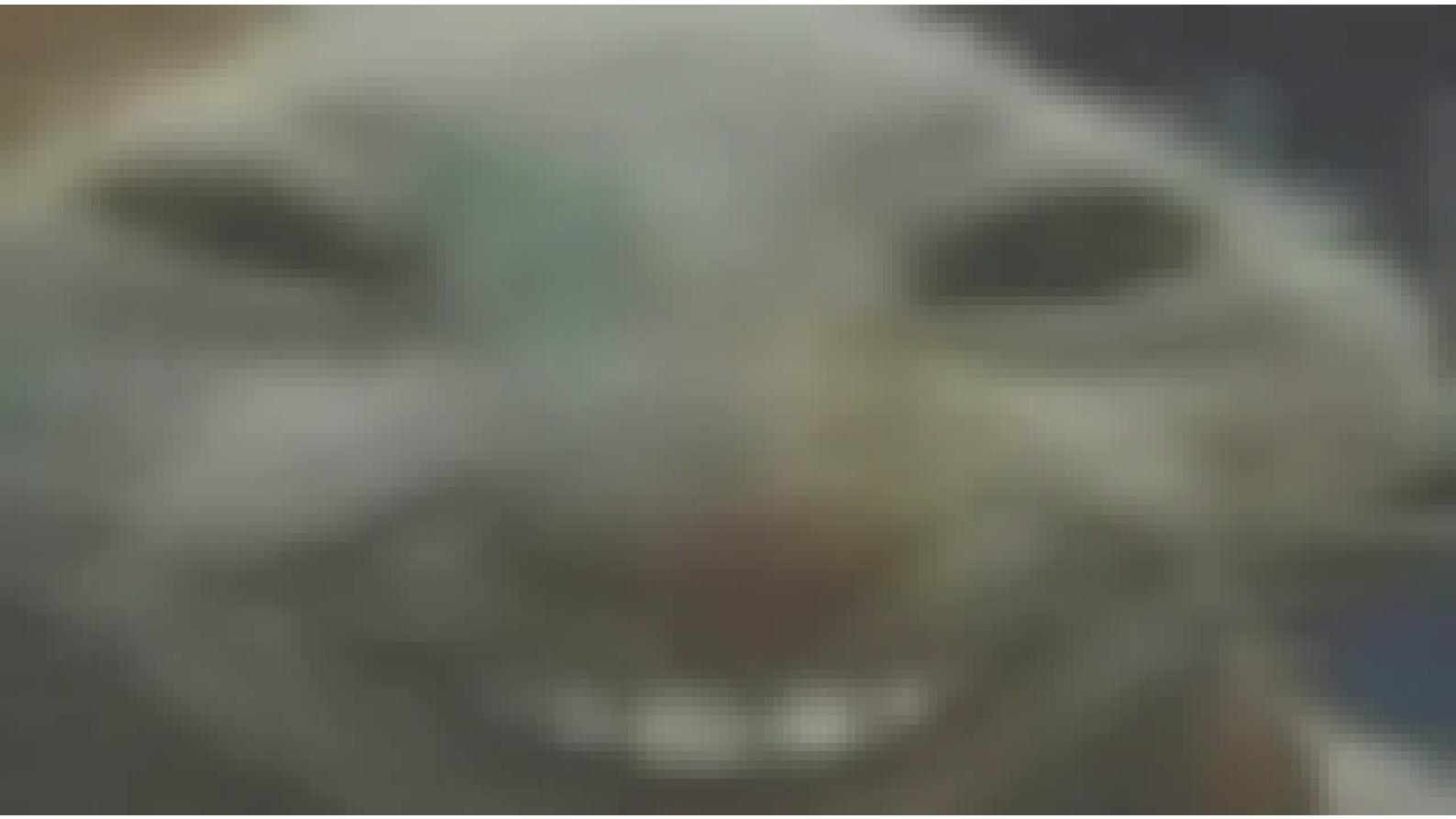
ZESZYT ĆWICZEŃ

TIGER & FRIENDS 2



Carol Read, Mark Ormerod
with Magdalena Kondro

macmillan education



ZESZYT ĆWICZEŃ

Tiger & Friends 2

My name is _____.

	How are you?	page 2
1	A Surprise	page 6
2	A New Pet	page 16
	Tiger Review 1	page 26
3	Where's my coat?	page 28
4	Break Time	page 38
	Tiger Review 2	page 48
5	What's the matter?	page 50
6	On Holiday	page 60
	Tiger Review 3	page 70
	Goodbye, Sue and Jay!	page 72
	Festivals	page 73
	Picture Dictionary	page 76
	Extra Vocabulary	page 82
	Teksty piosenek i rymowanek	page 88



Materiały video dostępne na:
www.macmillandlaucznia.pl/tiger-and-friends-2
lub po zeskanowaniu QR kodu
za pomocą smartfonu:

Carol Read
Mark Ormerod
with Magdalena Kondro

How are you?

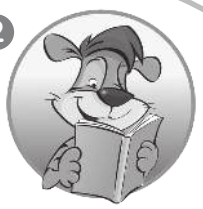


Lesson 1

1 **Zakreśl właściwe podpisy i połącz obrazki z odpowiadającymi im przedmiotami. Jakie czynności wykonuje Tygrys?**

1 

sing / play

2 

read / write

3 

count / listen

4 

play / write

5 

sing / read

6 

count / listen

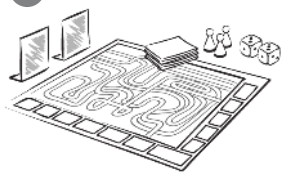
a 

b 

c 

d 

e 

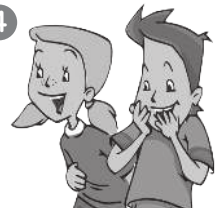
f 

2 1.2 **Połącz ilustracje z właściwymi zdaniami. Zaśpiewaj piosenkę *Let's have fun in English*.**

1 

2 

3 

4 

Let's speak.

Let's have fun.

Let's play.

Let's sing.



Lesson 2

1 **Połącz zdania z właściwymi postaciami. Na jakie pytania odpowiadają postacie? Napisz, jak się nazywasz i ile masz lat.**

a I'm Jay.

b I'm Li.

c I'm Sue.







d I'm 8.

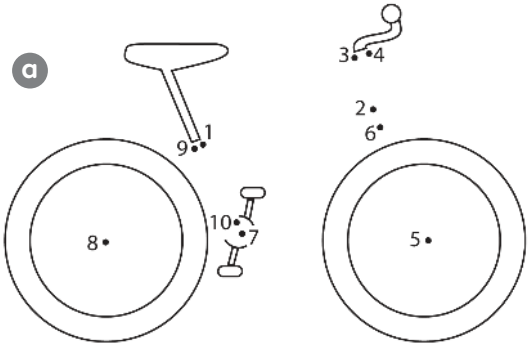
e I'm 7.

f I'm 9.

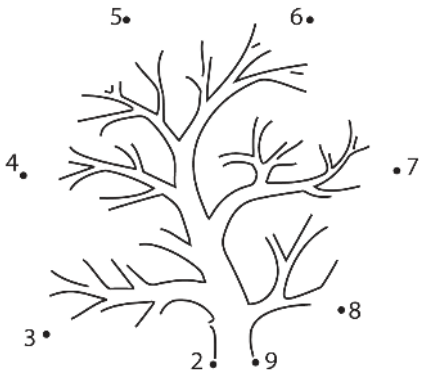
I'm _____ . I'm _____ .

2 1.6 **Połącz kropki. Co przedstawiają rysunki? Zaśpiewaj piosenkę *Come to the park*.**

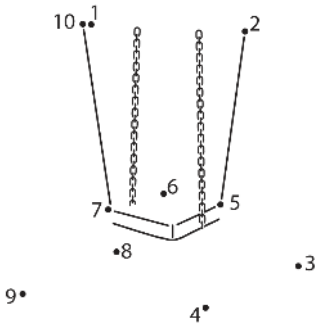
a



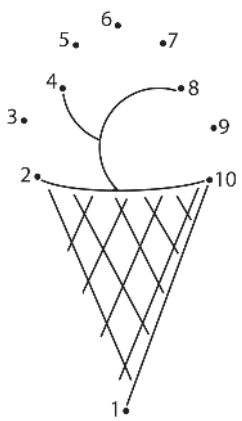
b



c



d

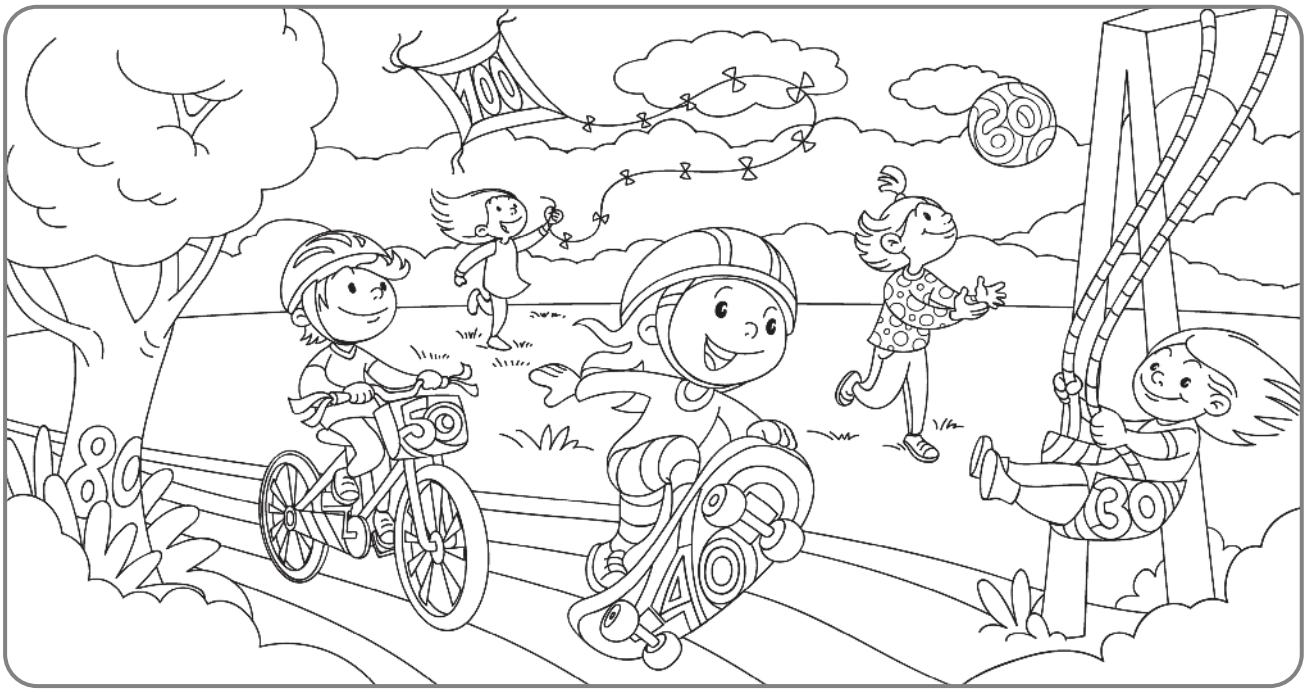


Lesson 3

1 **Pokoloruj liczby. Jakiego koloru jest każda z nich?**

10 20 30
40 50 60 70
80 90 100

2 **Znajdź liczby ukryte na obrazku i odpowiedz na pytania. Powiedz, gdzie ukryły się liczby.**



1. What number is on the swing? 30
2. What number is on the tree?
3. What number is on the kite?
4. What number is on the bike?
5. What number is on the ball?
6. What number is on the skateboard?

Lesson 4

1 **Ponumeruj nazwy dni tygodnia we właściwej kolejności. Wymień kolejno wszystkie dni.**

Thursday

Sunday

Friday

Monday 1

Saturday

Wednesday

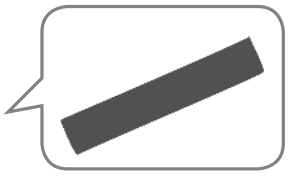
Tuesday

2 **Połącz ilustracje z odpowiadającymi im pytaniami.**

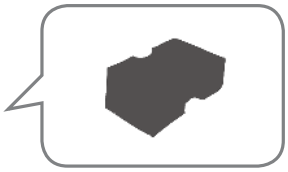
1 



2 



3 

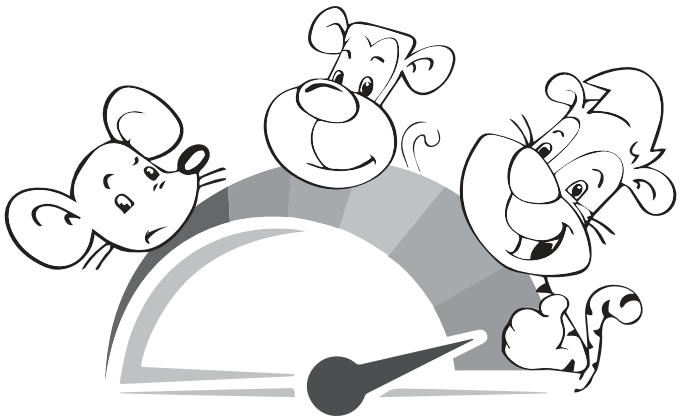


a Can I have a sharpener, please?

b Can I have a pencil, please?

c Can I have a ruler, please?

3 **Jak oceniasz swoją pracę w rozdziale *How are you?* Pokoloruj wybraną postać.**



Ocenianie kształtujące





1 A Surprise



Lesson 1 Vocabulary

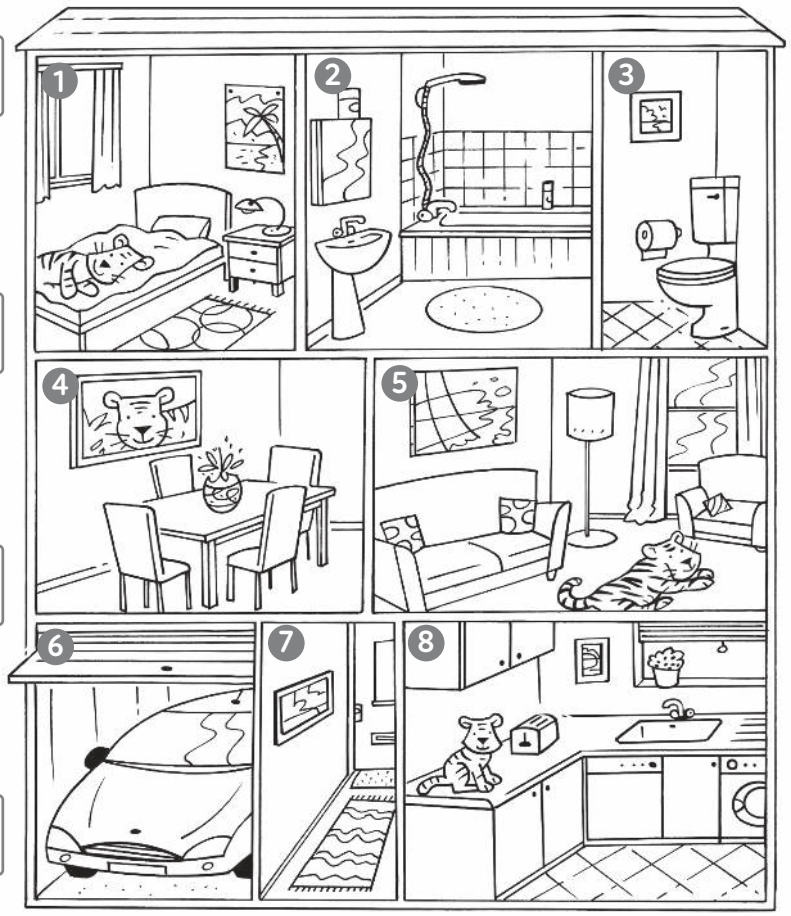
1 **Dopasuj pomieszczenia przedstawione na ilustracji do zdań. Odegraj scenkę z kolegą lub koleżanką.**

a It's the bathroom. [2]

b It's the dining room. [ ]

c It's the garage. [ ]

d It's the bedroom. [ ]

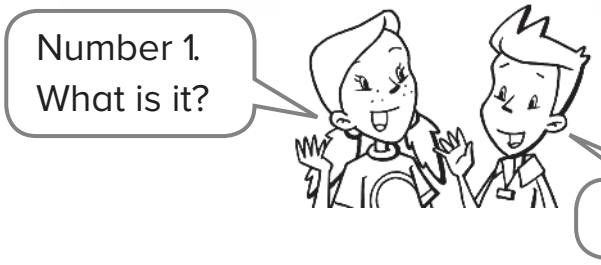


e It's the living room. [ ]

f It's the kitchen. [ ]

g It's the toilet. [ ]

h It's the hall. [ ]



2 **Policz tygrysy na ilustracji z ćw. 1. i zapisz wynik. Gdzie znajdują się tygrysy?**

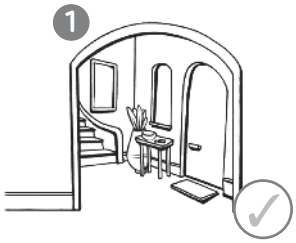
 = [ ]

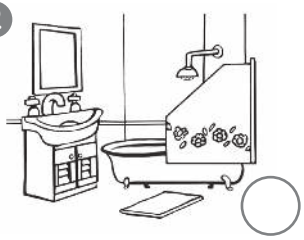
VIDEO 01 STORY TIME

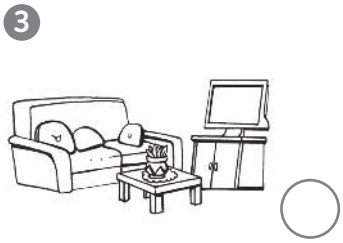
Lesson 2 Story

1 **Podpisz ilustracje. Zaznacz (✓) pomieszczenia, o których mowa w historyjce.**

bedroom ~~hall~~ living room bathroom
dining room garage toilet kitchen

1 

2 

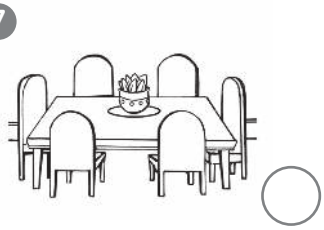
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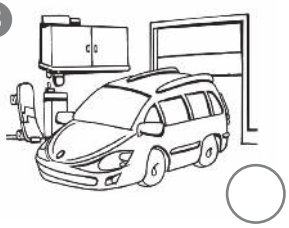
4 

hall

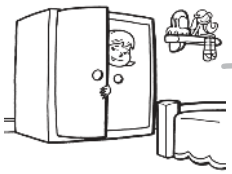
5 

6 

7 

8 

2 **Połącz ilustracje ze zdaniami i uzupełnij zdania. Zaznacz (✓) zdania zgodne z treścią historyjki**

1 

2 

3 

a Jay is in the _____. ○

b Tiger is in the _____. ○

c Li is in the bedroom. ✓





Lesson 3 Story activities – Song

1 1.19 **Połącz zdania z właściwymi ilustracjami. Zaśpiewaj piosenkę *Where's Li?*.**

Where's Li?

Where can she be?

Is she in the hall?

Is she next to the table?

Is she in the garage?

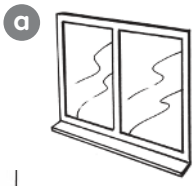
Is she behind the door?

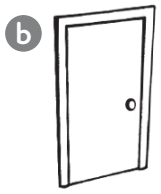
Is she in the kitchen?

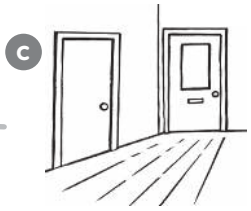
Is she under the window?

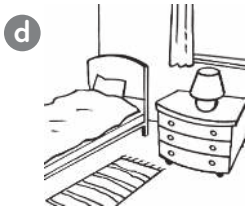
Li is in the bedroom,

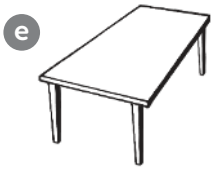
in a cupboard with Tiger.

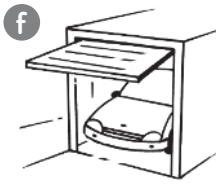










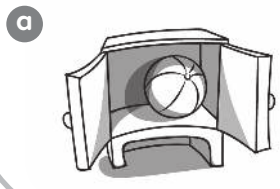


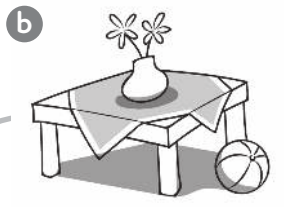


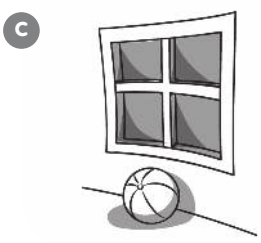
She's in the bedroom,
in a cupboard with Tiger!

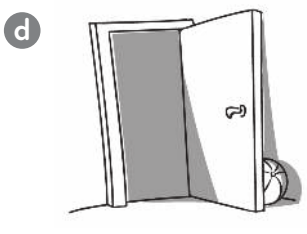
2 **Połącz wyrażenia z odpowiadającymi im ilustracjami.**

1. next to the table
2. behind the door
3. under the window
4. in the cupboard











Lesson 4 Speaking

1 **Uzupełnij wierszyk brakującymi literami i przeczytaj go. Dorysuj brakujący element ilustracji.**

The c u p and the r ___ bber

r ___ n ___ nder the c ___ pboard.

They r ___ n, r ___ n, r ___ n

and have f ___ n.

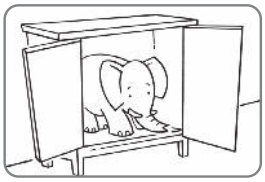
2 **Zakreśl właściwe odpowiedzi. Gdzie na każdym obrazku znajduje się słoń Eddie?**

1. 

   Is Eddie in the cupboard?

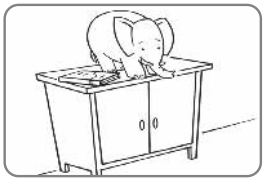
   Yes, he is. / **No, he isn't.**

   He is under the cupboard.

