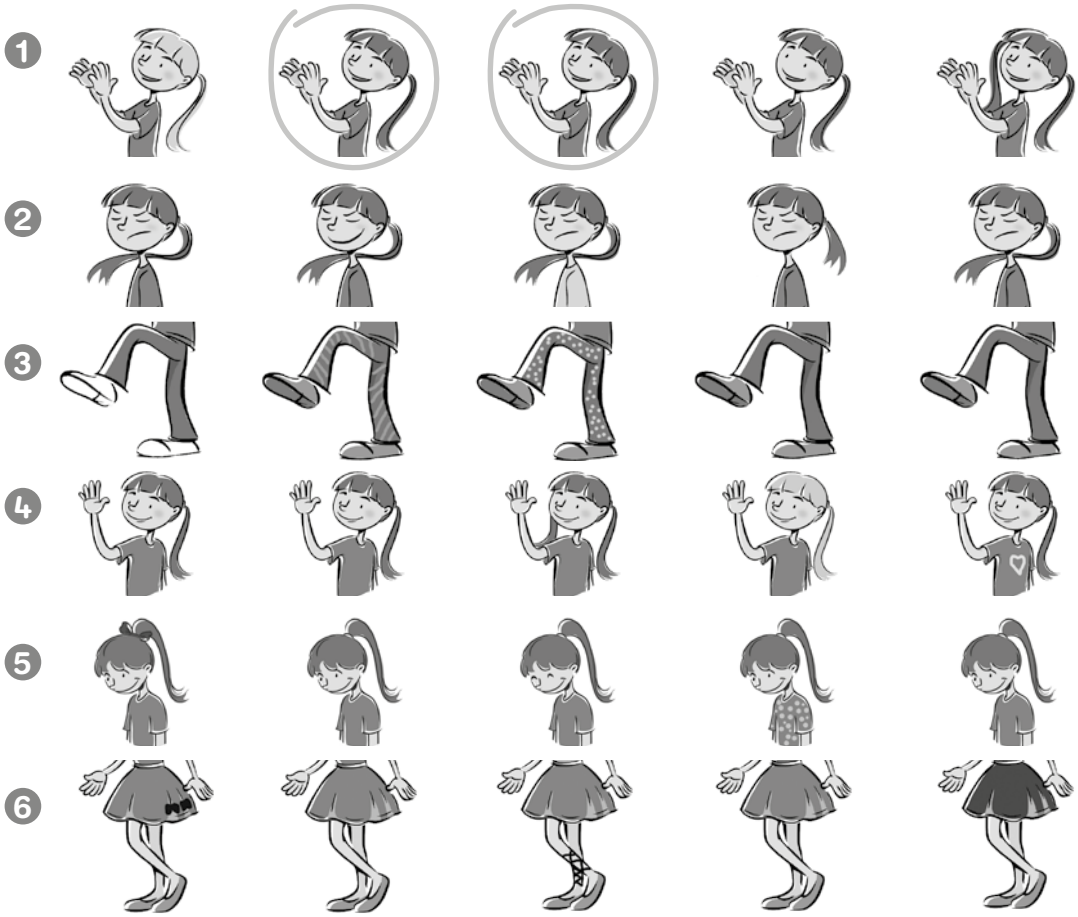


2 Extra Vocabulary

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?

1 

police officer

2 

vet

3 

cook

4 

teacher

5 

bus driver

6 

doctor

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

a 

bus driver / doctor

b 

police officer / teacher

c 

bus driver / vet

d 

police officer / cook

e 

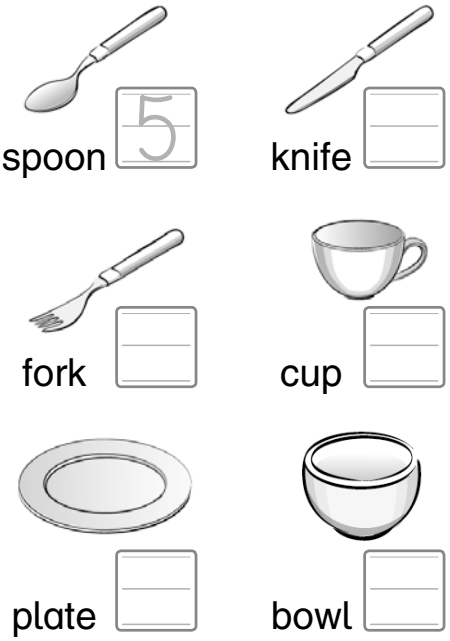
teacher / doctor

f 

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.

