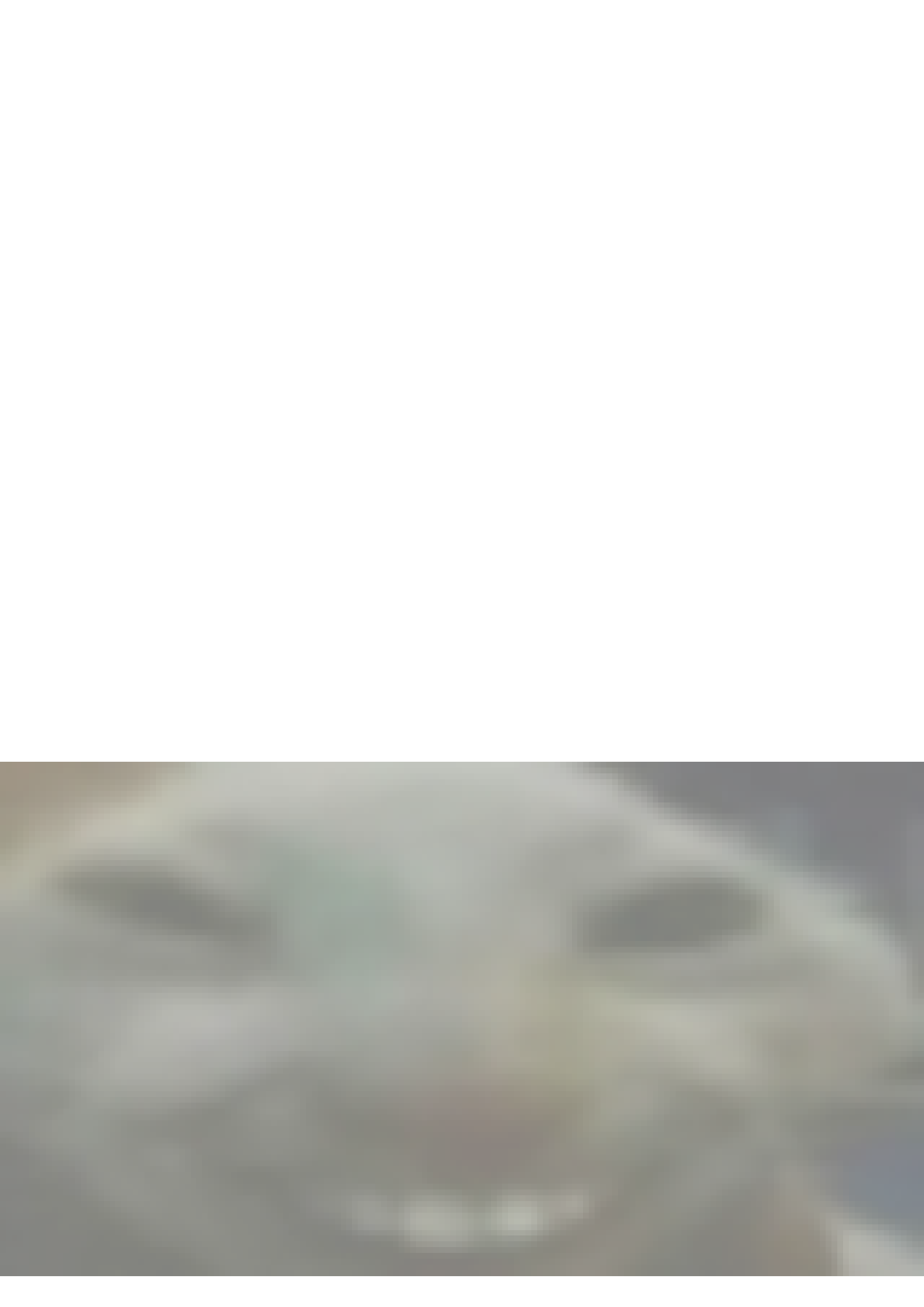


ZESZYT ćwiczeń

Tiger & Friends 2





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.macmillanlaucznia.pl/tiger-and-friends-2
lub po zeskanowaniu QR kodu
za pomocą smartfonu:



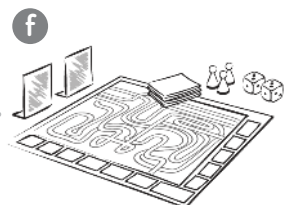
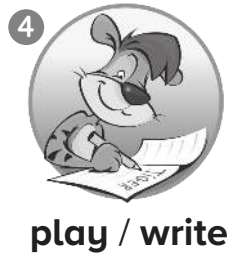
Carol Read
Mark Ormerod
with Magdalena Kondro

How are you?