2. 

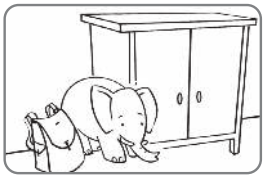
   Is he next to the cupboard?

   Yes, he is / **No, he isn't.**

3. 

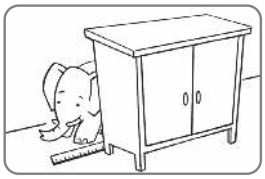
   Is he on the cupboard?

   Yes, he is. / **No, he isn't.**

4. 

   Is he under the cupboard?

   Yes, he is / **No, he isn't.**

5. 

   Is he behind the cupboard?

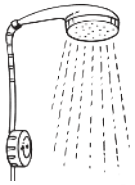
   Yes, he is. / **No, he isn't.**



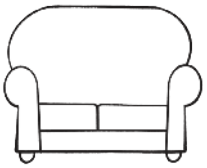
EDUKACJA SPOŁECZNA

Lesson 5 CLIL

1 Zakreśl właściwe wyrazy. Co przedstawiają ilustracje?

1 

cooker / shower

2 

sofa / clock

3 

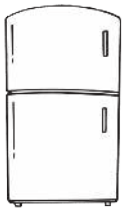
cooker / fridge

4 

bed / clock

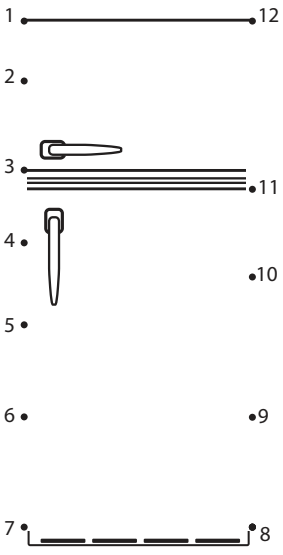
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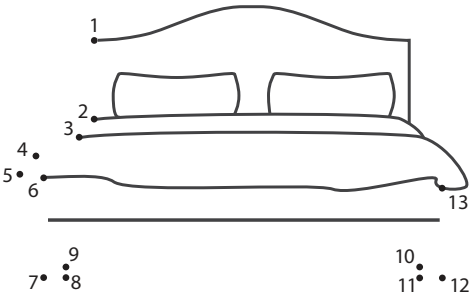
shower / bed

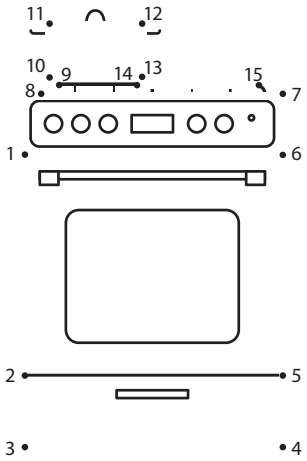
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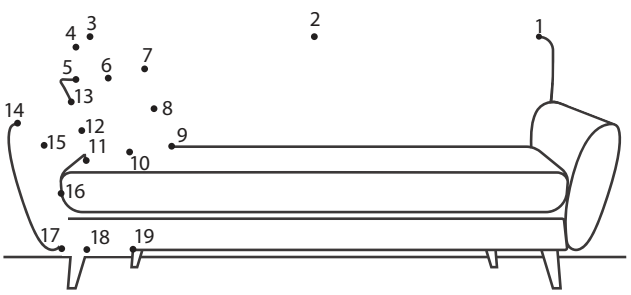
fridge / sofa

2 Połącz kropki i podpisz rysunki.

1 

2 

3 

4 



Lesson 6 CLIL – Song

1 1.27 **Znajdź w diagramie 6 nazw elementów wyposażenia i zakreśl je. Popatrz na ilustrację i uzupełnij zdania. Zaśpiewaj piosenkę *The shower is in the bathroom*.**

V	G	K	A	C	L	O	C	K	S
O	P	S	Y	T	O	E	O	B	N
L	T	H	I	I	U	B	O	F	S
Q	U	O	R	E	K	B	K	X	Z
S	J	W	A	B	E	D	E	U	L
O	I	E	N	H	P	D	R	P	N
F	B	R	H	E	E	T	U	C	I
A	O	N	S	F	R	I	D	G	E

~~shower~~

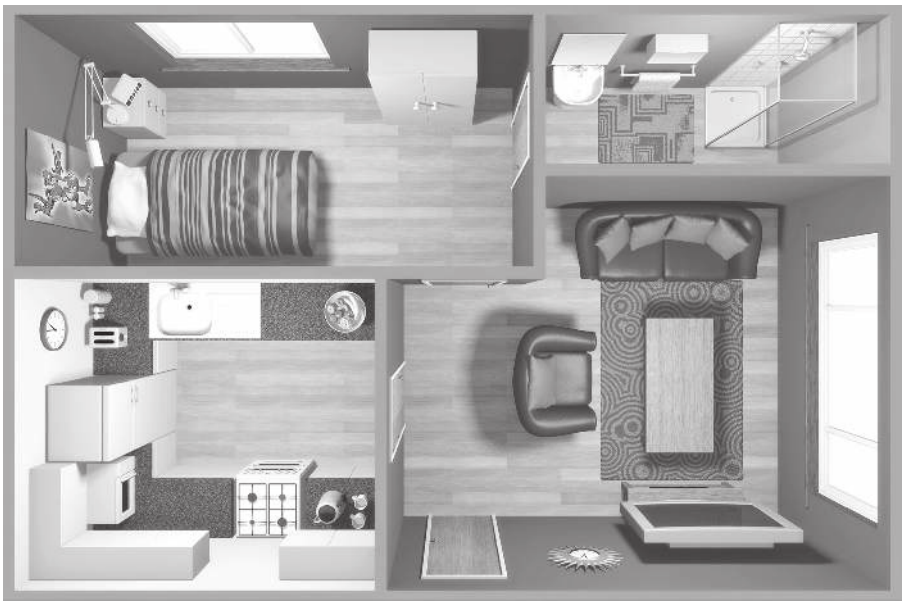
bed

cooker

sofa

fridge

clocks



1. The cooker is in the kitchen.
2. The _____ is in the bedroom.
3. The _____ is in the bathroom.
4. The _____ is in the kitchen.
5. The _____ is in the living room.
6. And _____ are in many rooms.

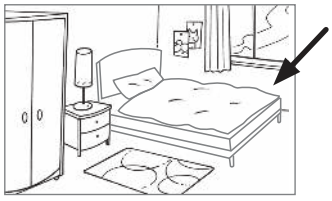


Lesson 7 Unit review

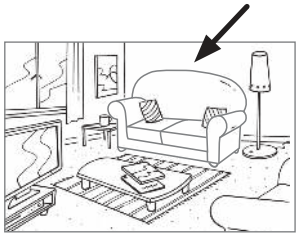
1 Uzupełnij zdania. W jakich pomieszczeniach znajdują się wskazane elementy?

1 

The fridge is in the kitchen.

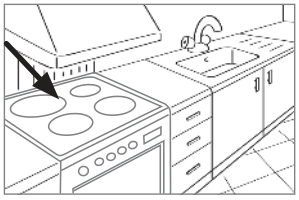
2 

The _____ is in the _____.

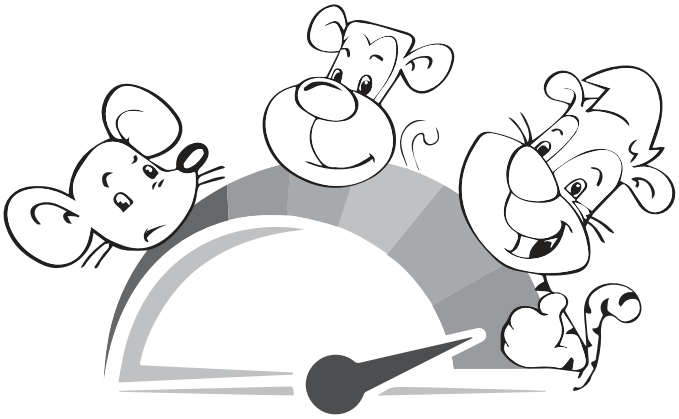
3 

The _____ is _____.

4 

5 

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



Ocenianie kształtujące

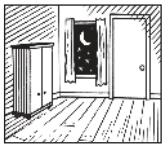
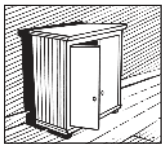
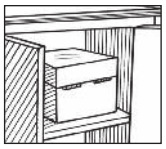


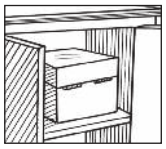


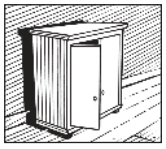
Kids' Culture 1

▶VIDEO 02

1 1.32 **Połącz fragmenty zdań zgodnie z treścią rymowanki *In a dark, dark house*. Powiedz tę rymowankę.**

1. In a dark, dark 
2. In the dark, dark 
3. In the dark, dark 
4. In the dark, dark 

a. is a dark, dark .

b. is a dark, dark .

c. is a ... SURPRISE!

d. is a dark, dark .

2 **Połącz zdania z właściwymi ilustracjami. Powiedz, gdzie mieszkasz.**

1. I live in a flat.



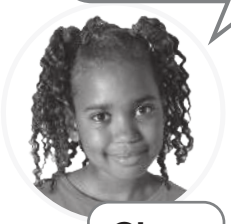
Nasim

2. I live in a house.



Ben

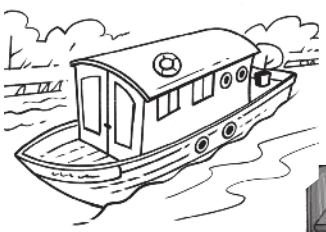
3. I live on a houseboat.

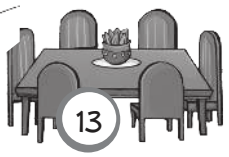


Clare

a. 

b. 

c. 



EARLY FINISH

1 Uzupełnij zdania.

1 
It's the hall.

2 
It's the _____.

3 
It's the _____.

4 
It's _____.

5 
It's _____.

6 
It's _____.

7 
_____.

8 
_____.

2 Przeczytaj zdania i narysuj Tygrysa we właściwych miejscach.

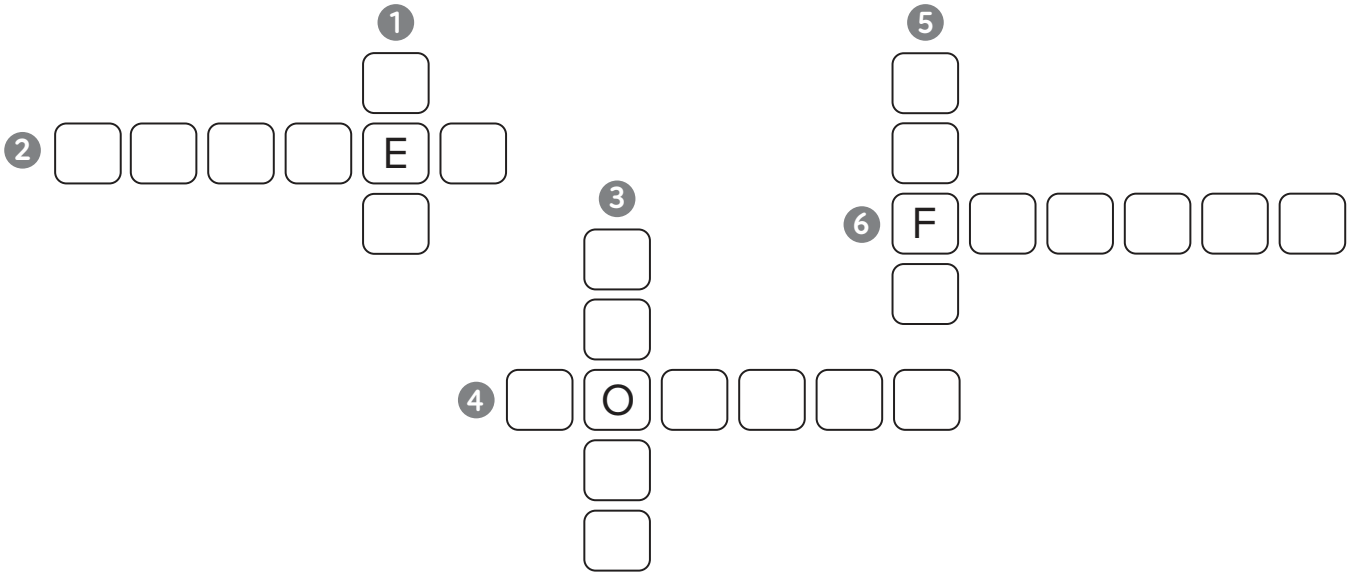


1 Tiger is in the cupboard.

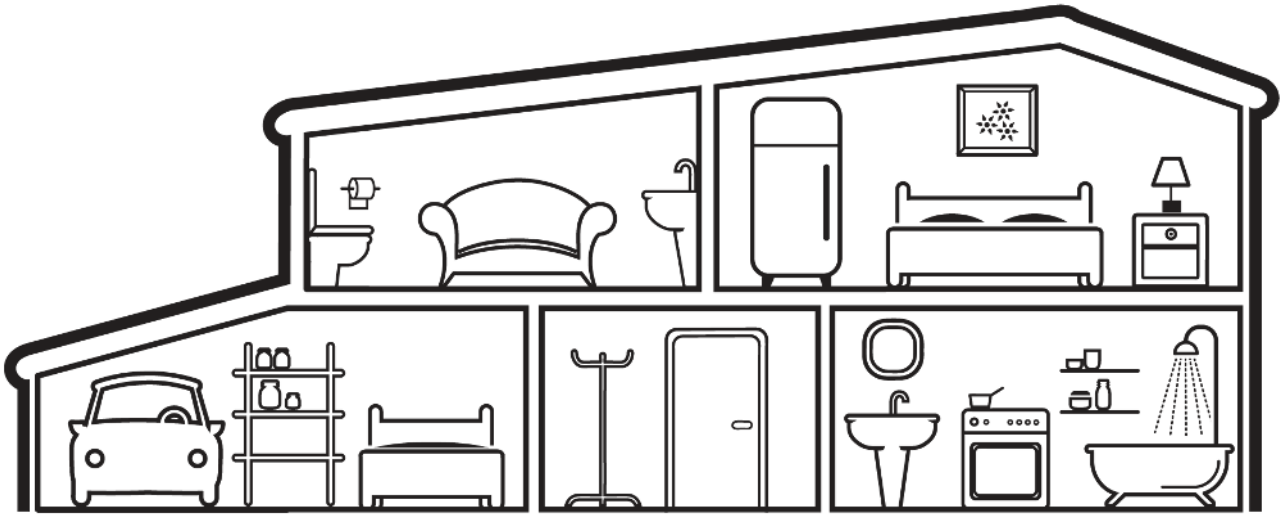
2 Tiger is under the table.

3 Tiger is behind the sofa.

3 Uzupełnij krzyżówki poznanymi nazwami elementów wyposażenia.



4 Znajdź na ilustracji 4 przedmioty, które nie pasują do pomieszczeń i zakreśl je. Napisz, gdzie te przedmioty się znajdują.



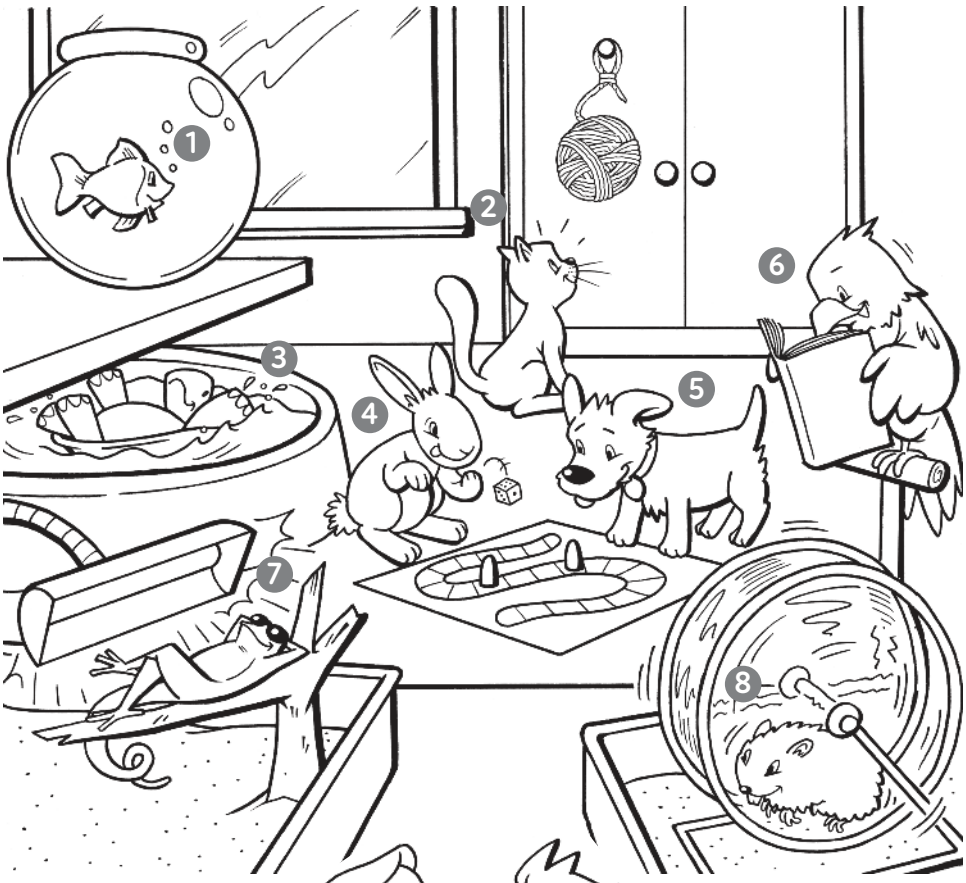
The sofa is in the toilet.

2 A New Pet

Lesson 1 Vocabulary

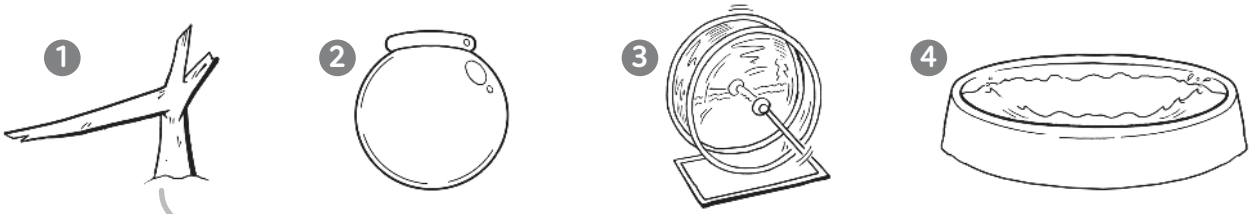
1 **Dopasuj zwierzęta przedstawione na ilustracji do zdań. Odegraj scenkę z kolegą lub koleżanką.**

- a It's a bird. 6
- b It's a kitten. ____
- c It's a fish. ____
- d It's a hamster. ____
- e It's a lizard. ____
- f It's a puppy. ____
- g It's a rabbit. ____
- h It's a turtle. ____





2 **Przyjrzyj się ilustracji z ćw. 1. i zakryj ją. Połącz nazwy zwierząt z miejscami, w których te zwierzęta występują na obrazku.**

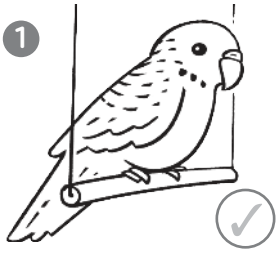


hamster lizard turtle fish

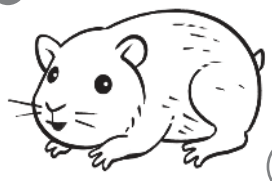
Lesson 2 Story

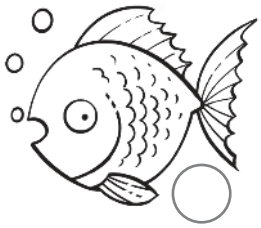
1 **Podpisz ilustracje. Zaznacz (✓) zwierzęta, których nazwy występują w historyjce.**

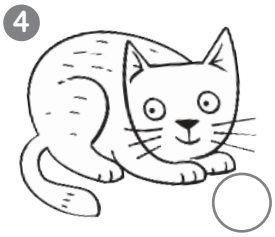
hamster ~~bird~~ puppy lizard kitten turtle fish rabbit

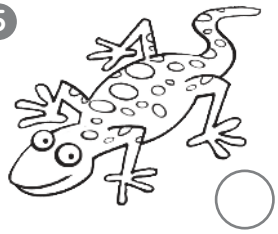
1 

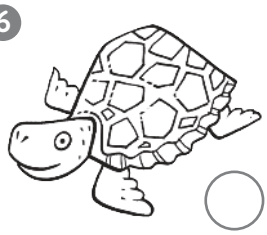
bird

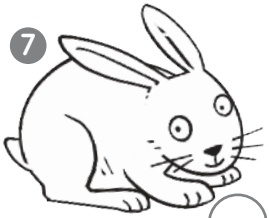
2 

3 

4 

5 

6 

7 

8 

2 **Zakreśl właściwe wyrazy zgodnie z ilustracją. Pokoloruj zwierzątko należące do Li.**



1 Li **has** / **hasn't** got a kitten.

2 Li **has** / **hasn't** got a rabbit.

3 Li **has** / **hasn't** got a turtle.



Lesson 3 Story activities – Song

1 1.42 **Uzupełnij tekst piosenki *She's got a new pet* wyrazami z ramki. Zaśpiewaj tę piosenkę.**

kitten	rabbit	~~hamster~~	turtle	puppy

Look! Li has got a new pet.

Has she got a hamster ?

What has she got?

Has she got a _____ ?

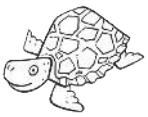
Or is it a rock?

Has she got a _____  ?

What has she got?

Has she got a _____  ?

Or is it a rock?

Li has got a _____  !