1 plate

2 knife

3 fork

4 bowl

5 cup

6 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

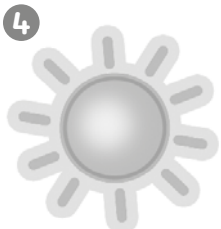
hot

cold

1 

2 

3 

4 

5 

6 

6 Extra Vocabulary

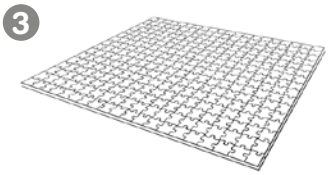
1 Zakreśl właściwe wyrazy i napisz je po śladzie. Jakie cechy mają przedmioty na rysunkach?

1 

new / old

2 

fast / slow

3 

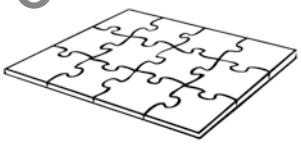
easy / difficult

4 

new / old

5 

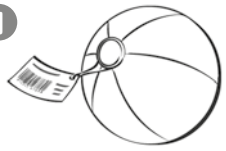
fast / slow

6 

easy / difficult

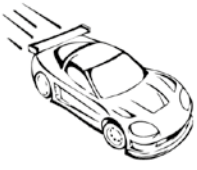
2 4.53 Podpisz rysunki zgodnie z treścią rymowanki *Toys*.

old easy slow ~~new~~ fast difficult

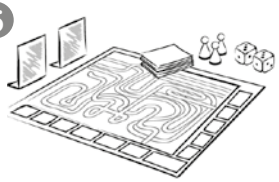
1 

new

2 

3 

4 

5 

6 

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!

Macmillan Polska Sp. z o.o.
Al. Jerozolimskie 146 A
02-305 Warszawa
A division of Springer Nature Limited

Companies and representatives throughout the world

ISBN 978-83-8152-206-9

Text © Carol Read and Mark Ormerod
Design and illustration © Springer Nature Limited 2013 and Macmillan Polska 2019

The authors have asserted their right to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

This edition published 2020
First edition entitled “Tiger Tales” published 2013 by Springer Nature Limited

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Kamil Wiśniewski and Blooberry Design Ltd
Page make-up by didi-art

Illustrated by Adrian Barclay, Simon Walmesley, Rodrigo Folgueira, Kelly Kennedy, Jan McCafferty, Anthony Rule, Jo Taylor, Philip Hailstone, Daniel Limon, Eric Smith, Ricard Zaplana Ruiz, Kathy Baxendale, Tony Forbes, Wojciech Górski and Dorota Zduniewicz-Dąbrowska

Cover design by Kamil Wiśniewski and didi-art
Cover illustration by Dorota Zduniewicz-Dąbrowska
Cover photography by iStock

Authors’ acknowledgements
We would like to thank everyone at Macmillan Education in the UK and in Spain who has helped us in the development and the production of these materials. We would also like to thank all the teachers who have taken time to read, pilot and give feedback at every stage of writing the course. Special thanks from Carol to Alan, Jamie and Hannah for their encouragement and support. Special thanks from Mark to Carlos for his patience and understanding.

Magdalena Kondro would like to thank the editors at Macmillan Polska for all their hard work, thoughtful insights and creative ideas.

The publishers would like to thank the following for permission to reproduce their illustrations:
MACMILLAN MEXICO/MPL pp. 5 (ink blot), 71 (notebook); **MACMILLAN SOUTH AFRICA/MPL** p. 46 (plate); **Photogenica** pp. 4, 5, 13, 69 (tyre), pp. 14, 15, 24, 25, 36, 37, 46, 47, 58, 59, 68, 69 (stopwatch, flags), 32 (tree), 72 (Halloween icons), 16, 81 (magnifying glass); **iStock** Tiger Passport (stamp, passport), pp. 7 (domino), 9 (hat), 13 (classroom, Polish flag), 23 (sheep, castle, dumplings, Poland outline), 29 (family), 33 (frame), 40 (egg shape), 45 (flags, pastries, banana, apple, sandwich, rice dish, children), 52 (ex2 snake), 57 (platypus, grey squirrel, bald eagle, flags), 67 (ex1 children, flags), 72 (ex1 flags, Polish flag, boy).

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.
The inclusion of any specific companies, commercial products, trade names or otherwise does not constitute or imply its endorsement or recommendation by Springer Nature Limited.

Printed and bound in Poland

2024 2023 2022 2021 2020
10 9 8 7 6 5 4 3 2 1

Tiger & Friends 1



Zgubiony lub zniszczony podręcznik?
Chcesz mieć swój egzemplarz w domu?
Kup na: **www.sklep.macmillan.pl**

STREFA UCZNIA

Bezpłatne nagrania do podręcznika
i zeszytu ćwiczeń znajdziesz na:
www.macmillan.pl/strefa-ucznia

Pupil's App

Bezpłatna aplikacja z ćwiczeniami interaktywnymi



Zabierz przyjaciela do domu!
Maskotki dostępne w sklepie internetowym na:
www.sklep.macmillan.pl

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

macmillan education
www.macmillan.pl

ISBN: 978-83-8152-192-5
9 788381 521925