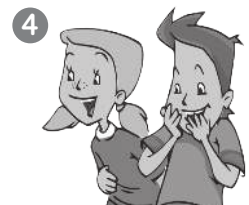
Lesson 1

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



2 1.2 Połącz ilustracje z właściwymi zdaniami.

Zaśpiewaj piosenkę *Let's have fun in English.*



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.

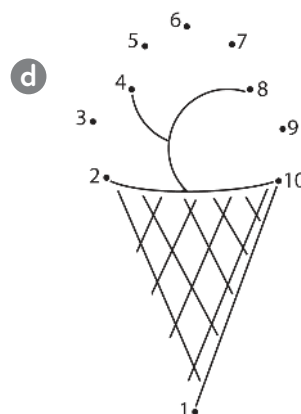
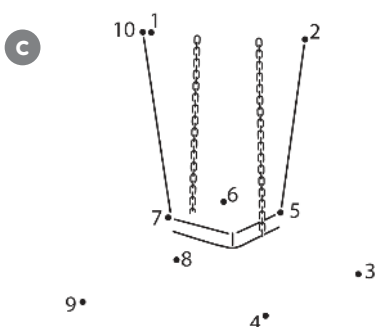
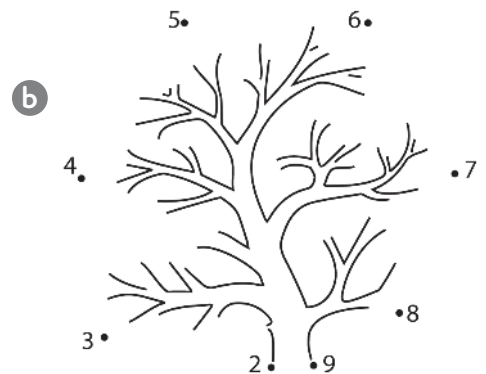
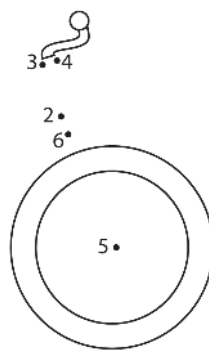
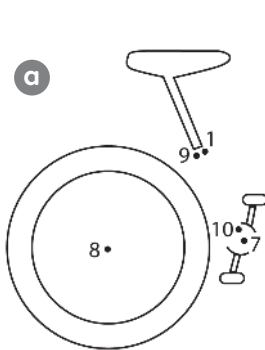
e I'm 7.

f I'm 9.

I'm _____ . I'm _____ .

2  1.6 Połącz kropki. Co przedstawiają rysunki?