Well, well, well!
She's got a turtle with a beautiful shell.

2 **Uzupełnij zdania zgodnie z ilustracjami.**



1 Li has got a _____.



2 Sue _____.



Lesson 4 Speaking

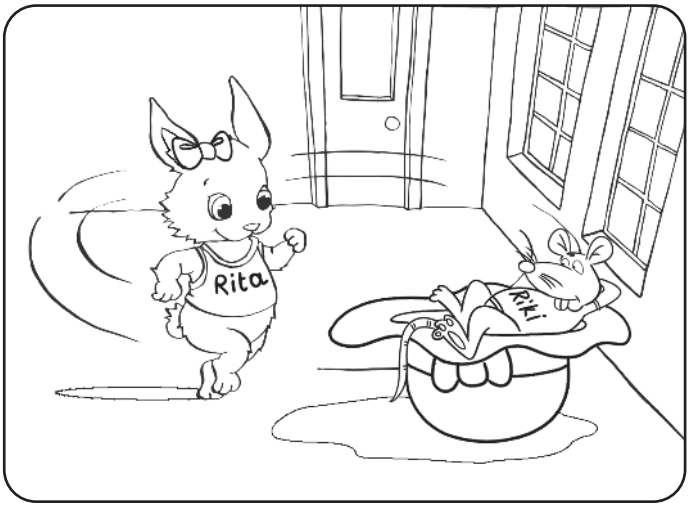
1 **Uzupełnij brakujące litery i przeczytaj wierszyk. Pokoloruj postacie przedstawione na ilustracji i powiedz, jak się nazywają.**

R ita ___ abbit ___ uns

___ ound the ___ oom.

And ___ icky ___ at ___ ests

in the hat.



2 **Uzupełnij pytania i zakreśl właściwe odpowiedzi. Jakie zwierzęta należą do dzieci ukazanych na ilustracjach?**

1 

Has Mary got a fish?

Yes, she has. / **No, she hasn't.**

2 

___ Joe ___ a hamster?

Yes, he has. / **No, he hasn't.**

3 

___ Kate ___ a puppy?

Yes, she has. / **No, she hasn't.**

EDUKACJA PRZYRODNICZA

Lesson 5 CLIL

1 Połącz obrazki z właściwymi wyrazami. Co przedstawiają obrazki?

1 

2 

3 

4 

5 

6 

insects

grass

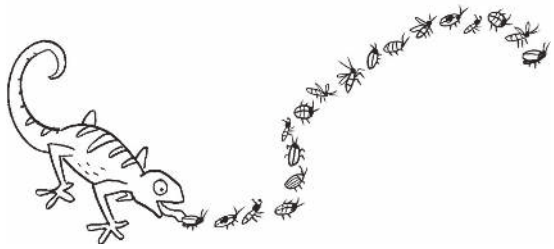
meat

seeds

fish

leaves

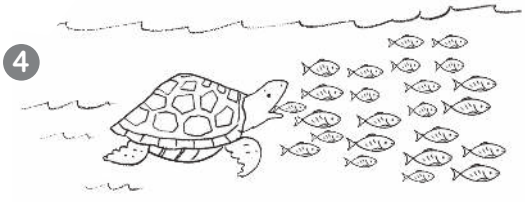
2 Podpisz pożywienie zwierząt. Policz porcje pożywienia i zapisz wyniki.

1 

18 insects

2 

3

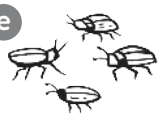
4 





Lesson 6 CLIL – Song

1 2.3 **Podpisz ilustracje. Uzupełnij tabelę zgodnie z treścią piosenki *Different pets, different food*. Zaśpiewaj tę piosenkę.**

	1	2	3	4	5
a  fish					
b 					
c 	✓				
d 	✓				
e 					
f 					
g 					

2 **Uzupełnij zdania na podstawie tabeli z ćw. 1. Co jedzą poszczególne zwierzęta?**

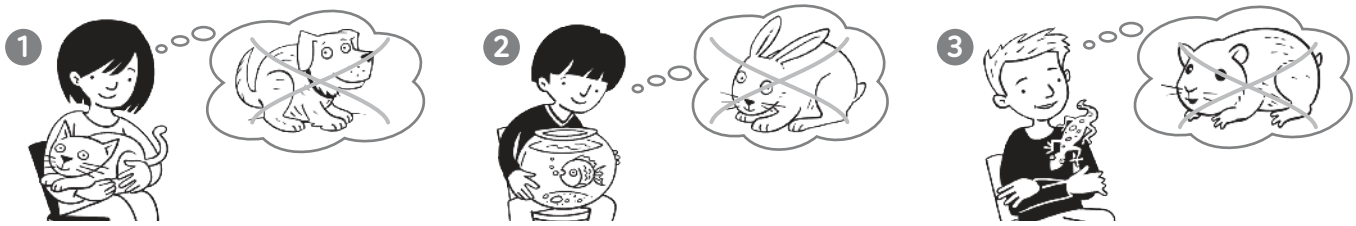
1. Rabbits eat grass and _____.
2. Parrots eat _____ and _____.
3. Dogs eat _____.
4. Turtles eat _____ and _____.
5. Lizards eat _____ and _____.





Lesson 7 Unit review

1 Przyjrzyj się ilustracjom i uzupełnij zdania.



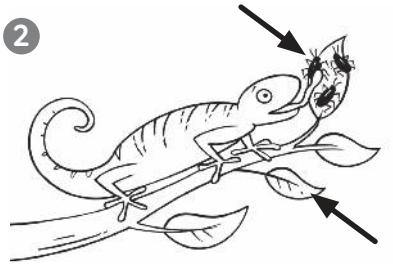
1 Emma has got a kitten. She hasn't got a _____.

2 Robert has got a _____. He hasn't got a _____.

3 John has got a _____. He hasn't got a _____.

2 Uzupełnij zdania. Co jedzą zwierzęta ukazane na ilustracjach?

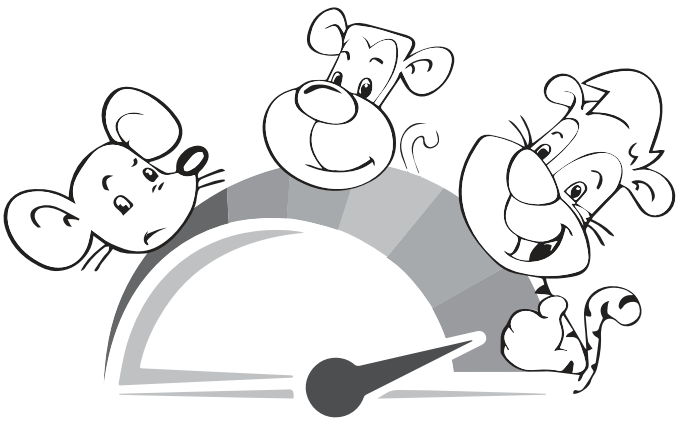




Cats and kittens eat meat and _____.

Lizards eat _____ and _____.

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



Ocenianie kształtujące







Kids' Culture 2

▶VIDEO 04

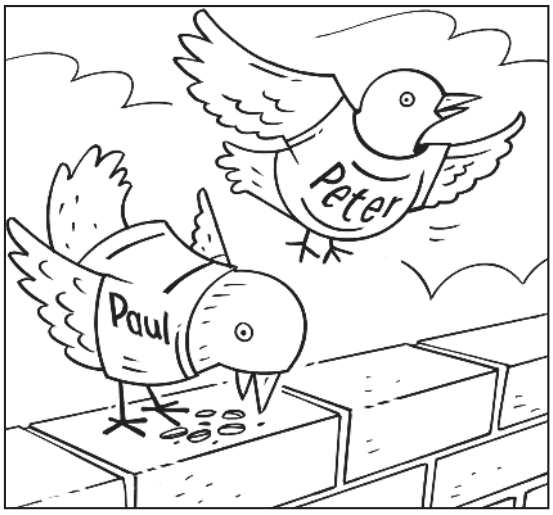
1 2.8 Ponumeruj zdania zgodnie z treścią rymowanki *Two little dicky birds*. Powiedz tę rymowankę.

One named Peter,
one named Paul.

1 Two little dicky birds
sitting on a wall.

Come back, Peter,
come back, Paul.

Fly away, Peter,
fly away, Paul.



2 Uzupełnij zdania wyrazami z ramki.

insects ~~hedgehog~~ lizard leaves

1 

Ben

I've got a hedgehog .

It's from Africa.

Hedgehogs eat _____ .



2 

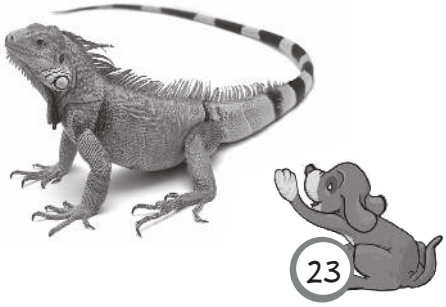
Nasim

My friend has got an iguana.

It's a big _____ .

Iguanas eat fruit

and _____ .



EARLY FINISH

1 **Odszyfruj nazwy zwierząt, a następnie symbolicznie narysuj poszczególne zwierzęta.**

N	M	B	S	E	K	I	T	A	S	H	U	R	L
11	23	17	8	6	24	31	47	76	93	12	85	13	89

❶ 13 | 76 | 17 | 17 | 31 | 47

rabbit



❷ 24 | 31 | 47 | 47 | 6 | 11

❸ 47 | 85 | 13 | 47 | 89 | 6

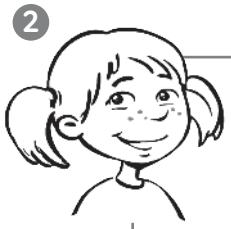
❹ 12 | 76 | 23 | 8 | 47 | 6 | 13

2 **Narysuj zwierzę Zaca zgodnie z opisem i pokoloruj rysunek. Wymyśl, opisz i narysuj zwierzę Kate.**

❶



❷



Zac has got a puppy.

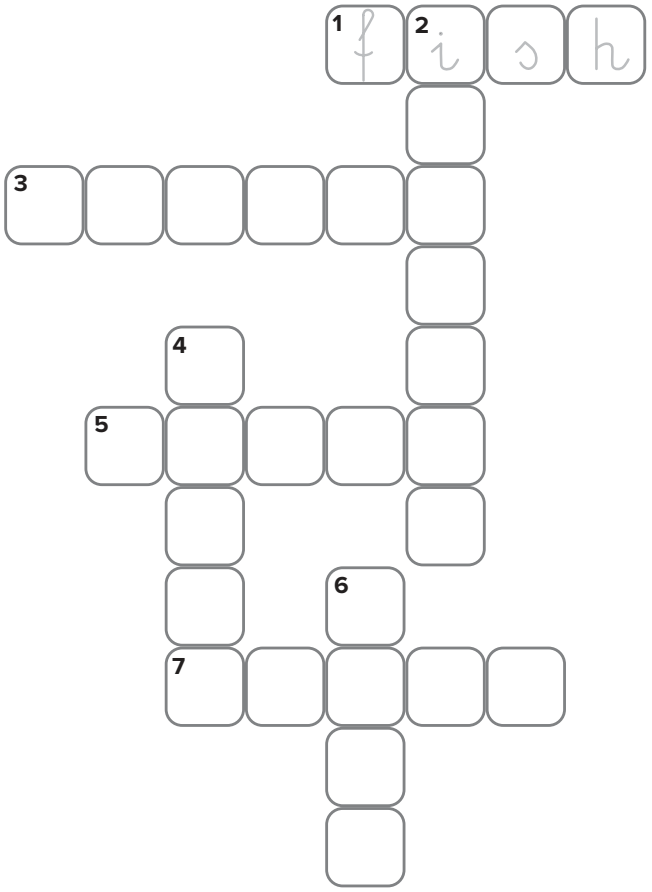
It's small.

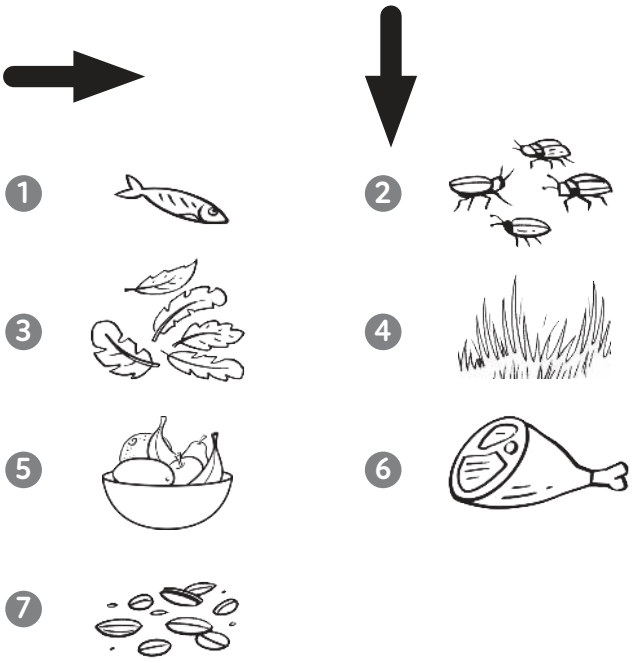
It's brown and black.

Kate has got a _____ .

It's _____ . It's _____ .

3 Rozwiąż krzyżówkę.





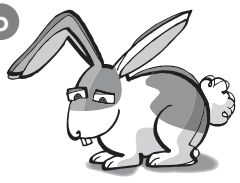
4 Uzupełnij zdania i rozwiąż zagadki. Połącz opisy z ilustracjami. Jedna ilustracja nie pasuje do żadnego opisu.

1
I eat grass
and .
I'm white and grey.
What am I?
I'm a .

2
I eat
and .
I'm green. What am I?
I'm a .

3
I eat
and .
I'm black. What am I?
I'm a .

a 

b 

c 

d 

Tiger Review 1



Tiger and Friends

▶VIDEO 05

1 **Zakreśl na czerwono nazwy pomieszczeń, a na zielono – nazwy zwierząt.**



– RED

Rooms in a house



– GREEN

Animals

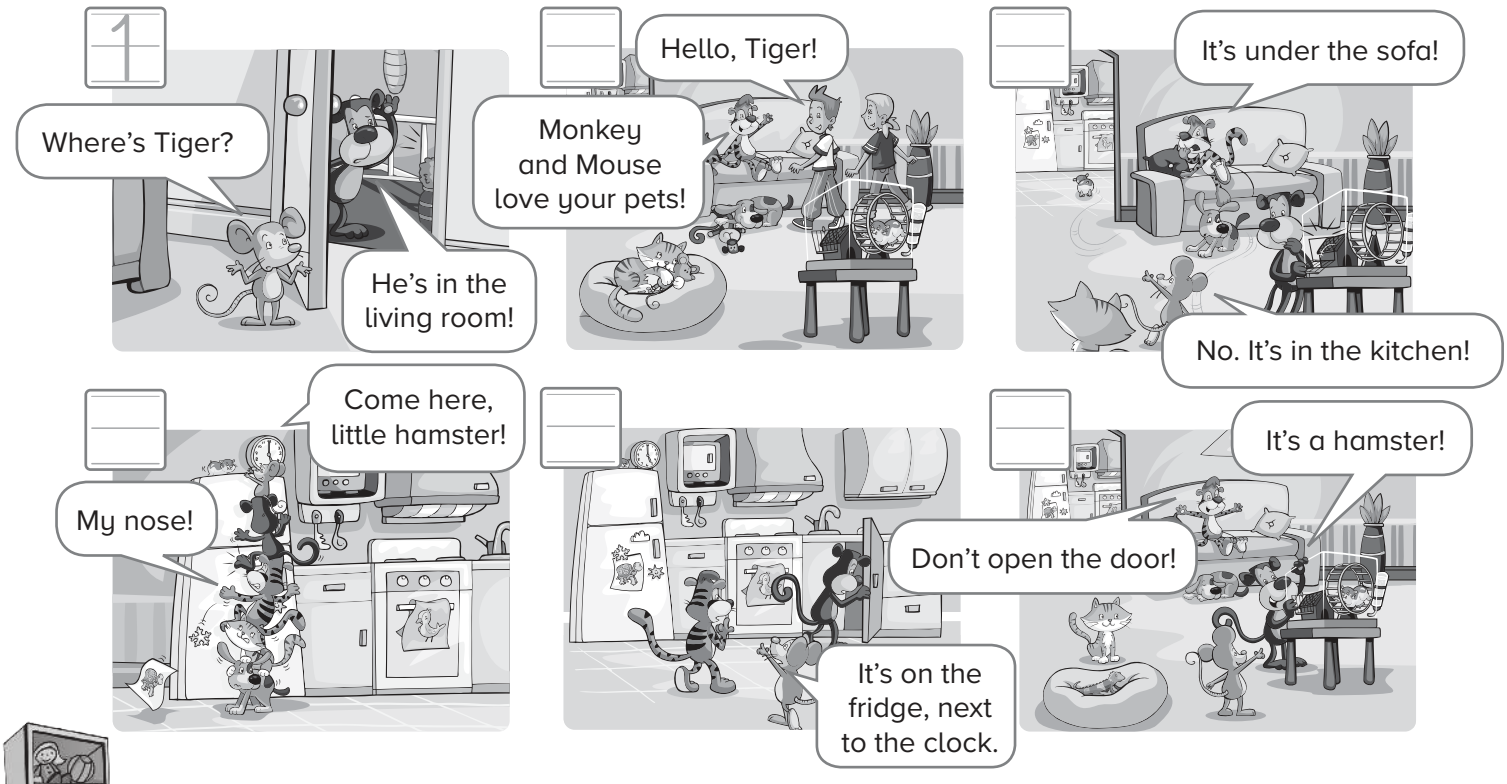
fish bedroom puppy bathroom

toilet dining room rabbit turtle

hamster bird garage kitten

kitchen lizard living room hall

2 **Ponumeruj scenki z historyjki we właściwej kolejności.**





3 Uzupełnij zdania. Zakryj dymki i powiedz, co mówią postacie.

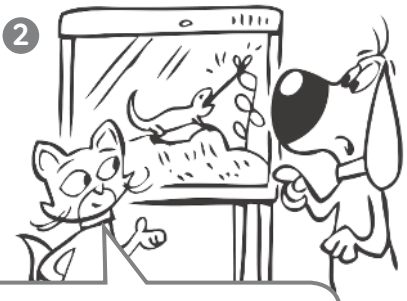
~~kitten~~ shower pet hall insects garage

1



What has she got?
Has she got
a kitten ?

2



Lizards eat leaves
and _____ .

The _____ is
in the bathroom.

3

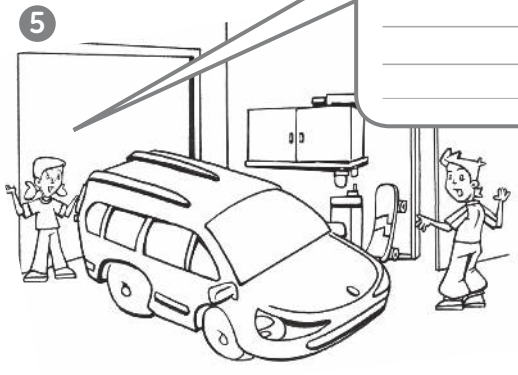


4



Where's Jay?
Is he in the
_____ ?

5



Where's Li?
Is she in the
_____ ?

6



Help! Tiger's
got my new
_____ .