Zaśpiewaj piosenkę *Come to the park.*  

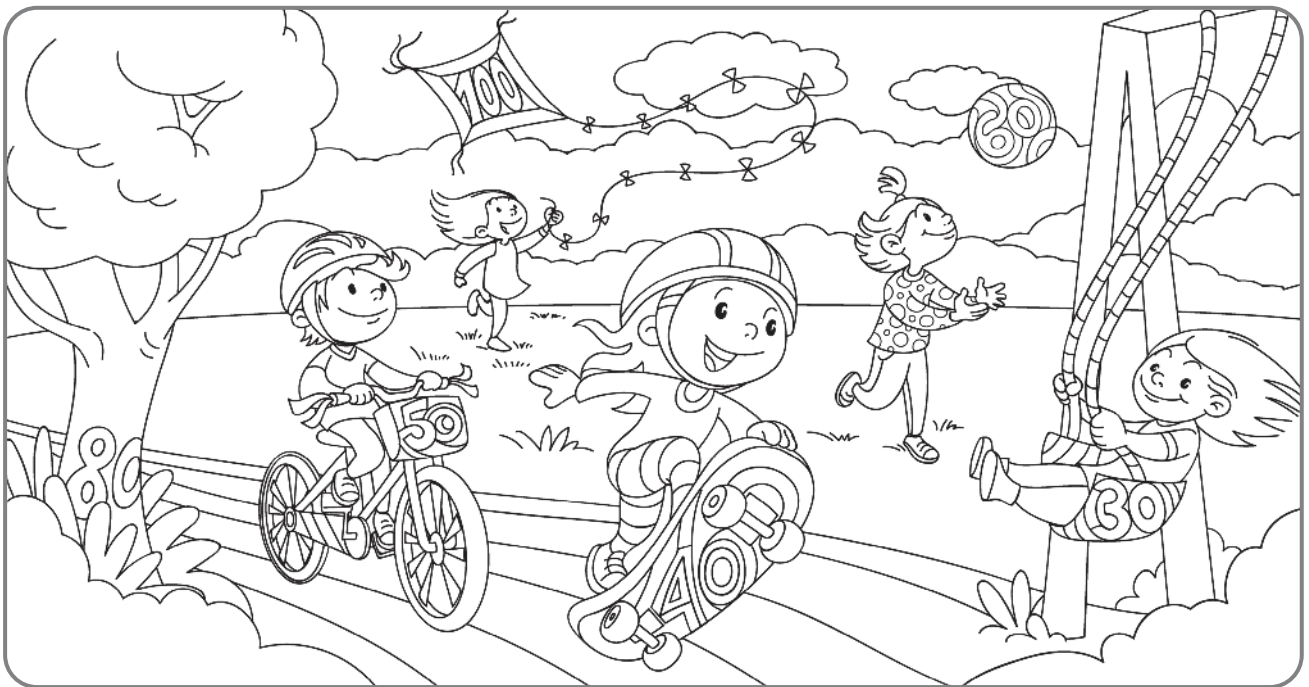


Lesson 3

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?

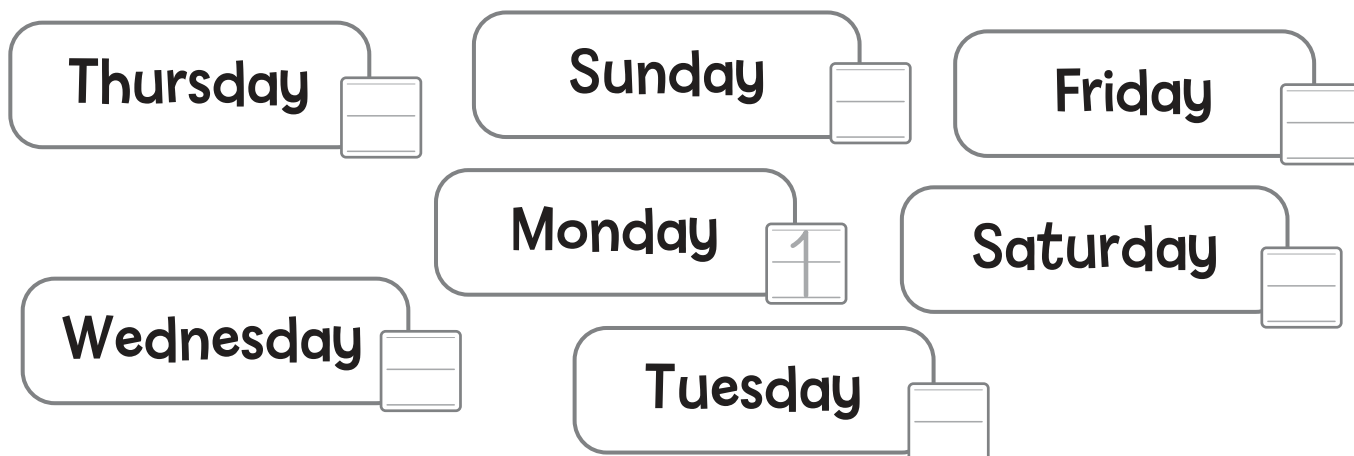
4 What number is on the bike?

5 What number is on the ball?

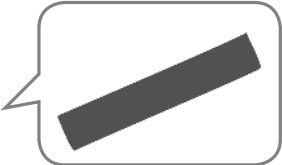
6 What number is on the skateboard?

Lesson 4

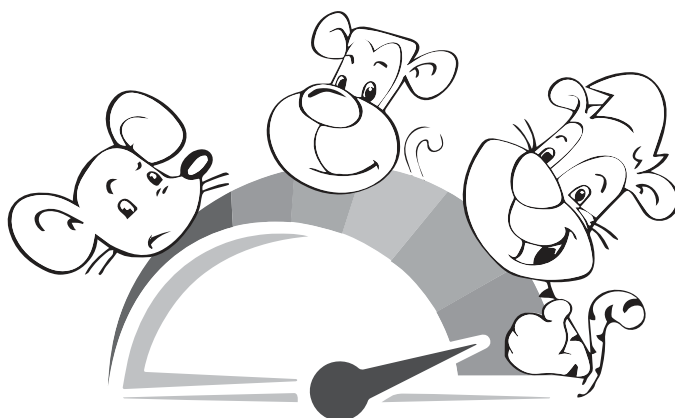
- 1 Ponumeruj nazwy dni tygodnia we właściwej kolejności.
Wymień kolejno wszystkie dni. 