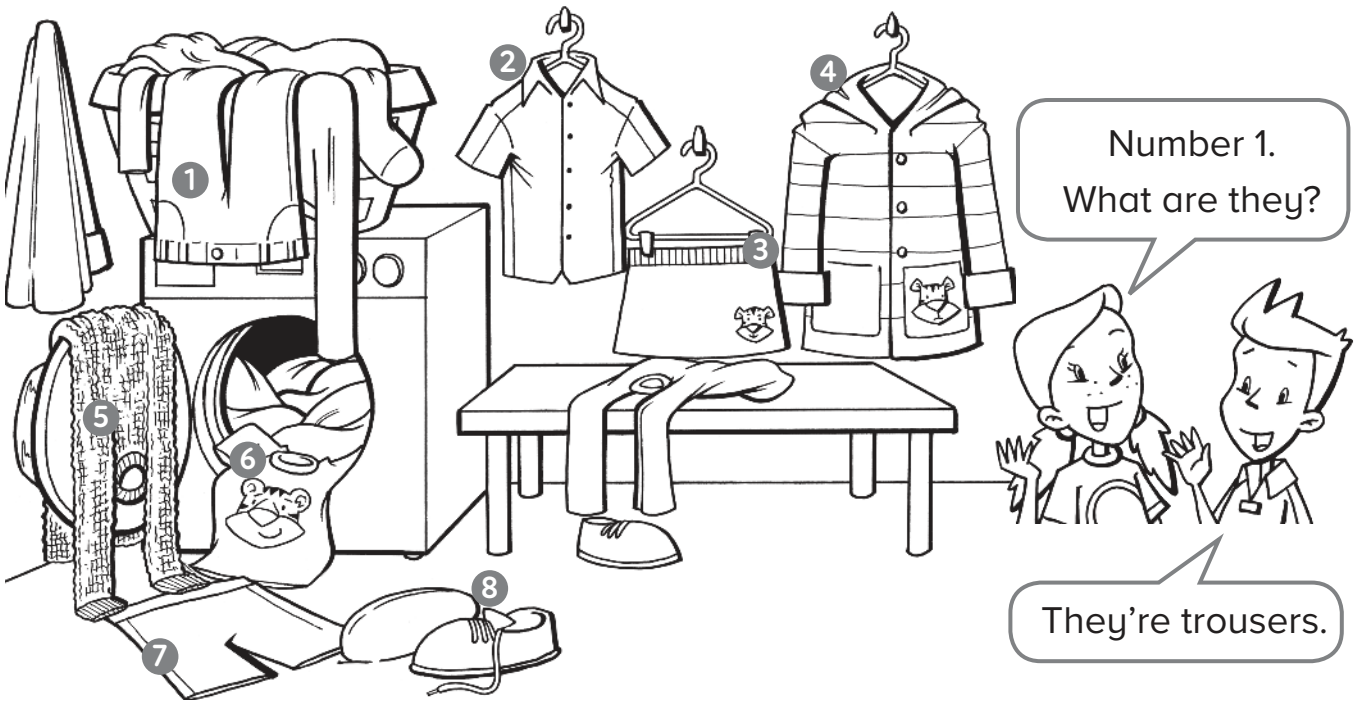


3 Where's my coat?



Lesson 1 Vocabulary

1 **Dopasuj ubrania do zdań. Odegraj scenkę z kolegą lub koleżanką.**



a It's a jumper. 5

b It's a T-shirt. ____

c It's a skirt. ____

d It's a coat. ____

e It's a shirt. ____

f They're trousers. ____

g They're shorts. ____

h They're shoes. ____

2 **Policz tygrysy na ilustracji z ćw. 1. i zapisz wynik. Zaznacz (✓) zdanie zgodne z ilustracją.**

 = ____

1 The tigers are on the jumper, the shorts and the shoes. ◯

2 The tigers are on the coat, the skirt and the T-shirt. ◯



VIDEO 06 STORY TIME

Lesson 2 Story

1 **Podpisz ilustracje. Zaznacz (✓) ubrania, które Tygrys założył w historyjce, i odpowiednio je pokoloruj.**

shorts coat shoes shirt trousers T-shirt ~~jumper~~ skirt

1 ✓ jumper

2

3

4

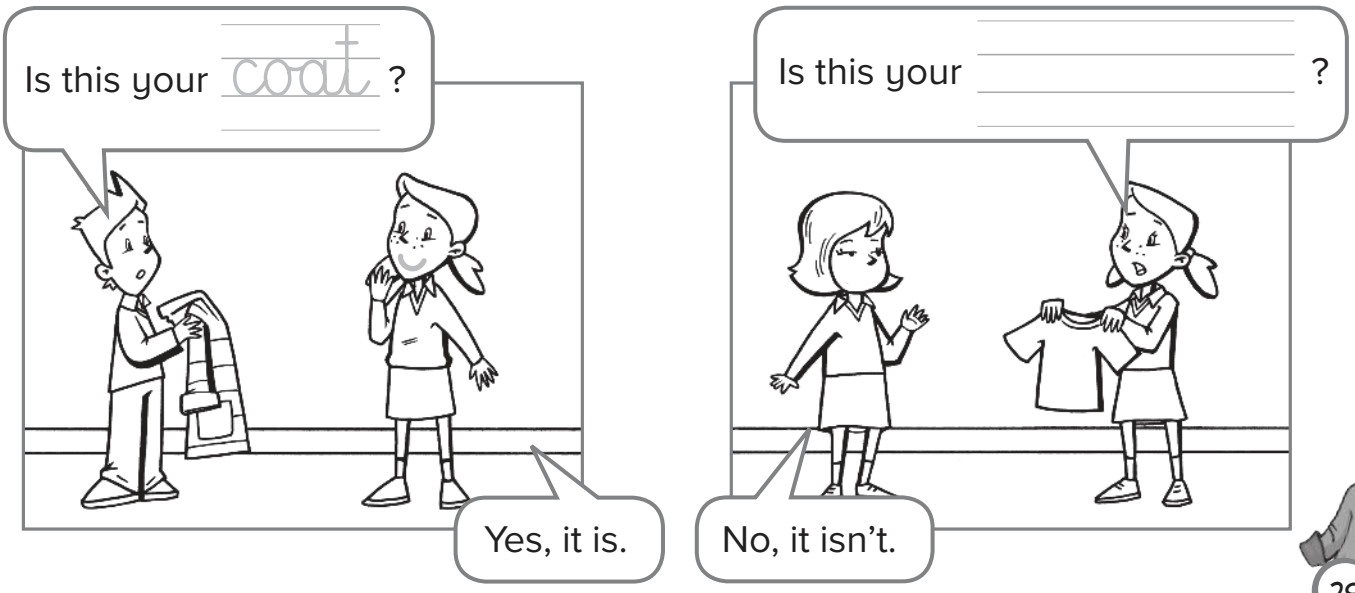
5

6

7

8

2 **Uzupełnij pytania. Narysuj ☺ lub ☹ na twarzach postaci zgodnie z ich odpowiedziami. Odegraj scenkę z kolegą lub koleżanką.**





Lesson 3 Story activities – Song

1 2.22 **Zakreśl właściwe wyrazy i uzupełnij zdanie zgodnie z treścią piosenki *I'm wearing a coat*. Zaśpiewaj tę piosenkę.**

It's snowing today,

but I'm not cold.

No, I'm not cold.

I'm wearing a **shirt** / **coat**.

Under the **T-shirt** / **coat**,

I'm wearing a **jumper** / **skirt**,

and under the **trousers** / **coat**,

I'm wearing **shorts** / **shoes**.

I'm wearing a C _____ ,

a j _____

and ɔ _____ .

2 **Znajdź w wężu wyrazowym 8 nazw ubrań. Powiedz, które z nich Tygrys ma na sobie w piosence.**

sk(shirt)gjumperhtrousersndskirtrjtshirtcushortscacoatrshoest



Lesson 4 Speaking

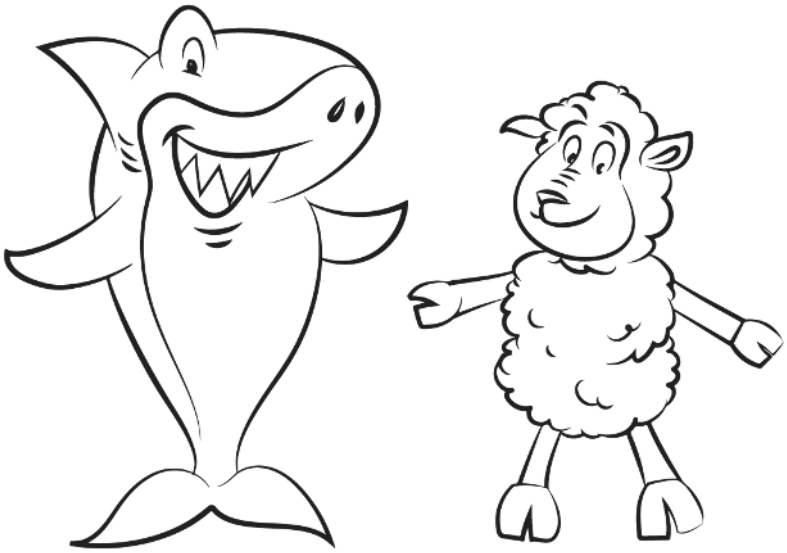
1 **Uzupełnij brakujące litery i przeczytaj wierszyk. Dorysuj postaciom odpowiednie ubrania.**

My sh ark is wearing

_____ orts and a _____ irt.

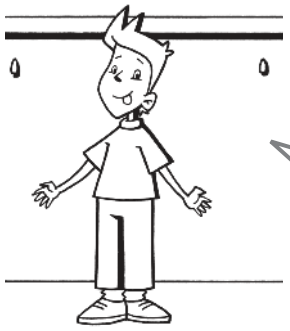
My _____ eep is wearing

_____ oes and a skirt.



2 **Popatrz na ilustracje i uzupełnij zdania. Zakryj dymki. Co mówią postacie?**

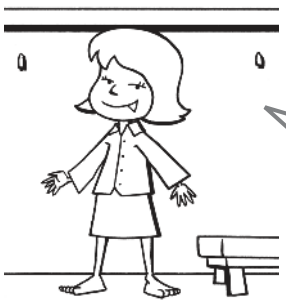
1



I'm wearing a T-shirt ,

_____ and _____ .

2



I'm _____ a _____

and a _____ .



EDUKACJA PRZYRODNICZA

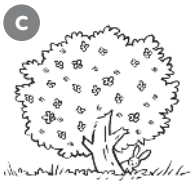
Lesson 5 CLIL

1 **Połącz każdy wyraz z dwiema ilustracjami przedstawiającymi daną porę roku.**

spring summer autumn winter

a 

b 

c 

d 

e 

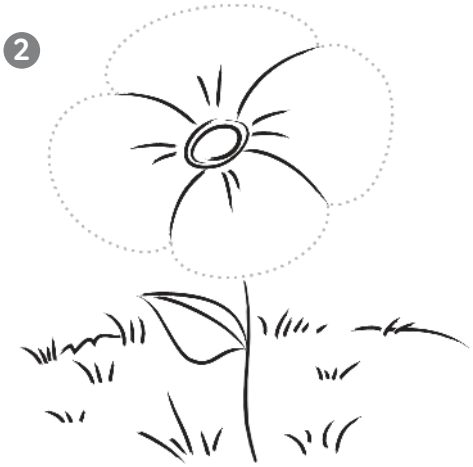
f 

g 

h 

2 **Dokończ rysunki i zakreśl właściwe wyrazy. Pokoloruj rysunki zgodnie z opisem.**

1 

2 

It's a **flower** / **tree**.
It's brown, orange and yellow.
It's **autumn** / **summer**.

It's a **flower** / **tree**.
It's red and blue.
It's **spring** / **winter**.



Lesson 6 CLIL – Song

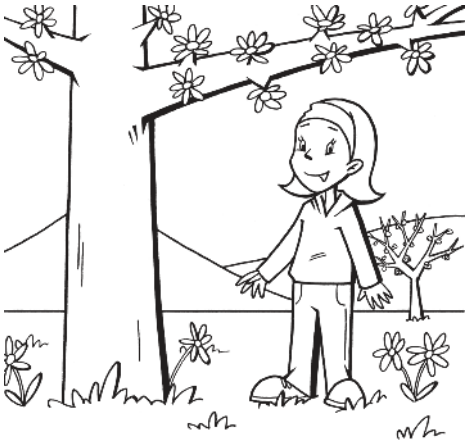
1 2.30 **Uzupełnij zdania wyrazami z ramki. Zaśpiewaj piosenkę *What's your favourite season?*.**

winter flowers summer autumn ~~spring~~ tree

What's your favourite season?

My favourite season is ...

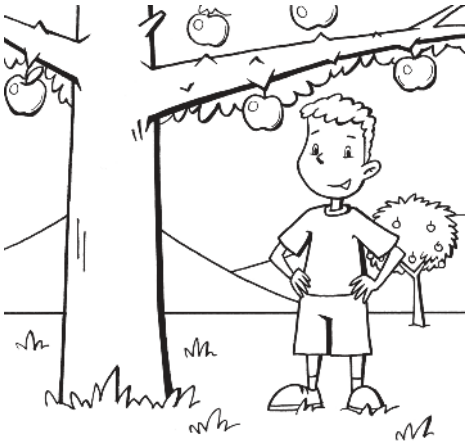
1



In spring, you can see

on the tree.

2



In _____, you can see

fruit on the tree.

3



In _____, you can see

leaves fall from the tree.

4



In _____, you can see

snow on the _____.



Lesson 7 Unit review



1 Uzupełnij zdania. Zakryj dymki. Co mówią postacie?









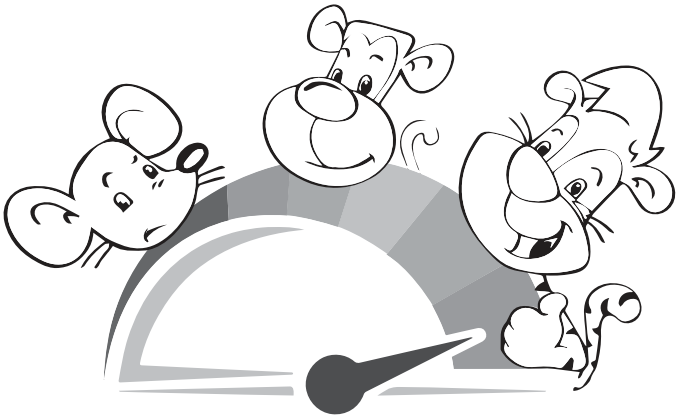
1 It's winter. I'm wearing a coat, _____ and _____.

2 It's _____. I'm wearing a _____ and a _____.

3 It's _____. I'm wearing a _____ and _____.

4 It's _____. I'm wearing a _____ and _____.

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



Ocenianie kształtujące





Kids' Culture 3

▶ VIDEO 07

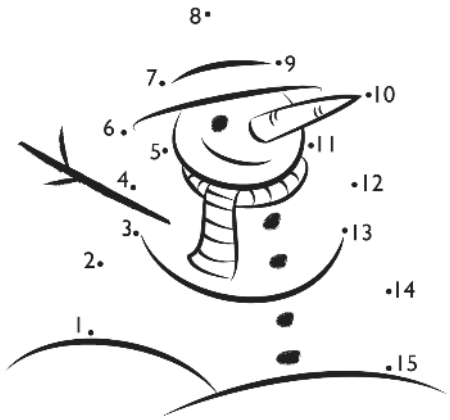
1 2.35 **Połącz kropki. Ponumeruj fragmenty rymowanki *I'm a little snowman* we właściwej kolejności. Powiedz tę rymowankę.**

When it's snowing,
hear me say,

I'm a little snowman,
short and fat.

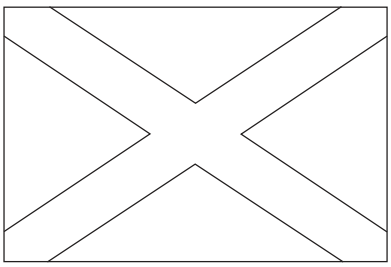
come on children,
come and play.

I'm wearing a scarf,
and I'm wearing a hat.



2 Uzupełnij tekst, a następnie odpowiednio pokoloruj postać i flagę.





Jim is from Scotland. He's wearing

a white _____ ,

a red and green _____ 

and a red and green hat.

He's wearing white socks and black

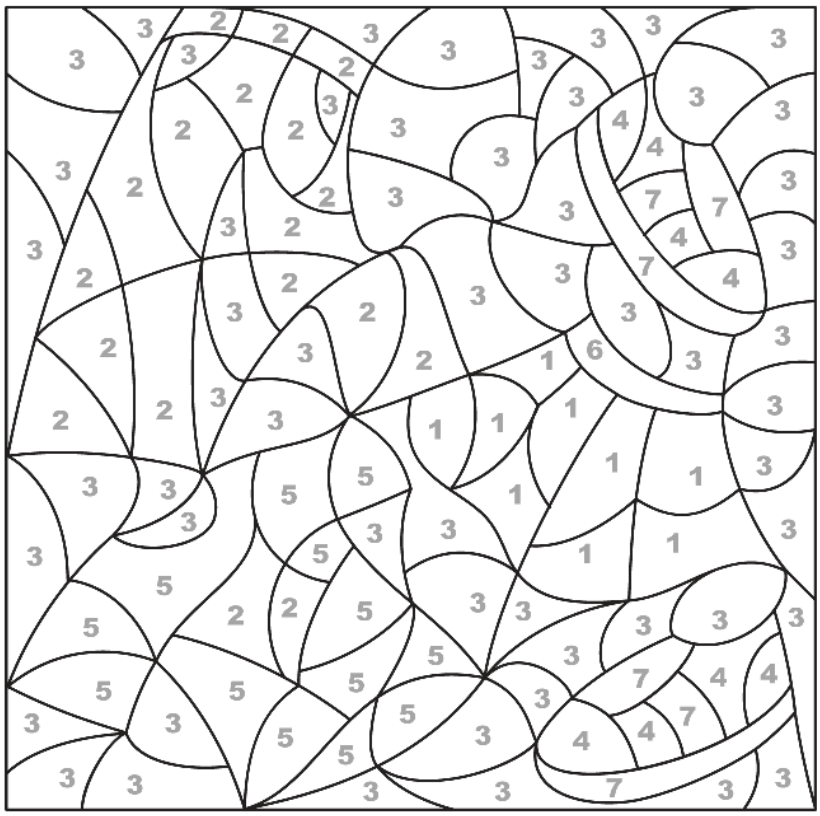
_____ .



EARLY FINISH

1 **Pokoloruj obrazek zgodnie z kodem kolorów. Znajdź na nim 4 ubrania i uzupełnij zdania ich nazwami.**

1 = red **2** = blue **3** = yellow **4** = green **5** = orange **6** = brown **7** = black



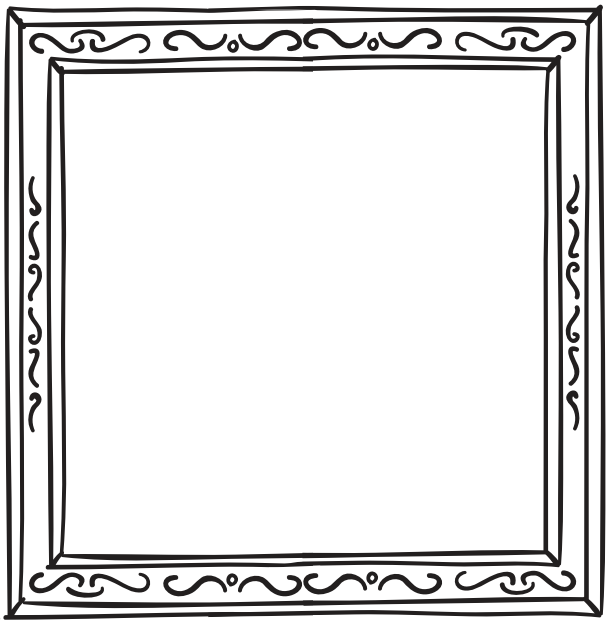
a The T-shirt is blue and orange.

b The _____ is red and brown.

c The _____ are blue and yellow.

d The _____ are green and black.

2 **Narysuj kolegę lub koleżankę. Uzupełnij zdanie imieniem tej osoby i napisz, w co jest ubrana.**



_____ is wearing _____

3 Podpisz rysunki nazwami pór roku. Dorysuj więcej elementów kojarzących się z każdą z tych pór.

1 

It's summer.

2 

3 

4 

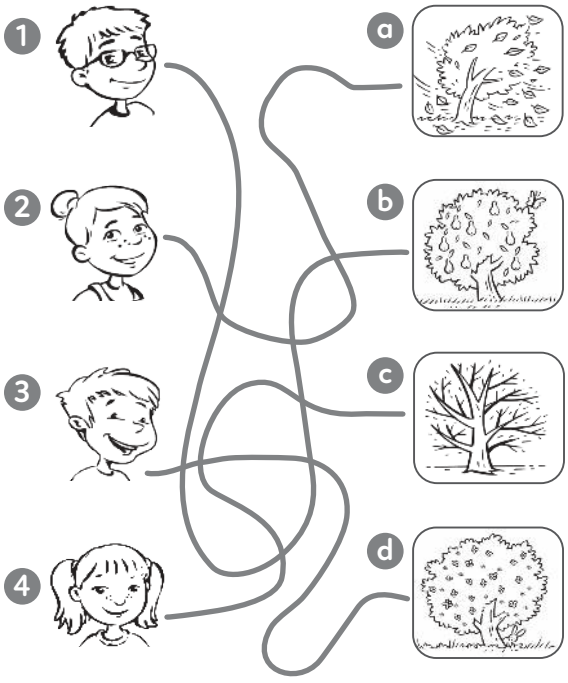
4 Znajdź ulubione pory roku dzieci i uzupełnij zdania.

1 My favourite season is summer.

2 My _____.

3 _____.

4 _____.



4 Break Time



Lesson 1 Vocabulary

1 **Dopasuj zabawy do zdań. Odegraj scenkę z kolegą lub koleżanką.**

















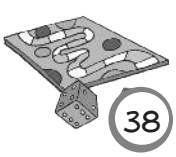
4	It's football.		It's a board game.
	It's tag.		It's basketball.
	It's a computer game.		It's hopscotch.
	It's cards.		It's hide and seek.

Number 1. What's the game?

It's cards.

2 **Powiedz, jakie zabawy przedstawiają cienie postaci z ilustracji w ćw. 1.**





VIDEO 08 STORY TIME

Lesson 2 Story

1 **Podpisz ilustracje. Zaznacz (✓) 5 gier z historyjki.**

tag hide and seek computer game ~~board game~~
basketball hopscotch football cards

1 ✓ 2 3 4

board game

5 6 7 8

2 **Uzupełnij zdania i pytania. Zakreśl grę, w którą w historyjce gra czworo przyjaciół.**

I want to play a computer game .

I want to _____ .

1 2

Do you want to play _____ ?

Do you want _____ ?

3 4



Lesson 3 Story activities – Song

1 2.45 **Uzupełnij zdania zgodnie z treścią piosenki *I want to play.* Zaśpiewaj tę piosenkę.**

It's the break, it's time to play.
What do you want to play today?

a I want to play basketball 

and _____  , too.

b I want to _____  with you.

c I want to _____ a _____ 

and a _____ . 

d I want _____

with you. 

Let's play cards!
Yes, let's play cards!



Lesson 4 Speaking

1 **Uzupełnij tekst brakującymi literami: *a* lub *ay*. Przeczytaj wierszyk trzy razy, za każdym razem coraz szybciej.**

On Mond<u>ay</u>, we pl_____
one g_____me. Hurr_____!
On Tuesd_____, we pl_____
one g_____me. Hurr_____!
On Wednesd_____, we
pl_____ one g_____me. Hurr_____!
We pl_____ g_____mes every day!



2 **Uzupełnij wypowiedzi dzieci. Zakryj dymki. Odegraj scenkę z kolegą lub koleżanką.**

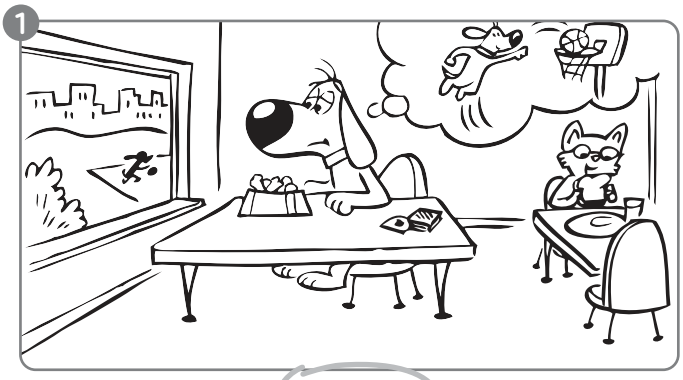




Lesson 5 CLIL

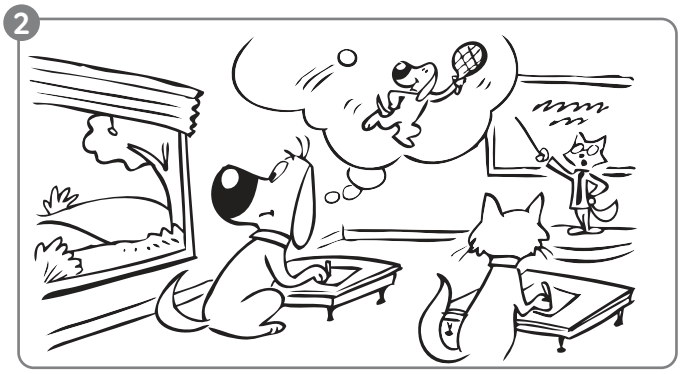
1 Zakreśl właściwe wyrazy. Gdzie znajduje się Pong?

1



Pong is in the **canteen** / **classroom**.

2



Pong is in the **playground** / **classroom**.

3



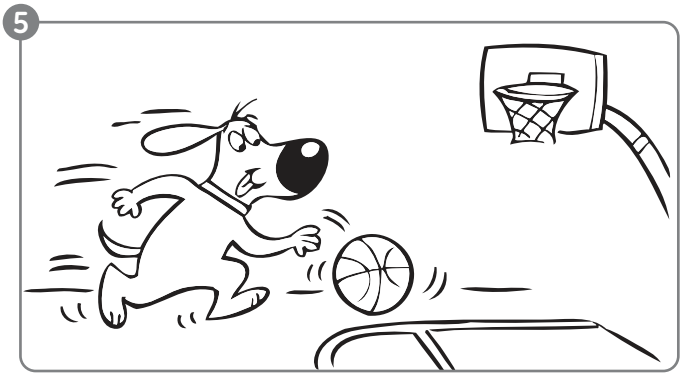
Pong is in the **classroom** / **corridor**.

4



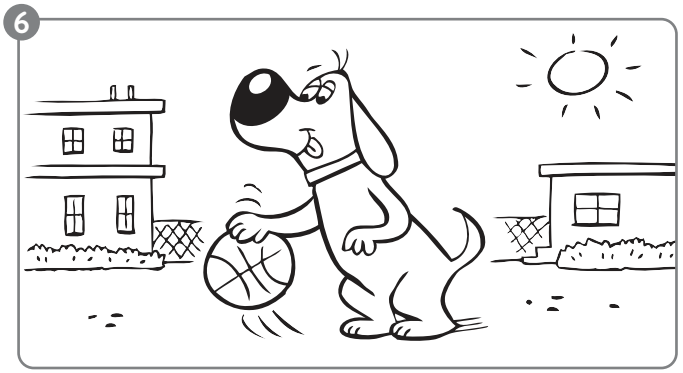
Pong is in the **library** / **corridor**.

5



Pong is in the **gym** / **library**.

6



Pong is in the **canteen** / **playground**.

2 Znajdź 6 nazw miejsc w szkole i zakreśl je.



playgroundacanteenpegymracorridoreclassroomtalibrary





Lesson 6 CLIL – Song

1 **Uzupełnij wyrazy samogłoskami według szyfru.**

▲ = a ♥ = e ◆ = i ● = o ■ = u ★ = y

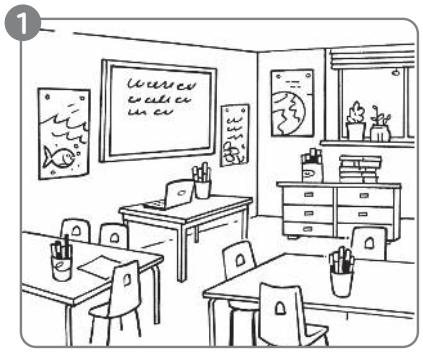
1 l◆ i br▲ _ r★ _

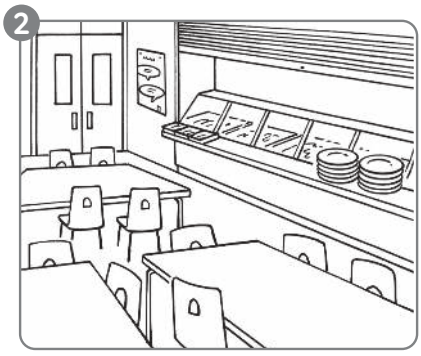
2 c▲ _ nt♥ _ ♥ _ n

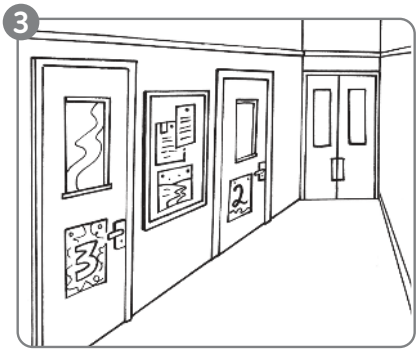
3 cl▲ _ ssr● _ ● _ m

4 pl▲ _ ★ _ gr● _ ■ _ nd

2 3.3 **Podpisz obrazki i połącz je z odpowiednimi zasadami zgodnie z treścią piosenki *In the classroom*. Zaśpiewaj tę piosenkę.**



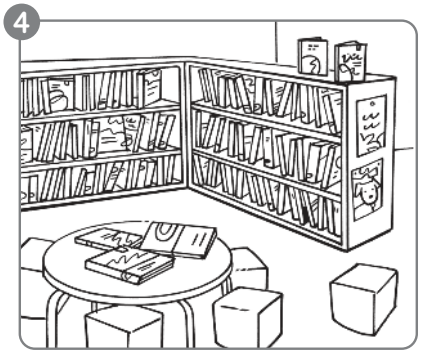


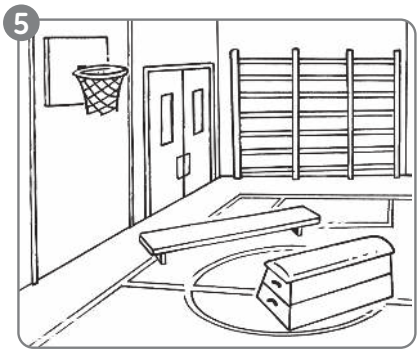


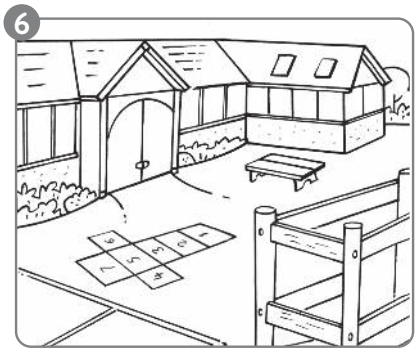
classroom

You **can't** play ball games in the ...

You **can** play ball games in the ...











Lesson 7 Unit review

1 Uzupełnij zdania i zakreśl właściwe wyrazy. Zakryj zdania. Jakie zasady przedstawiają ilustracje?

1 

You **can** / **can't** play cards in the classroom.

2 

You **can** / **can't** play _____ in the _____.

3 

You **can** / **can't** play _____ _____ in the _____.

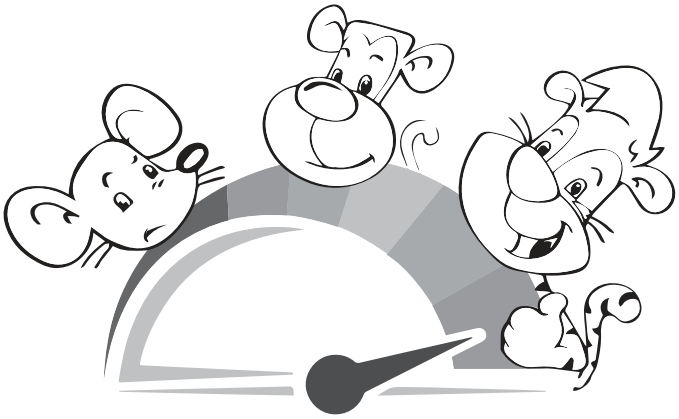
4 

You **can** / **can't** play _____ in the _____.

5 

You **can** / **can't** play _____ in the _____.

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



Ocenianie kształtujące

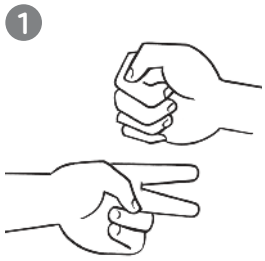




Kids' Culture 4

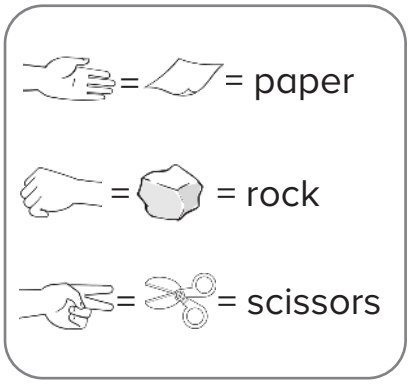
▶VIDEO 09

1 **Uzupełnij zdania. Zagraj z kolegą lub koleżanką w *Rock, paper, scissors*.**









The winner is rock.

The winner is _____.

The winner is _____.

2 **Uzupełnij wypowiedzi wyrazami z ramki. W drugiej wypowiedzi dopisz też nazwę szkolnej zabawy i narysuj ją.**

break friends play school

1



I go to school in the UK.

At _____ time, I _____ skipping games with my _____.

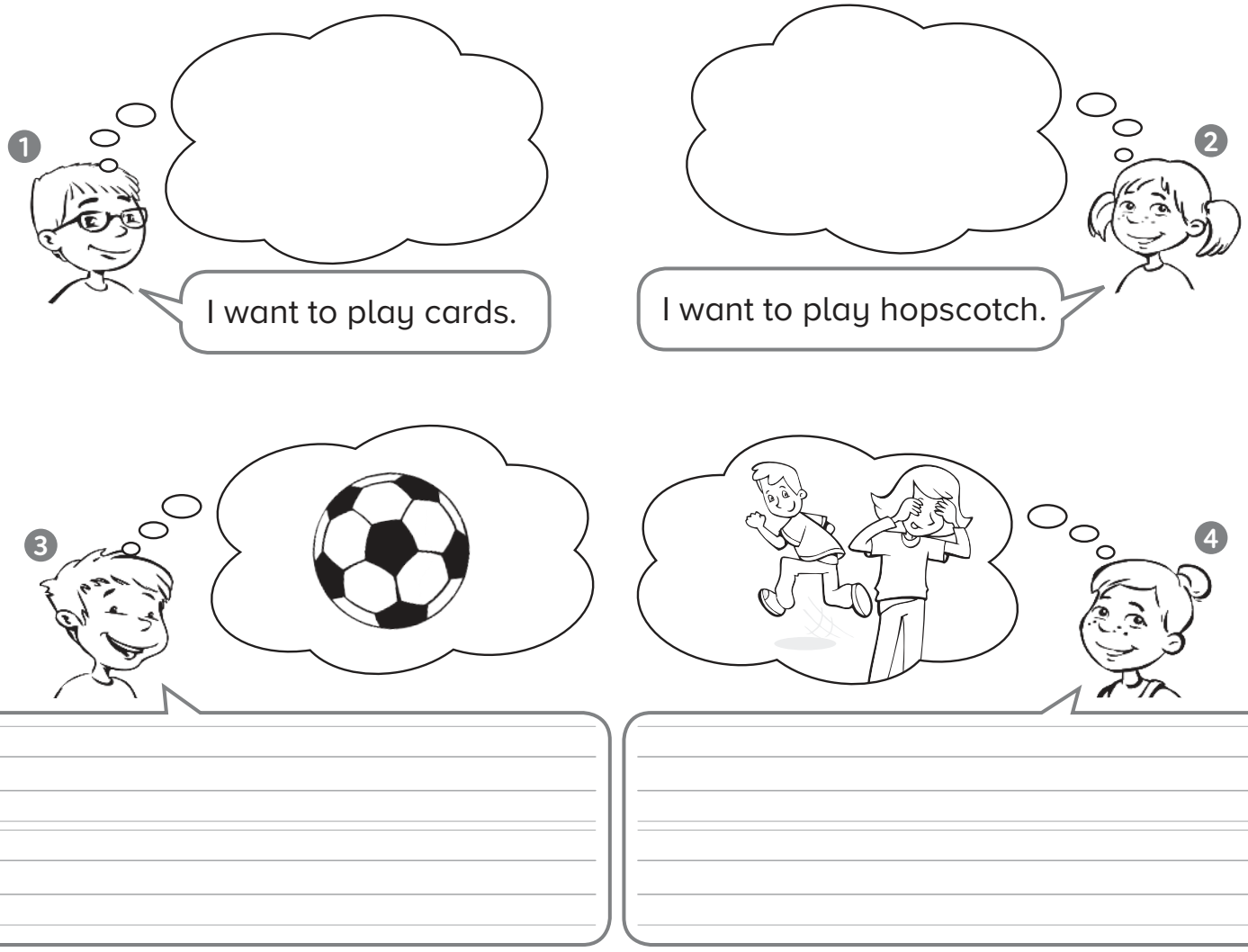
2

I go to _____ in Poland.

At _____ time, I _____ with my _____.

EARLY FINISH

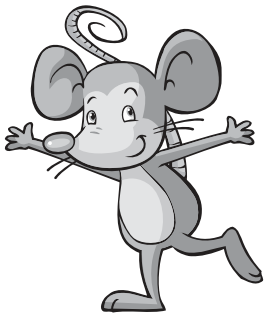
1 **Narysuj zabawy, o których mówią dzieci w zdaniach: 1. i 2., a następnie napisz zdania pasujące do rysunków: 3. i 4.**



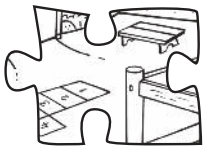
2 **Znajdź w diagramie nazwy 6 gier i zakreśl je.**



F	F	O	T	B	U	L	T	G	A
B	O	A	R	D	G	A	M	E	G
H	O	P	S	C	O	T	C	H	S
O	T	A	K	C	A	R	D	S	S
P	B	A	S	K	S	A	L	T	A
B	A	S	K	E	T	B	A	L	L
A	L	H	O	P	C	A	R	S	D
L	L	F	O	T	B	T	A	G	S



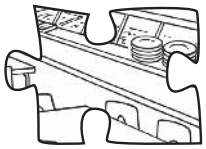
3 **Podpisz miejsca w szkole ukazane na puzzlach. Zapisz hasło i narysuj jeszcze jedno miejsce.**

1 

					3	7			6

2 

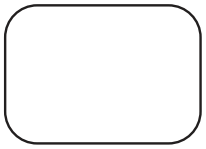
	5				8	

3 

1						

4 

					4		2	

5 

1	2	3	4	5	6	7	8

4 **Narysuj zabawę, w którą można bawić się w klasie i taką, w którą nie można. Uzupełnij zdania zgodnie z rysunkami.**

You can play _____ in the classroom.

You can't play _____ in the classroom.

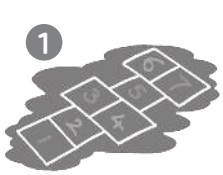
Tiger Review 2



Tiger and Friends

▶ VIDEO 10

1 Uzupełnij krzyżówkę.





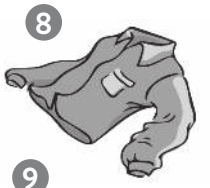










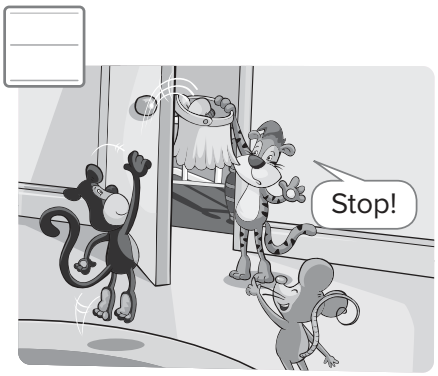






2 Ponumeruj scenki z historyjki we właściwej kolejności.















3 **Uzupełnij zdania. Zakryj dymki i powiedz z pamięci, co mówią postacie.**

shorts ~~winter~~ coat classroom board game basketball

1
My favourite season is winter .



2
Tiger, you're wearing _____ my _____ !



3
I want to play _____ .

4
Pong, stop! You can't play ball games in the _____ .



5
Do you want to play a _____ , Tiger?



6
I'm wearing a _____ , a jumper and shorts.

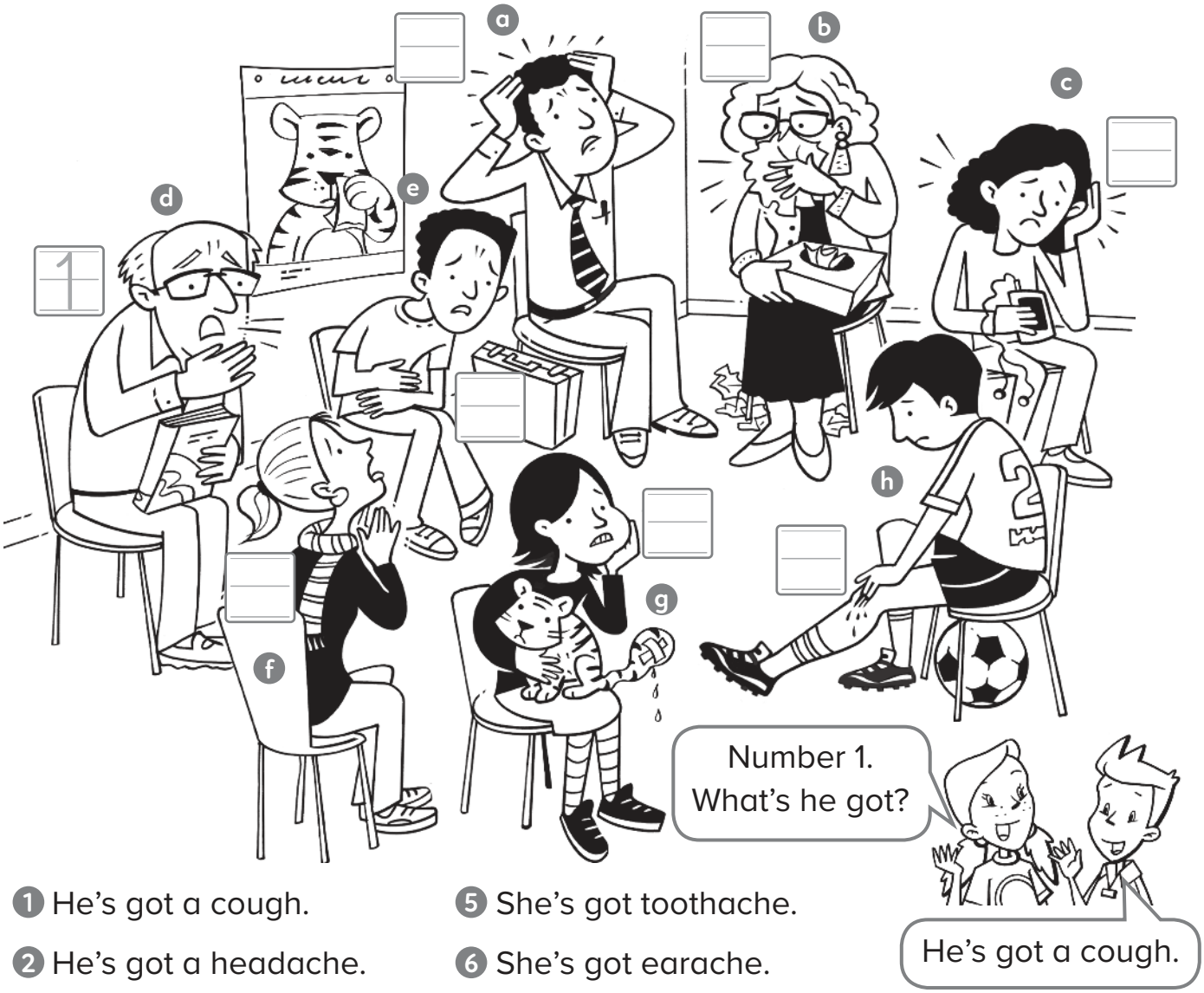


5 What's the matter?



Lesson 1 Vocabulary

1 **Dopasuj zdania do osób. Odegraj scenkę z kolegą lub koleżanką.**



1. He's got a cough.
2. He's got a headache.
3. He's got a cut.
4. He's got tummy ache.
5. She's got toothache.
6. She's got earache.
7. She's got a cold.
8. She's got a sore throat.

2 **Policz tygrysy na ilustracji z ćw. 1. i zapisz wynik. Dokończ zdania.**



= ____

1. The big tiger has got a _____ .
2. The small tiger has got a _____ .



VIDEO 11 STORY TIME

Lesson 2 Story

1 **Podpisz ilustracje. Zaznacz (✓) dolegliwości, o których mowa w historyjce.**

sore throat tummy ache cold ~~cough~~ toothache cut headache earache

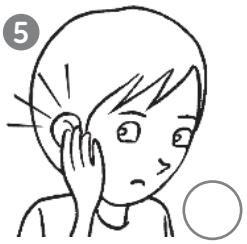








cough









2 **Uzupełnij zdania. Zakryj dymki. Odegraj scenki z kolegą lub koleżanką.**

I've got a headache.

I've got a _____.

I've _____.

_____.



What's the matter?





Lesson 3 Story activities – Song

1 3.22 **Uporządkuj litery i uzupełnij zdania powstałymi wyrazami. Zaśpiewaj piosenkę *I'm feeling ill*.**

What's the matter? How are you today?

I'm feeling ill, so I can't play.

I can't go to school for two or three days.

I've got a sore throat soer trohta,

and a bad _____ coguh,

a sore _____,

and a bad, bad _____.

I've got a _____ hehacdae,

and a bad _____ clod,

a _____,

and a bad, bad _____.