- 2 Połącz ilustracje z odpowiadającymi im pytaniami. 

1			a	Can I have a sharpener, please?
2			b	Can I have a pencil, please?
3			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



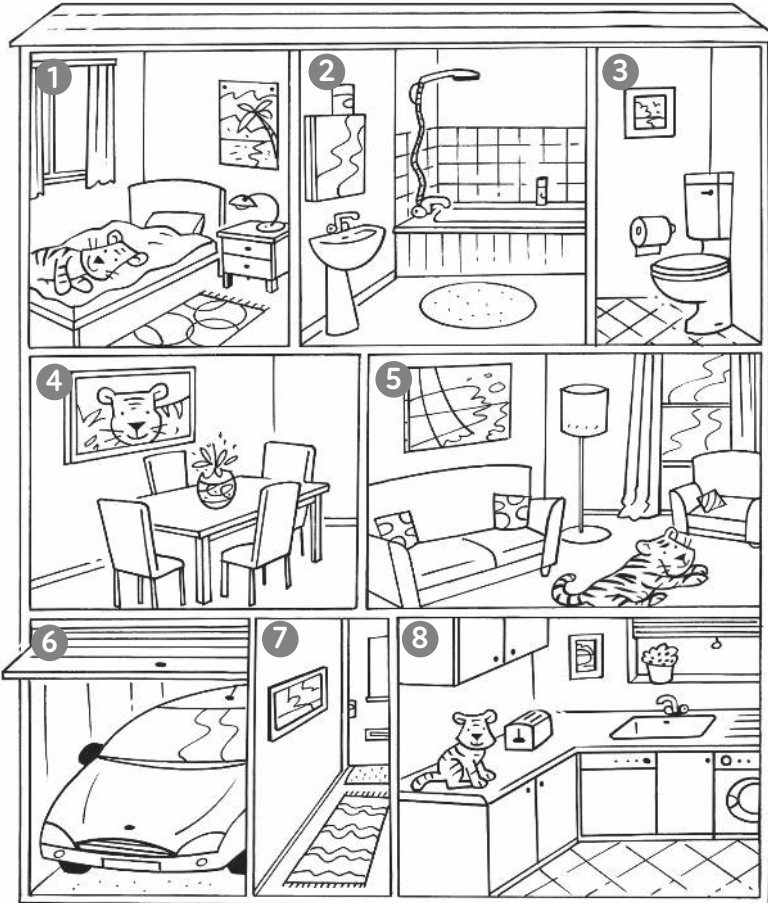
Lesson 1 Vocabulary

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

a

It's the bathroom.

2



e

It's the living room.

b

It's the dining room.

f

It's the kitchen.

c

It's the garage.

g

It's the toilet.

d

It's the bedroom.

h

It's the hall.

Number 1.
What is it?



It's the bedroom.

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



=



6

Lesson 2 Story



VIDEO 01

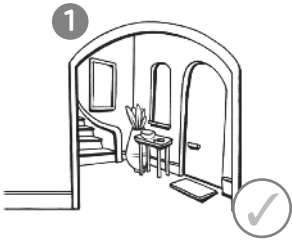


STORY TIME

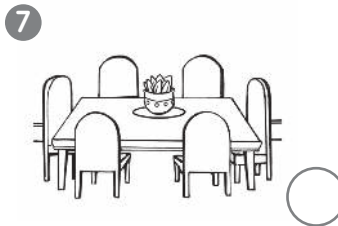
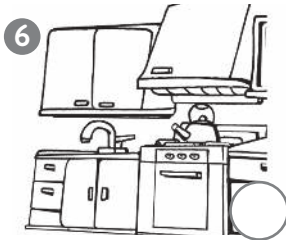
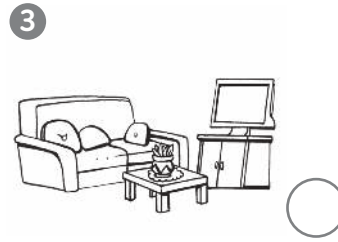


1 Podpisz ilustracje. Zaznacz (✓) pomieszczenia, o których mowa w historyjce.

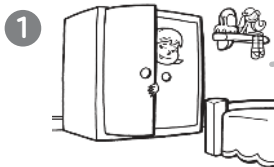
bedroom ~~hall~~ living room bathroom
dining room garage toilet kitchen



hall



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



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?

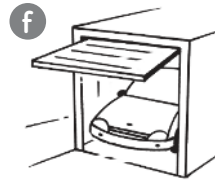
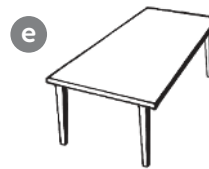
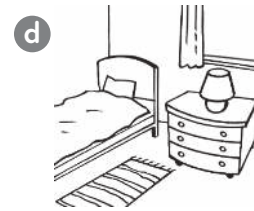
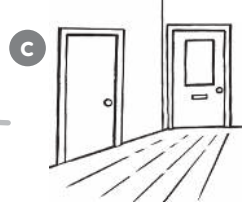
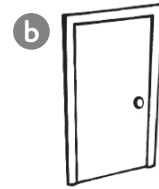
Is she behind the door?

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!

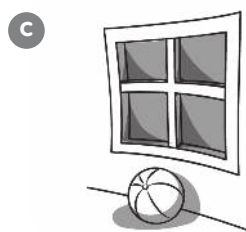
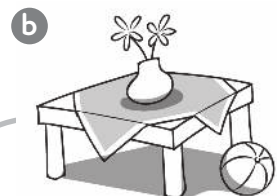
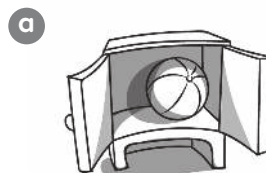
- 2 Połącz wyrażenia z odpowiadającymi im ilustracjami.

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.  

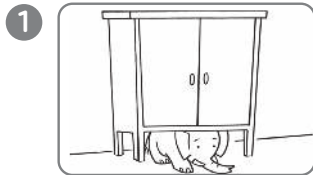
The c u p and the r u bber

r u n u nder the c u pboard.

They r u n, r u n, r u n

and have f u n.

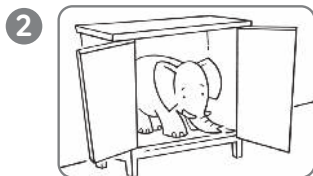
2 Zakreśl właściwe odpowiedzi. Gdzie na każdym obrazku znajduje się stół Eddie? 



Is Eddie in the cupboard?

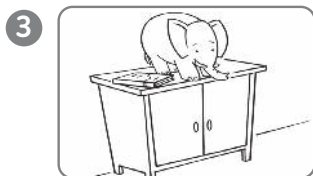
Yes, he is. / **No, he isn't.**

He is under the cupboard.



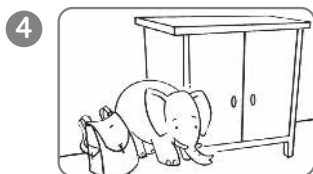
Is he next to the cupboard?

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



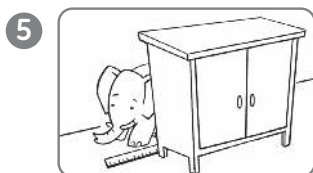
Is he on the cupboard?

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



Is he under the cupboard?

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



Is he behind the cupboard?

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



Lesson 5 CLIL

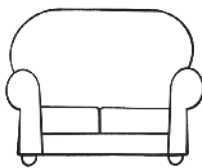
1 Zakreśl właściwe wyrazy. Co przedstawiają ilustracje? 

1



cooker / shower

2



sofa / clock

3



cooker / fridge

4



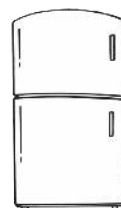
bed / clock

5



shower / bed

6



fridge / sofa

2 Połącz kropki i podpisz rysunki.  

1

1 ————— 12

2.

3  11

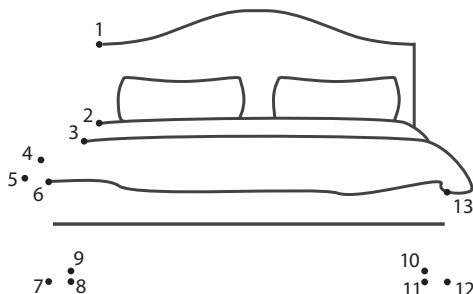
4  10

5.