2 **Połącz litery na tabletkach tak, aby powstała nazwa dolegliwości.**

E	E	L	A	K	H	E
R	A	R	E	C	C	A

Lesson 4 Speaking

1 **Uzupełnij tekst brakującymi wyrazami i podkreśl w nich litery *oa*. Przeczytaj wierszyk trzy razy, za każdym razem trochę szybciej.**

I'm on a boat

with my _____.

She's wearing my _____

and I've got a sore _____.



2 **Uzupełnij dialogi. Zakryj dymki. Co mówią postacie?**

1



What's the matter?

I'm feeling ill.

Have you got toothache?

Yes, I have.

2



What's the _____?

I'm _____.

_____ you _____ earache?

No, I _____.



Lesson 5 CLIL

1 **Połącz ilustracje z podpisami. Jakie czynności przedstawiają ilustracje?**

1 

2 

3 

play

sleep well

wash

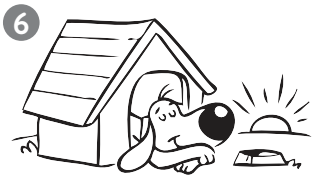
eat well

do exercise

drink water

4 

5 

6 

2 **Uzupełnij wypowiedzi dzieci. Wybierz czynność z ćw. 1., którą wykonujesz codziennie, narysuj ją i uzupełnij zdanie o sobie.**

1 

I _____ every day.

2 

I _____ every day.

3 

I _____.

4

_____.



Lesson 6 CLIL – Song

1 3.30 **Uzupełnij tekst piosenki *Keep healthy*. Zaśpiewaj tę piosenkę.**

Come on everyone, keep healthy, keep healthy.
Come on everyone, keep healthy.

You need to drink water ,

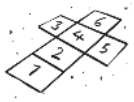
you need to _____ , too.

You need to play and _____ ,

it's good for you.

You need to _____  your body,

you need to _____, too.

You need to _____  and do exercise.

it's good for you.

2 **Uzupełnij pytania i zakreśl właściwe odpowiedzi. Odegraj scenkę z kolegą lub koleżanką.**

Do you do excercise 
every day?

Do you _____ 
every day?

1 **Yes, I do. / No, I don't.**



2 **Yes, I do. / No, I don't.**





Lesson 7 Unit review

1 Uzupełnij zdania. Zakryj dymki. Co mówią dzieci?



1 I do excercise and I _____.

I'm feeling ill. I've got a sore throat.



2 I _____.

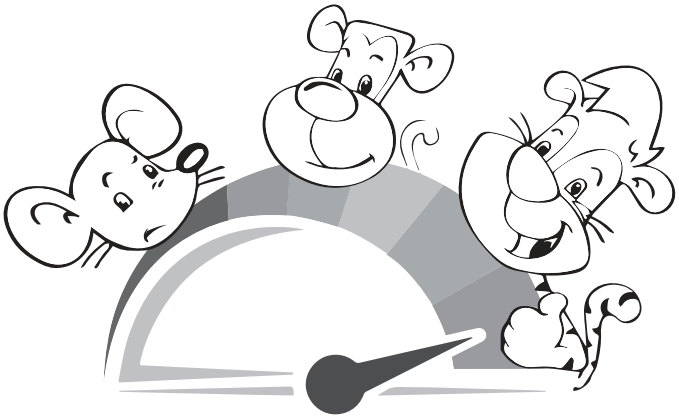
I'm feeling ill. I've _____.



3 I _____.

I'm feeling ill. I _____.

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



Ocenianie kształtujące





Kids' Culture 5

▶ VIDEO 12

1 Narysuj części ciała. Odegraj dowcip z kolegą lub koleżanką.



Doctor, doctor!
When I touch my foot  ,
it hurts.

When I touch my leg ____ ,
it hurts.

When I touch my arm ____ ,
it hurts.

When I touch my nose ____ ,
it hurts.

Doctor, what's the matter with me?

Hmm. You've got a broken finger. ____



2 Zakreśl czynności sprzyjające zdrowiu i uzupełnij nimi zdanie.

a 
work in the garden

b 
go sailing

c 
eat pizza

d 
watch TV

e 
go hiking



Every weekend I _____ ,
_____
_____ and _____ .
_____



EARLY FINISH

1 **Ułóż zdania z rozsypanki wyrazowej. Podpisz postacie imionami.**

1. Oliver | a | got | cut | has — Oliver has got a cut.
2. cough | Jo | got | has | a
3. has | Sam | tummy | ache | got
4. has | Emily | toothache | got

a 

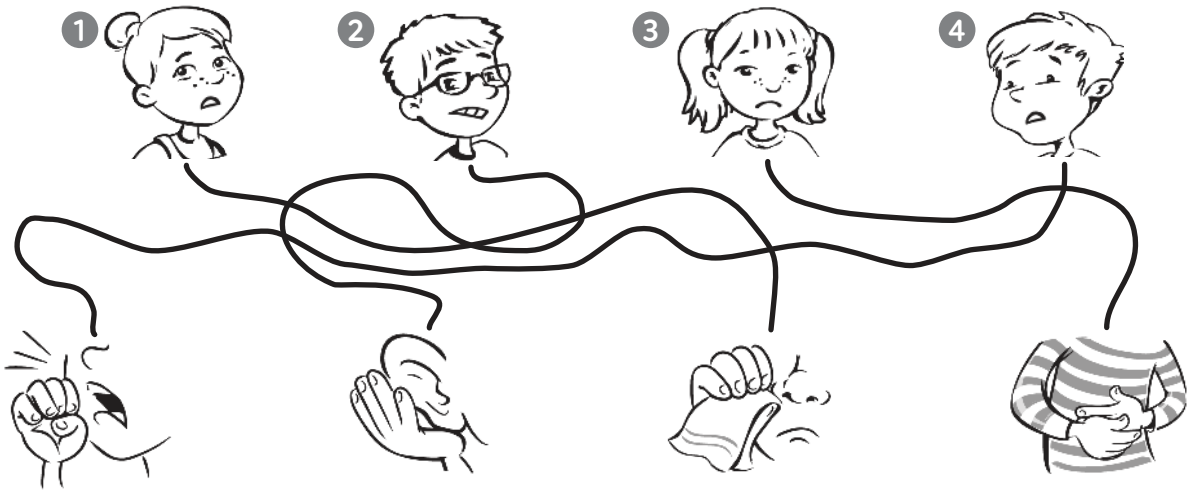
b 

c 

d 

Oliver

2 **Napisz, co dolega każdemu dziecku.**



1. She's got a cold.
2. He's got _____.
3. _____
4. _____

3 Popatrz na to, co robią dzieci w trosce o swoje zdrowie. Uzupełnij zdania.

1 

I play every day.

2 

I _____ every day.

3 

4 

4 Uzupełnij pytania. Odpowiedz na nie, wpisując: *Yes, I do* lub *No, I don't.*

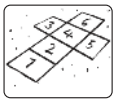
1 Do you wash every day? 

2 Do you _____ every day? 

3 Do you _____ every day? 

4 _____ every day? 

5 _____ every day? 

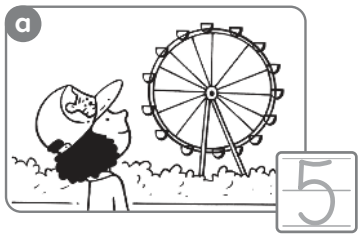
6 _____ ? 

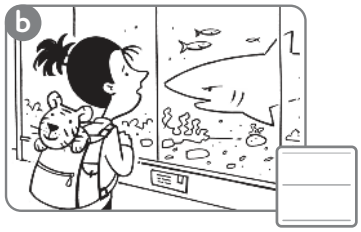
6 On Holiday



Lesson 1 Vocabulary

1 **Dopasuj zdania do miejsc. Odegraj scenkę z kolegą lub koleżanką.**

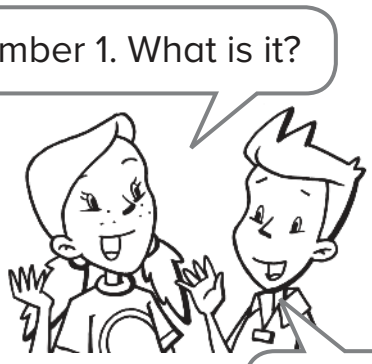
a 
5

b 

c 

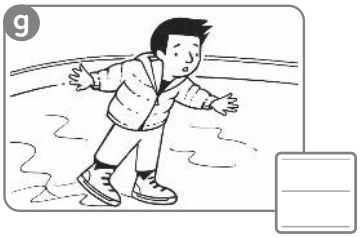
d 

1 It's an ice rink.
2 It's a park.
3 It's a swimming pool.
4 It's a zoo.
5 It's a funfair.
6 It's a water park.
7 It's a beach.
8 It's an aquarium.



e 

f 

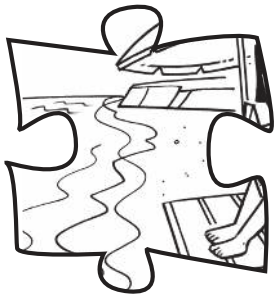
g 

h 

2 **Popatrz na fragmenty ilustracji z ćw. 1. Uzupełnij zdania.**

1 

2 

3 

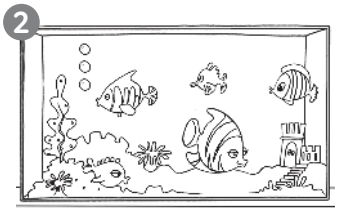
It's an ice rink. It's a _____. It's a _____.

Lesson 2 Story

1 **Podpisz ilustracje. Uzupełnij wypowiedzi bohaterów historyjki nazwami miejsc, które początkowo chcą odwiedzić.**



park



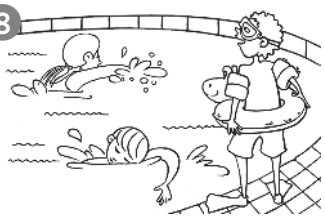












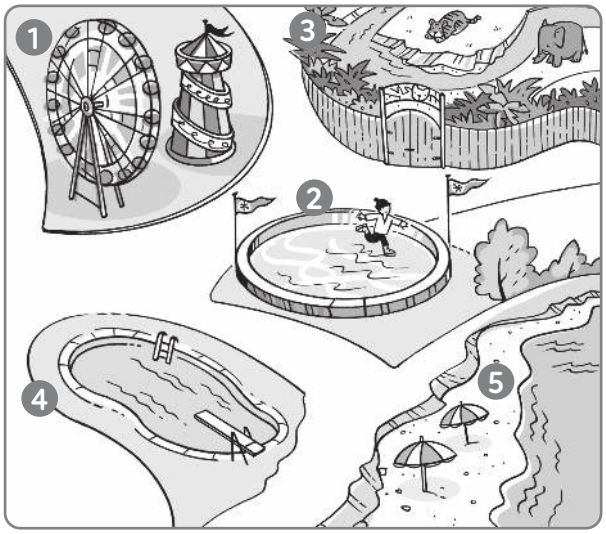
I want to go to the _____.





I want to go to the _____.

2 **Uzupełnij zdania. Zakreśl miejsce, do którego wybierają się wszyscy bohaterowie historyjki.**



1 There's a funfair.

2 There's an _____.

3 There's a _____.

4 There's a _____.

5 There's a _____.





Lesson 3 Story activities – Song

1 3.44 **Uzupełnij tekst piosenki *In this town*. Zaśpiewaj tę piosenkę.**

In this town, there's a lot to do.

There's an ice rink, and a z .

There's a very long b ,

a ɔ n , and a funfair, too!

Let's go to the funfair!
In this town, there's a lot to do.

There's a w n , and a zoo.

There's a very big n ,

an a , and a f , too!

Let's go to the funfair!

2 **Przyjrzyj się ilustracji i uzupełnij zdania.**



In this town, there's a beach and a _____ . There's

an _____ and an _____ , too.



Lesson 4 Speaking

1 **Uzupełnij tekst wyrazami z ramki. Pokoloruj krzesło i włosy dziewczynki. Przeczytaj wierszyk najszybciej jak potrafisz.**

chair ~~fair~~ hair funfair



I can see a girl

with fair

sitting on a red

at a .

2 **Uzupełnij pytania. Narysuj ☺ lub ☹ na twarzach dzieci zgodnie z ich odpowiedziami. Odegraj scenki z kolegą lub koleżanką.**

1 Is there a zoo ?



Yes, there is .

2 Is ?



No, .

3 ?



Yes, .

EDUKACJA SPOŁECZNA

Lesson 5 CLIL

1 **Połącz zwroty z obrazkami. Jakie zasady przedstawiają obrazki?**

1. Look left.
2. Stop.
3. Cross the road.
4. Stand on the pavement.
5. Listen.
6. Look right.

a 

d 

b 

e 

c 

f 

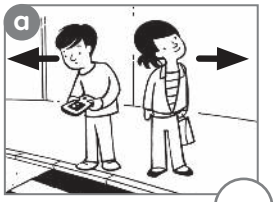
2 **Podpisz ilustracje właściwymi poleceniami z ćw. 1. W każdej parze ilustracji zaznacz (✓) prawidłowe zachowania.**

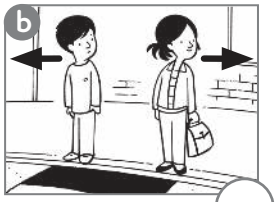
1 a 

b 

Stop.

S o t p .

2 a 

b 

L .

L l .

L r .

3 a 

b 

C t r .





Lesson 6 CLIL – Song

1 4.5 **Uzupełnij tekst piosenki *The road safety*. Ponumeruj zwrotki zgodnie z diagramem. Zaśpiewaj tę piosenkę.**

1 Do you want to cross the road?
Yes, I want to cross the road.

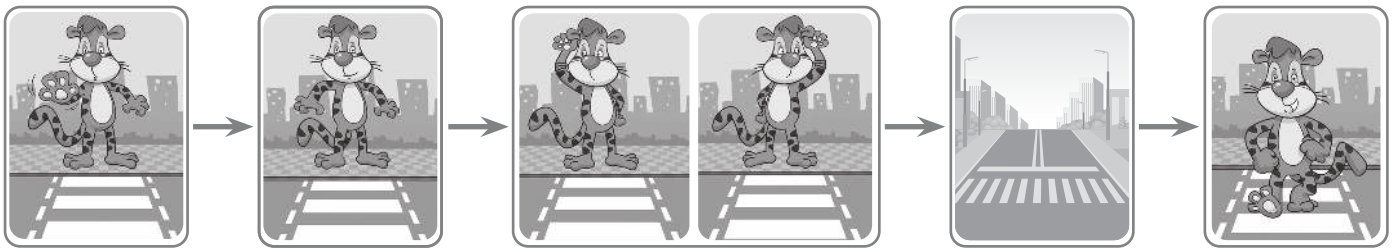
Look left. Look right.
Look left. _____ .

No cars. No cars.
No bikes. No bikes.

Stand on the pavement.
Stand on _____ .

You can cross the road now.
I can cross _____ now.

Stop. Stop .



2 **Jak powinny się zachować dzieci? Zakreśl właściwe zasady.**

1 

Listen / **Don't listen** to music.

2 

Play / **Don't play** ball games.

3 

Stand / **Don't stand** in the road.

4 

Look / **Don't look** left.





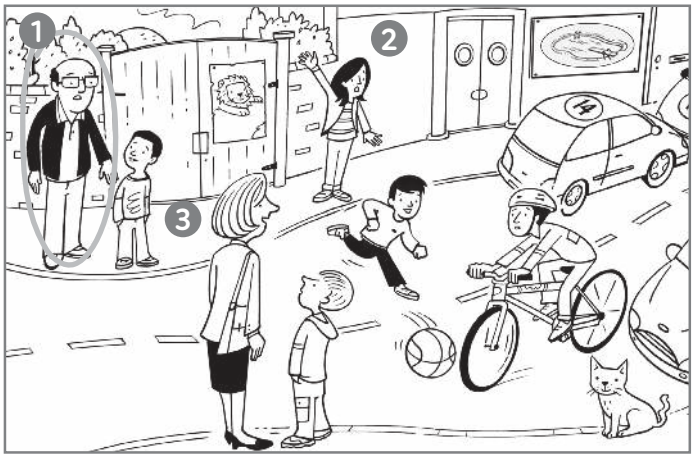
Lesson 7 Unit review

1 Znajdź 8 różnic pomiędzy obrazkami i zakreśl je. Uzupełnij wypowiedzi postaci 1–3 oraz opisy miast w zdaniach 4–5.

A



B



1 Stand on the pavement.

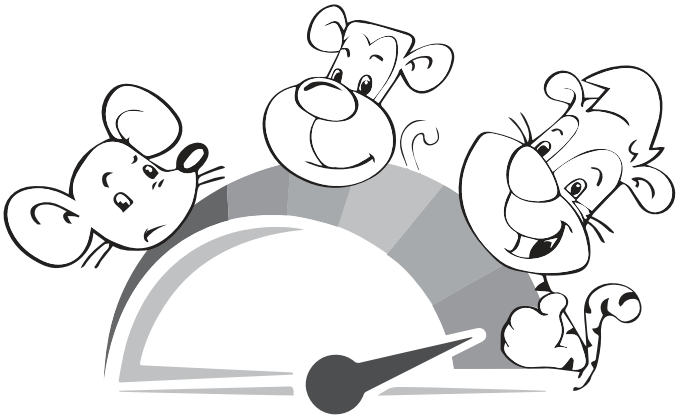
2 Don't _____ the road.

3 _____ left and right.

4 In picture A, there's an aquarium and a _____.

5 In picture B, there's a _____ and a _____.

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



Ocenianie kształtujące







Kids' Culture 6

▶ VIDEO 14

1 4.10 **Uzupełnij fragmenty rymowanki** *A sailor goes to sea* **i ponumeruj je. Powiedz tę rymowankę.**



1 A sailor goes to sea, sea, sea ,

to see what he can see, see, _____ .

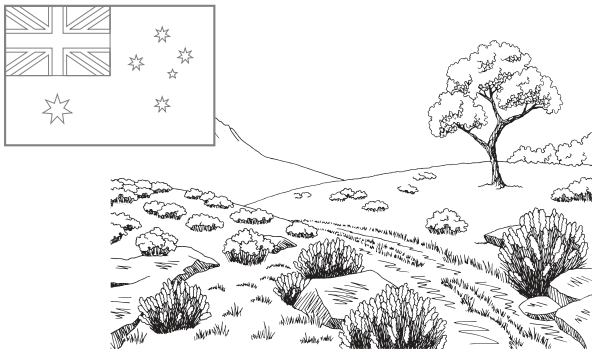
But all that he can see, see, _____

is the bottom of the deep blue sea, sea, _____ .

2 **Uzupełnij teksty wyrazami z ramki. Pokoloruj flagi.**

castle ~~Australia~~ national park Scotland

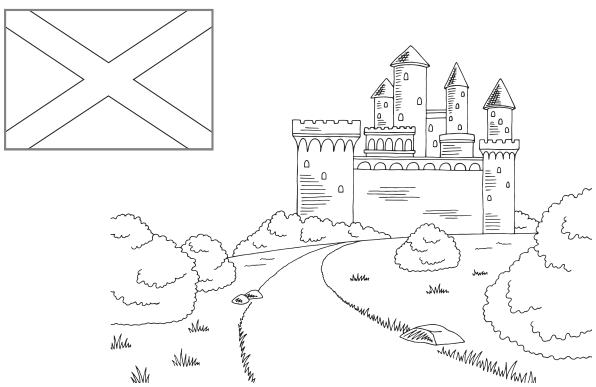
1



I'm on holiday in Australia .

I'm in a _____ .

2

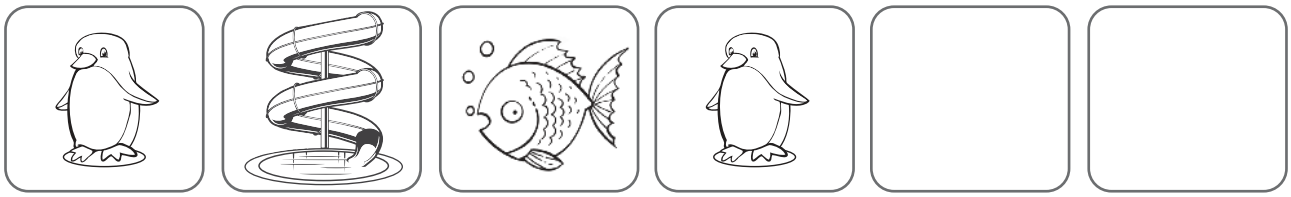


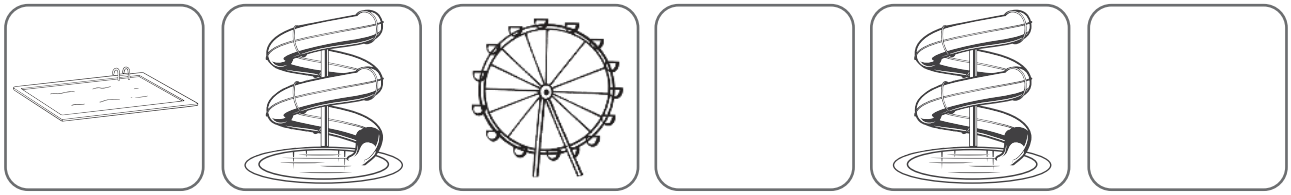
I'm on holiday in _____ .

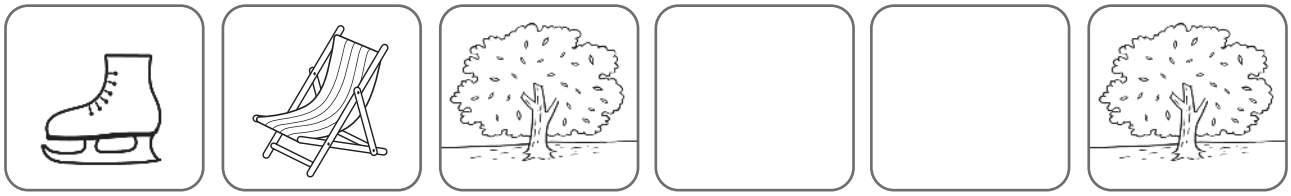
I'm in a _____ .

EARLY FINISH

1 W każdej sekwencji dorysuj brakujące symbole miejsc.

1 

2 

3 

2 Uzupełnij zdania. Narysuj miasto zgodnie ze zdaniami.

1 There's a _____ . 

2 There's _____ . 

3 _____ . 

4 _____ . 

3 **Napisz polecenia pasujące do ilustracji: 1., 3. i 5. Narysuj ilustracje zgodne z poleceniami: 2., 4. i 6.**

Road safety

1 

2

Stand on the pavement.

3 

4

Look left.

5 

6

Cross the road.

4 **Ułóż z rozsypanki wyrazowej zakazy związane z bezpieczeństwem na drodze. Dodaj jeszcze jeden zakaz.**

1 play Don't tag — Don't play tag.

2 the road Don't in stand

3 listen to Don't music

4 games play Don't ball

5

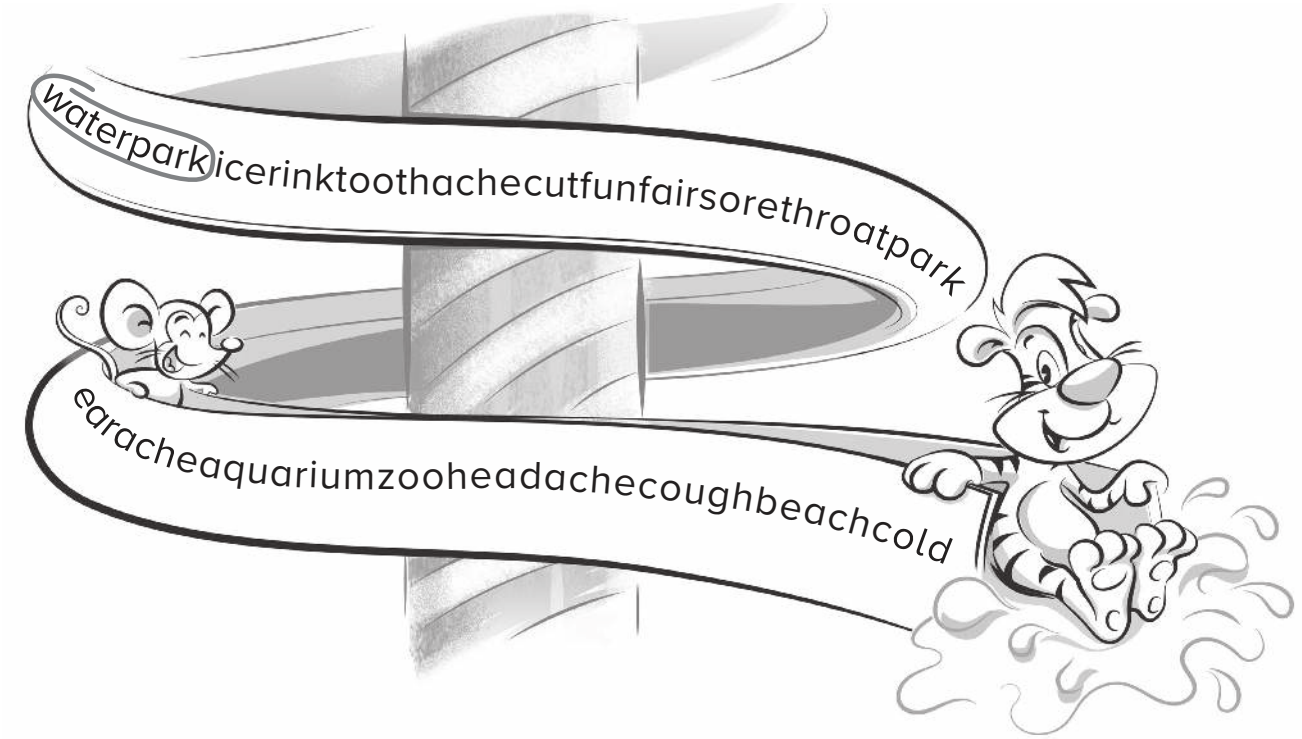
Tiger Review 3



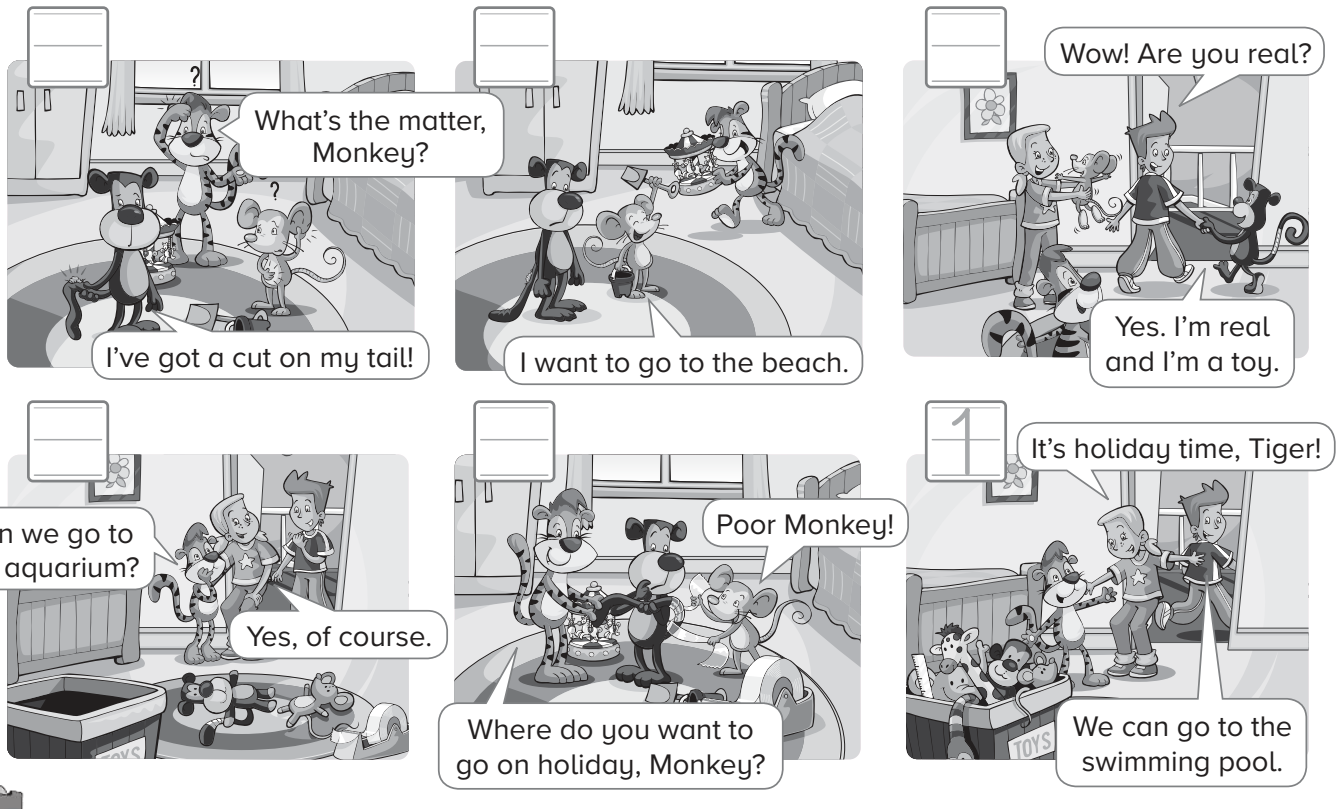
Tiger and Friends

▶VIDEO 15

1 **Znajdź ukryte wyrazy. Jednym kolorem zakreśl nazwy dolegliwości, a drugim – nazwy atrakcji.**



2 **Ponumeruj scenki z historyjki we właściwej kolejności.**



3 Uzupełnij zdania. Zakryj dymki i powiedz, co mówią postacie.

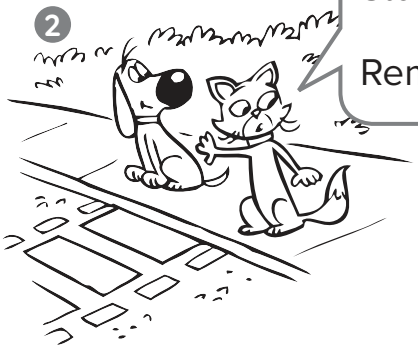
ice rink pavement ~~drink~~ There's tummy ache feeling

I drink water every day, Ping. Look! I eat well, too.

1



2



Stand on the _____.

Remember to look left and right.

3



There's an _____.

4



I'm _____

better now.

5

Look, Tiger. _____ a lion.

6

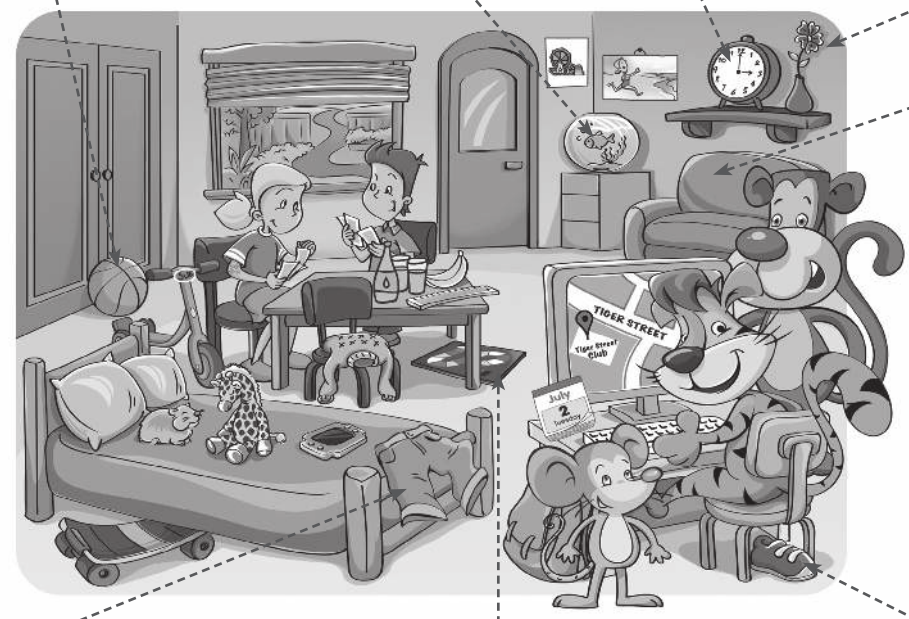


I've got _____.



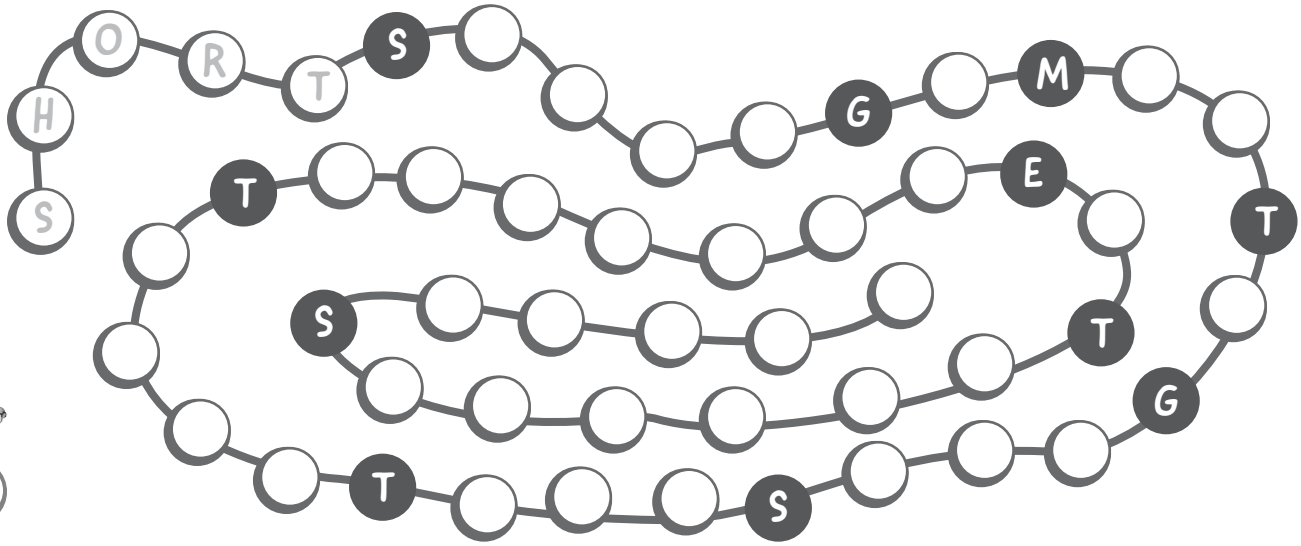
Goodbye, Sue and Jay!

1 **Podpisz wskazane elementy ilustracji.**



2 **Uzupełnij łańcuszek wyrazami z ramki. Uwaga! Litery podane na szarych polach kończą jeden wyraz i rozpoczynają kolejny.**

eat	grass	gym	meat	shirt	~~shorts~~	spring
summer	tag	toilet	toothache	trousers		



Halloween



1 **Podpisz obrazki. W każdym rzędzie zakreśl cień pasujący do obrazka.**

monster spider ~~moon~~ wizard skeleton

1  moon 

2  

3  

4  

5  

2 **Uporządkuj dialog i uzupełnij zdanie zgodnie z ilustracją. Odegraj scenkę z kolegą lub koleżanką.**



Look in the box. ___

What is it? ___

Happy Halloween! ___

It's a _____ . ___

I've got a surprise for you. 1



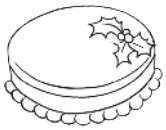
Christmas



1 **Zakreśl w diagramie 5 wyrazów i uzupełnij nimi podpisy ilustracji.**

1 

Father Christmas

2 

Christmas _____

3 

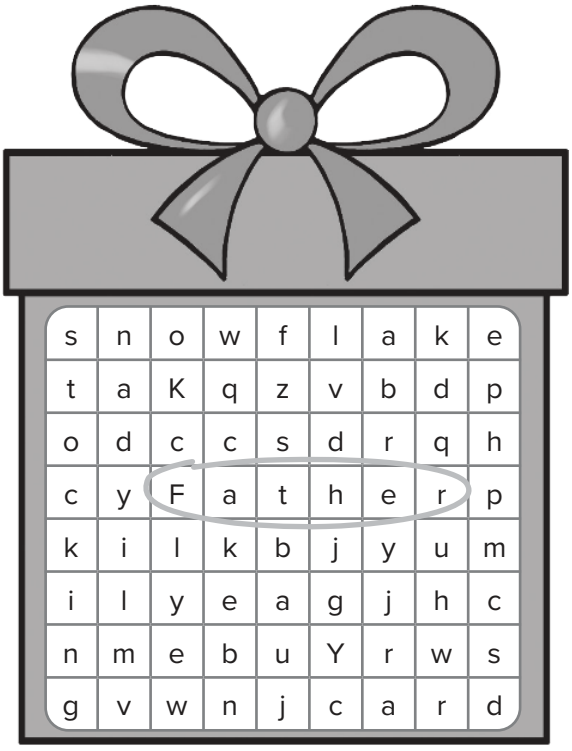
_____

4 

Christmas _____

5 

Christmas _____



s	n	o	w	f	l	a	k	e
t	a	K	q	z	v	b	d	p
o	d	c	c	s	d	r	q	h
c	y	F	a	t	h	e	r	p
k	i	l	k	b	j	y	u	m
i	l	y	e	a	g	j	h	c
n	m	e	b	u	Y	r	w	s
g	v	w	n	j	c	a	r	d

2 **Uzupełnij zdania i uporządkuj dialog. Odegraj scenkę z kolegą lub koleżanką.**

What's the picture? ___

Look! I've got a Christmas card adrc . 1

Happy _____ Casmrthsi ! ___

It's a _____ koenfwasl . ___





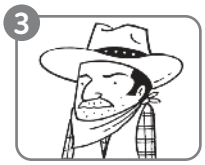
Carnival



1 Rozwiąż krzyżówkę.

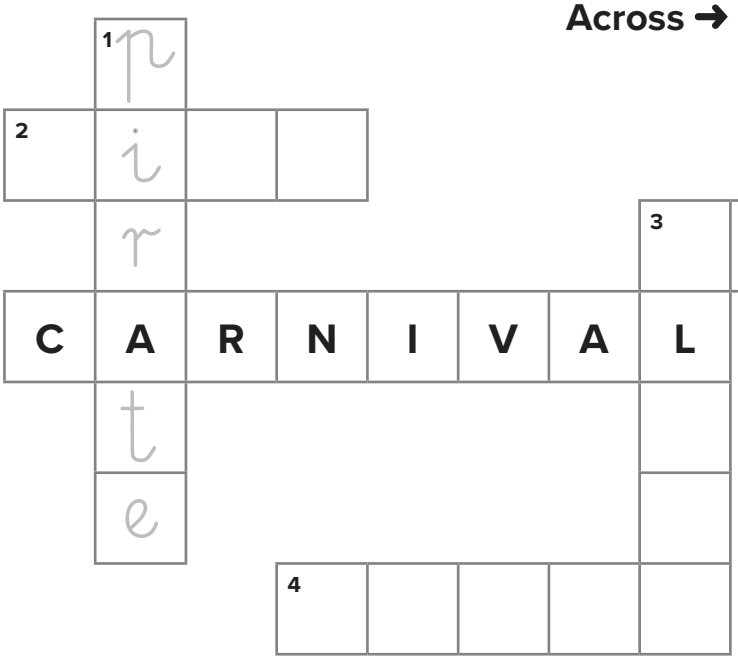
cowboy king ~~pirate~~ queen clown

Across →


Down ↓



2 Uzupełnij dialog i pokoloruj ilustrację zgodnie z opisem. Odegraj scenkę z kolegą lub koleżanką.



Hello!

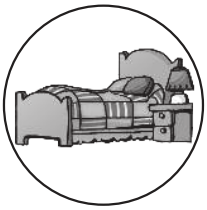
It's carnival time! I'm wearing fancy dress. I'm wearing a red shirt, green trousers and a black hat. What am I?

You're a _____.

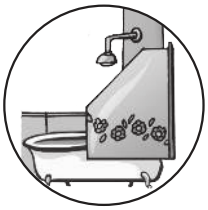
You look fantastic.

Picture Dictionary

Unit 1



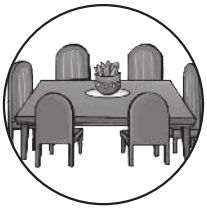












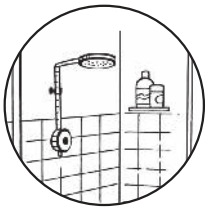








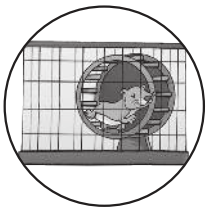






Unit 2









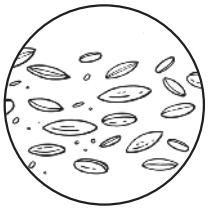


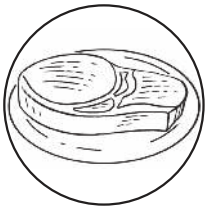




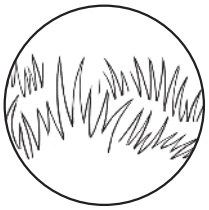


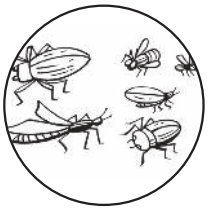












Unit 3









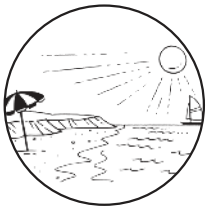






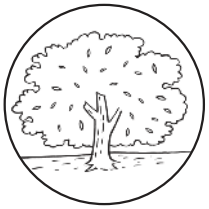






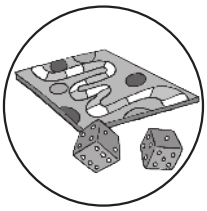








Unit 4















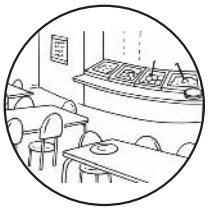














Unit 5





























Unit 6























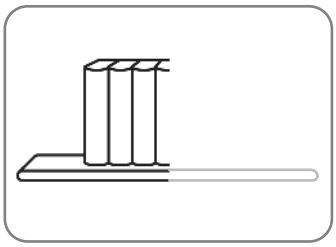


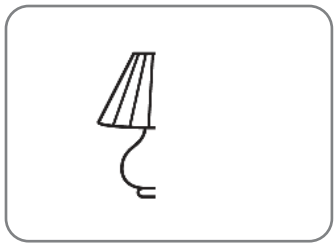


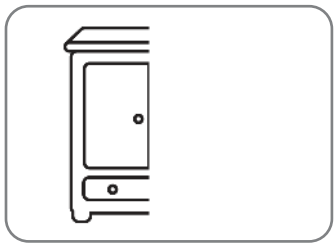


1 Extra Vocabulary

1 Dokończ rysunki i połącz je z właściwymi wyrazami.

1 

2 

3 

table

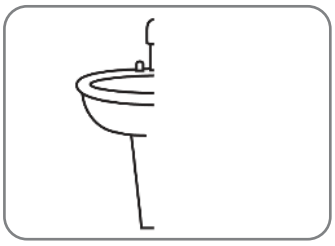
cupboard

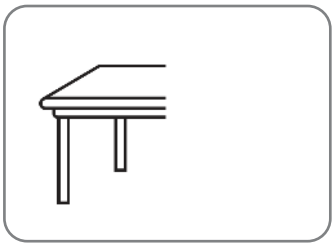
bookshelf

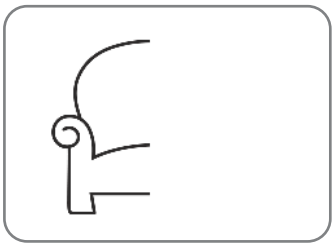
armchair

lamp

washbasin

4 

5 

6 

2 4.31 Uzupełnij zdania zgodnie z obrazkami i treścią rymowanki *Where's the lamp?*. Powiedz tę rymowankę.

1 The lamp is in the hall. 

2 The _____ is in the _____. 

3 The _____ is in the _____. 

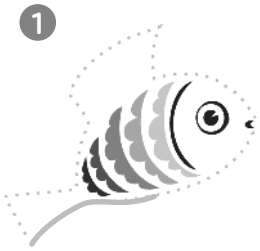
4 The _____ is in the _____. 

5 The _____ is in the _____. 

6 The _____ is in the _____. 

2 Extra Vocabulary

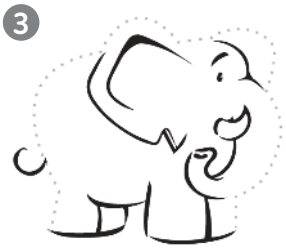
1 **Dokończ rysunki. Zakreśl właściwe wyrazy.**

1 

colourful / **noisy**

2 

friendly / **dangerous**

3 

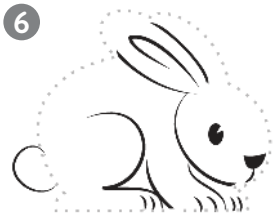
strong / **cuddly**

4 

friendly / **dangerous**

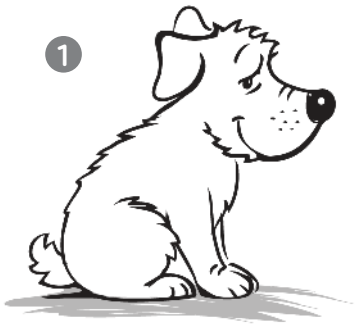
5 

noisy / **strong**

6 

colourful / **cuddly**

2 4.34 **Uporządkuj litery i uzupełnij zdania. Zakreśl właściwe wyrazy zgodnie z treścią rymowanki *Sue's pet*.**

1 

It **is** / **isn't** dangerous. dagnerosu

It **is** / **isn't** _____. fierndyl

It **is** / **isn't** _____. cdudly

2 

It **is** / **isn't** _____. srtogn

It **is** / **isn't** _____. nioys

It **is** / **isn't** _____. coolurflu

3 Extra Vocabulary

1 **Dokończ rysunki i podpisz je wyrazami z ramki.**

gloves scarf hat sweatshirt ~~jacket~~ socks

1 jacket

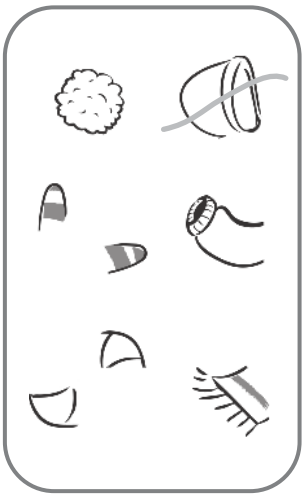
2

3

4

5

6



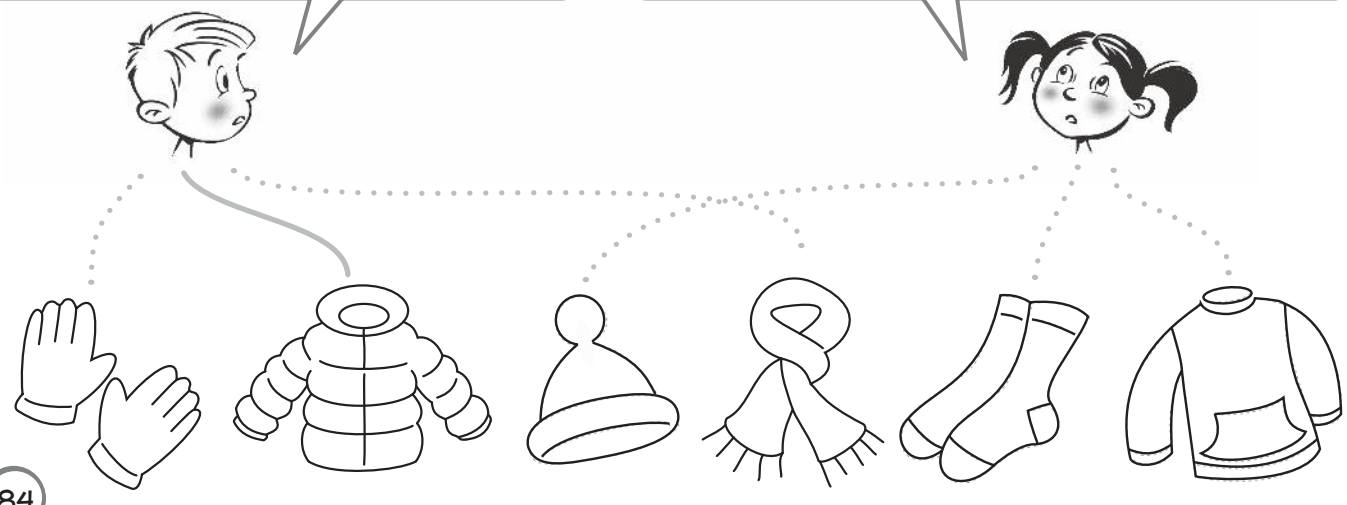
2 4.37 **Połącz po śladzie dzieci z rysunkami przedstawiającymi ich ubrania. Uzupełnij zdania zgodnie z treścią rymowanki *Winter clothes*.**

I'm wearing a jacket ,

a _____ and _____ .

You're wearing a _____ ,

a _____ and _____ .

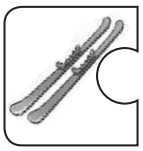


4 Extra Vocabulary

1 Połącz pasujące do siebie puzzle i podpisz je wyrazami z ramki.

play tennis go skiing ~~go hiking~~ go swimming play ice hockey play volleyball

1  go hiking

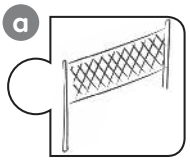
2 

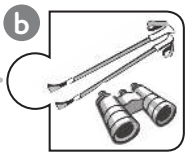
3 

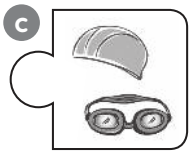
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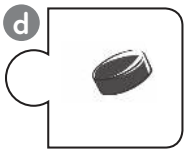
5 

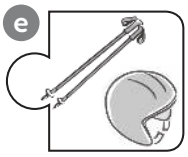
6 

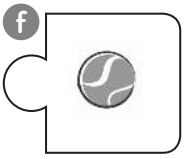
a 

b 

c 

d 

e 

f 

2 4.40 Uzupełnij pytania i ponumeruj je zgodnie z treścią rymowanki *Let's play*.

a  Do you want to go hiking ? ☐

b  Do you want to _____ ? ☐

c  Do you _____ ? ☐

d  Do you _____ ? 1

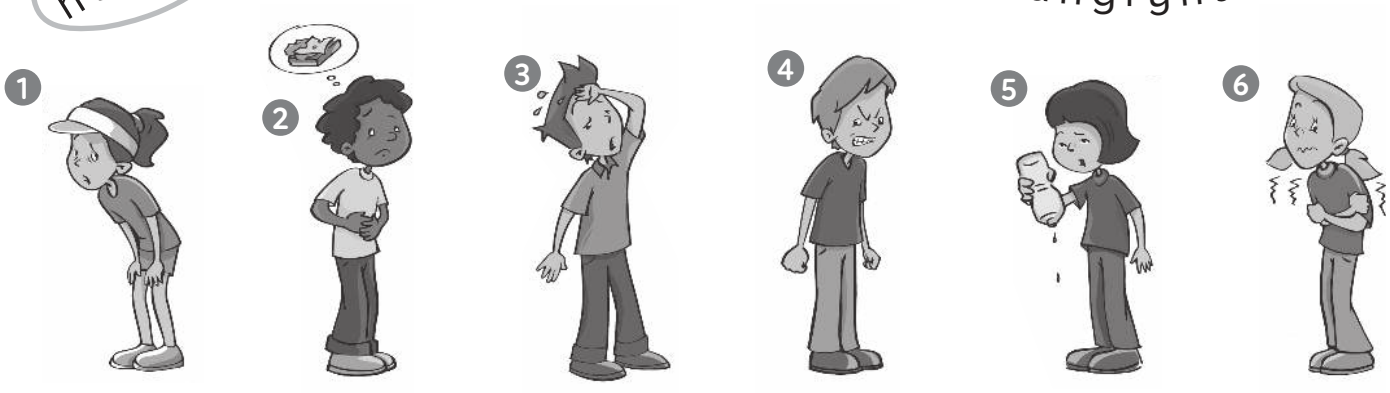
e  _____ ? ☐

f  _____ ? ☐

5 Extra Vocabulary

1 **Znajdź 6 wyrazów określających samopoczucie i zakreśl je. Podpisz nimi ilustracje.**

hungrydrocoldpfathirstyleytiredsemangryhukhot



hungry

2 4.43 **Uporządkuj litery i uzupełnij zdania. Ponumeruj wypowiedzi w dymkach zgodnie z treścią rymowanki *What's the matter?*.**

1

I'm feeling _____. tride

I'm feeling _____. hnugry



She's feeling _____. tihrsty

He's feeling angry. agnyr

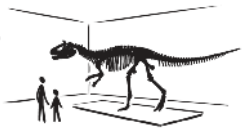
She's feeling _____. clod

He's feeling _____. hto

6 Extra Vocabulary

1 Zakreśl w diagramie 6 nazw miejsc i podpisz nimi ilustracje.

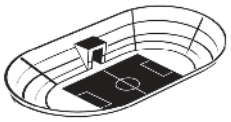
s	p	o	r	t	s	c	e	n	t	r	e
a	u	n	e	r	u	n	m	e	n	t	t
e	e	n	e	a	a	m	t	e	t	h	c
e	i	u	t	e	e	t	s	e	t	e	i
u	p	s	r	e	r	e	m	r	t	a	n
s	t	a	d	i	u	m	n	e	r	t	e
r	e	s	t	a	u	r	a	n	t	r	m
m	m	t	s	e	a	n	n	r	u	e	a
m	u	s	e	u	m	s	t	m	a	t	n

1 

museum

2 

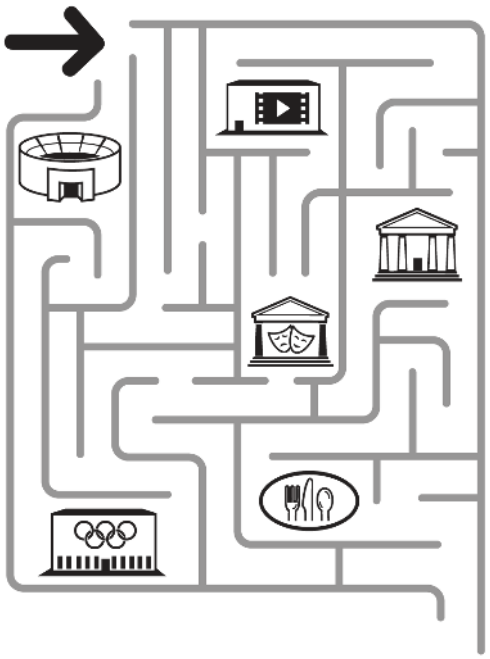
3 

4 

5 

6 

2 4.46 Narysuj drogę przez labirynt. Uzupełnij zdania zgodnie z treścią rymowanki *I like my town*.



1 There's a stadium in my town.

2 There's a _____ in my town.

3 There's _____.

4 There's _____.

5 _____.

6 _____.

Teksty piosenek i rymowanek

How are you?

Let's have fun in English

Hello, Tiger! How are you?
I'm fine. Thank you.
Come on, Tiger! Let's play!
You and me, Sue and Jay!
Let's play in English,
let's speak in English,
let's sing in English,
let's have fun in English!
Let's play in English,
let's speak in English,
let's sing in English,
let's have fun in English!

Come to the park

Hello! My name's Li.
Hello!
Come to the park,
come with me.
You can ride a bike,
you can climb a tree.
Come to the park,
come with me.
You can play on a swing,
you can eat ice cream.
Come to the park,
come with me.
Come to the park,
my name's Li.

Unit 1

Where's Li?

Where's Li? Where can she be?
Is she in the hall?
No, she isn't.
Is she next to the table?
No, she isn't.
Where is she?
Where's Li? Where can she be?
Is she in the garage?
No, she isn't.
Is she behind the door?
No, she isn't.
Where is she?
Where's Li? Where can she be?
Is she in the kitchen?
No, she isn't.
Is she under the window?
No, she isn't.
Where is she?
Li is in the bedroom,
in a cupboard with Tiger!
She's in the bedroom,
in a cupboard with Tiger.
Grrrr.

The shower is in the bathroom

The cooker is in the kitchen.
The bed is in the bedroom.
The shower is in the bathroom.
The fridge is in the kitchen.
The sofa is in the living room.
And clocks are in many rooms.
Clocks are in many rooms.
The cooker is in the ...
The bed is in the ...
The shower is in the ...
The fridge is in the ...
The sofa is in the ...
And clocks are in ...
Clocks are in ...

In a dark, dark house

In a dark, dark house is a dark, dark room.
In the dark, dark room is a dark, dark cupboard.
In the dark, dark cupboard is a dark, dark box.
In the dark, dark box is a ... SURPRISE!

Unit 2

She's got a new pet

Look! Li has got a new pet.
Has she got a hamster?
What has she got?
Has she got a rabbit?
Or is it a rock?
Has she got a puppy?
What has she got?
Has she got a kitten?
Or is it a rock?
Li has got a turtle!
Well, well, well!
She's got a turtle
with a beautiful shell.



Different pets, different food

I've got a rabbit.
Rabbits eat grass and leaves.
I've got a parrot.
Parrots eat fruit and seeds.
My friend has got a dog,
and dogs eat meat!
Different pets, different food,
different pets, different food.
I've got a turtle.
Turtles eat fish and leaves.
I've got a lizard.
Lizards eat insects and leaves.
My friend has got a dog,
and dogs eat meat!
Different pets, different food,
different pets, different food.

Two little dicky birds

Two little dicky birds
sitting on a wall.
One named Peter,
one named Paul.
Fly away, Peter,
fly away, Paul.
Come back, Peter,
come back, Paul.

Unit 3

I'm wearing a coat

It's snowing today, but I'm not cold.
No, I'm not cold.
I'm wearing a coat.
Under the coat, I'm wearing a jumper,
and under the coat, I'm wearing shorts.
It's snowing today, but I'm not cold.
No, I'm not cold.
I'm wearing a coat, a jumper and shorts.
I'm wearing a coat, a jumper and shorts.
I'm wearing a coat.

What's your favourite season?

What's your favourite season?
My favourite season is spring.
In spring, you can see
flowers on the tree.
What's your favourite season?
My favourite season is summer.
In summer, you can see
fruit on the tree.
What's your favourite season?
My favourite season is autumn.
In autumn, you can see
leaves fall from the tree.
What's your favourite season?
My favourite season is winter.
In winter, you can see
snow on the tree.

I'm a little snowman

I'm a little snowman, short and fat.
I'm wearing a scarf, and I'm wearing a hat.
When it's snowing, hear me say,
come on children, come and play.

Unit 4

I want to play

It's the break, it's time to play.
What do you want to play today?
I want to play basketball and hopscotch, too.
I want to play tag with you.
I want to play a computer game
and a board game.
I want to play cards with you.
It's the break, it's time to play.
What do you want to play today?
Let's play cards!
Yes, let's play cards!

In the classroom

You can't play ball games in the classroom,
in the classroom,
no, no, no.
You can't play ball games in the canteen,
in the canteen,
no, no, no.
You can't play ball games in the corridor,
in the corridor,
no, no, no.
You can't play ball games in the library,
in the library.
no, no, no.
You can play ball games in the gym,
in the gym,
yes, yes, yes.
You can play ball games in the playground,
in the playground,
yes, yes, yes.

Unit 5

I'm feeling ill

What's the matter?
How are you today?
I'm feeling ill,
so I can't play,
I can't go to school for two or three days.
I've got a sore throat,
and a bad cough,
a sore throat,
and a bad, bad cough.
What's the matter?
How are you today?
I'm feeling ill,
so I can't play,
I can't go to school for two or three days.
I've got a headache,
and a bad cold,
a headache,
and a bad, bad cold.

Keep healthy

Come on everyone,
keep healthy, keep healthy.
Come on everyone,
keep healthy.
You need to drink water,
you need to eat well, too.
You need to play and do exercise,
it's good for you.
Come on everyone,
keep healthy, keep healthy.
Come on everyone,
keep healthy.
You need to wash your body,
you need to sleep well, too.
You need to play and do exercise,
it's good for you.

Unit 6

In this town

In this town,
there's a lot to do.
There's an ice rink,
and a zoo.
There's a very long beach,
a swimming pool,
and a funfair, too.
Let's go to the funfair!
In this town,
there's a lot to do.
There's a water park,
and a zoo.
There's a very big park,
an aquarium,
and a funfair, too.
Let's go to the funfair!

The road safety

Do you want to cross the road?
Yes, I want to cross the road.
Stop. Stop.
Stand on the pavement.
Stand on the pavement.
Look left. Look left.
Look right. Look right.
Look left. Look left.
Look right. Look right.
No cars. No cars.
No bikes. No bikes.
You can cross the road now.
I can cross the road now.

A sailor goes to sea

A sailor goes to sea, sea, sea,
to see what he can see, see, see.
But all that he can see, see, see,
is the bottom of the deep, blue sea, sea, sea.

Festivals

Halloween

It's Halloween night, the moon is bright,
can you see a monster in the moonlight?
It's Halloween night, the moon is bright,
can you see a wizard in the moonlight?
It's Halloween night, the moon is bright,
can you see a spider in the moonlight?
It's Halloween night, the moon is bright,
can you see a skeleton in the moonlight?
Happy Halloween!

Christmas

Christmas cards here,
Christmas cards there,
pictures of Christmas everywhere.
A Christmas stocking, a Christmas cake,
Father Christmas and a snowflake.
Christmas cards here,
Christmas cards there,
pictures of Christmas everywhere.

Carnival

It's carnival time, it's carnival time!
It's carnival!
Look! A pirate.
Look! A clown.
Look! A queen, wearing a crown.
It's carnival time, it's carnival time!
It's carnival!
Look! A cowboy.
Look! A clown.
Look! A king, wearing a crown.
It's carnival time, it's carnival time!

Extra Vocabulary Unit 1

Where's the lamp?

Let's play and find the objects!
Where's the lamp? Here! In the hall.
Where's the table? Here! In the dining room.
Where's the armchair? Here! In the living room.
Where's the bookshelf? Here! In the bedroom.
Where's the washbasin? Here! In the bathroom.
Where's the cupboard? Here! In the kitchen.
We've found them all!

Extra Vocabulary Unit 2

Sue's pet

Sue has got a pet.
It isn't dangerous.
It's friendly and cuddly.
What's this? A puppy!
Jay has got a pet.
It isn't strong.
It's noisy and colourful.
What's this? A parrot!

Extra Vocabulary Unit 3

Winter clothes

It's winter, it's winter. It's cold, it's cold.
I'm wearing a jacket, a scarf and gloves.
What about you?
It's winter, it's winter. It's cold, it's cold.
You're wearing a sweatshirt, a hat and socks.
I'm wearing them, too!

Extra Vocabulary Unit 4

Let's play

Do you want to play ice hockey?
Yes, let's play!
Do you want to play tennis?
Yes, let's play!
Do you want to play volleyball?
Yes, let's play!
Sport, sport, sport is good,
sport is good for you!
Do you want to go skiing?
Yes, let's go!
Do you want to go hiking?
Yes, let's go!
Do you want to go swimming?
Yes, let's go!
Sport, sport, sport is good,
sport is good for you!

Extra Vocabulary Unit 5

What's the matter?

What's the matter? What's the matter?
I'm feeling tired.
He's feeling angry. She's feeling thirsty.
What's the matter? What's the matter?
I'm feeling hungry.
He's feeling hot. She's feeling cold.
What a bad day ...

Extra Vocabulary Unit 6

I like my town

There's a stadium in my town.
There's a sports centre in my town.
People go there every day.
There's a theatre in my town.
There's a cinema in my town.
My town is great.
There's a museum in my town.
There's a restaurant in my town.
I like my town. It's fun.

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

Companies and representatives throughout the world

ISBN 978-83-8152-217-5
Pack ISBN 978-83-8152-225-0

Text © Carol Read and Mark Ormerod 2013
Design and illustration © Springer Nature Limited 2013 and Macmillan Polska 2020

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This edition published 2020
First edition entitled "Tiger Tales 2" published 2013 by Springer Nature Limited

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

Illustrated by Adrian Barclay, Andrew Painter, Andy Elkerton, Andy Parker, Anthony Rule, Daniel Limon, Dorota Zduniewicz-Dąbrowska, Eric Smith (all Beehive Illustration), Jackie Stafford, Jan McCafferty, JHS Studios, Jo Taylor (all Sylvie Poggio), Kathy Baxendale, Kelly Kennedy, Kevin Hopgood, Mark Draisey, Pete Smith, Peter Harper, Philip Hailstone, Ricard Zaplana Ruiz, Rodrigo Folgueira (Illustopia), Simon Walmesley, Tony Forbes, Wojciech Górski.

Cover design by Kamil Wiśniewski and didi-art
Cover illustration by Dorota Zduniewicz-Dąbrowska
Cover photograph 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 SOUTH AFRICA/MPL pp. 16 (wool), 20 (leaves), 21 (leaves), 25 (leaves); **MACMILLAN MEXICO/MPL** pp. 25 (rabbit), 21 (fruit), 25 (fruit, kitten, lizard), 45 (scissors); **iStock** pp. 10 (ex2: fridge, bed, cooker, sofa), 23 (hedgehog, iguana), 26 (house, pets, board), 35 (Scottish man), 36 (frame), 65 (empty street), 67 (national park, castle), 68 (water slide, beach chair, swimming pool), 69 (board).

Commissioned photographs by Stuart Cox pp. 13 (Nasim, Ben, Clare), 23 (Ben, Nasim).

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Printed and bound in Poland

2025 2024 2023 2022 2021
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ISBN 978-83-8152-225-0

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