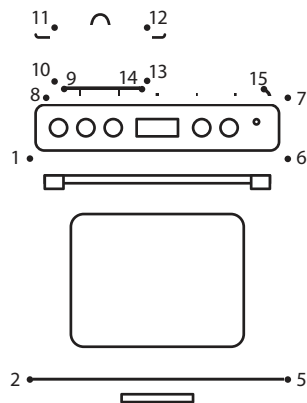
6. 9

7  8

2

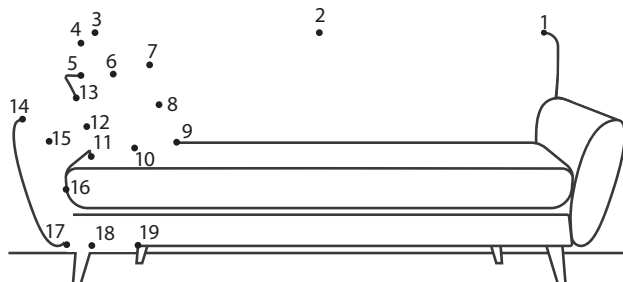


3



3. 4

4

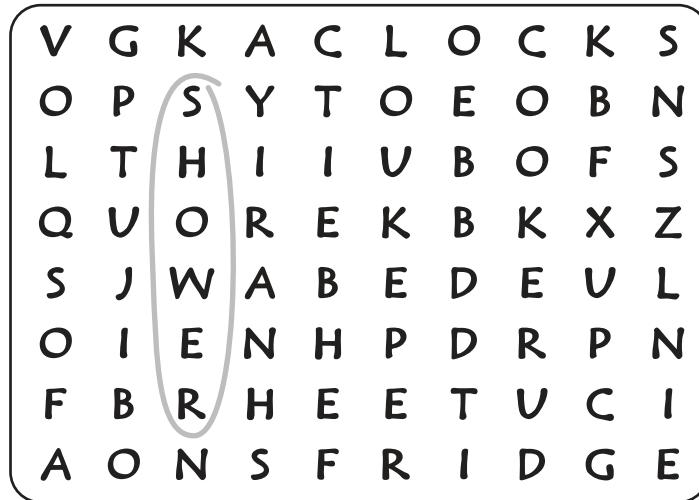


Lesson 6 CLIL – Song



- 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.*



~~shower~~

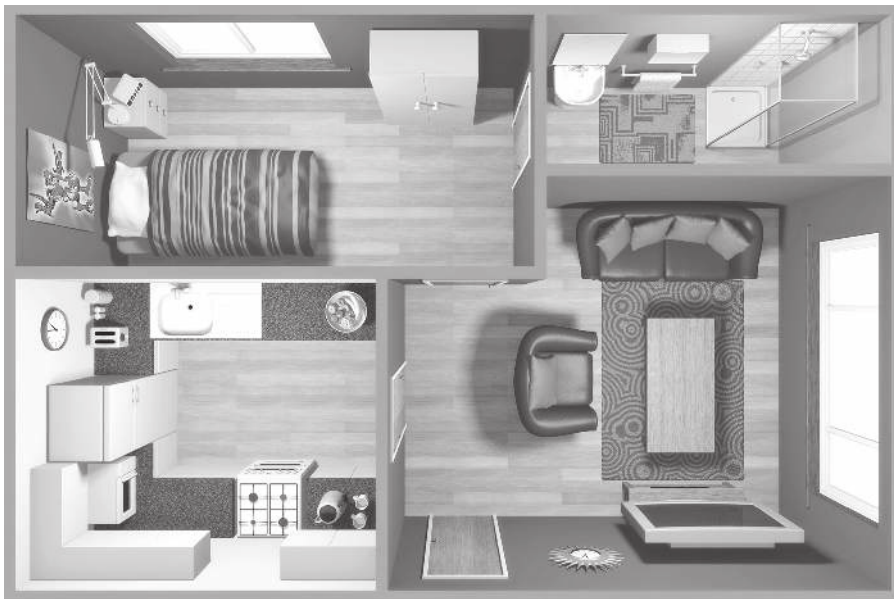
bed

cooker

sofa

fridge

clocks



1 The cooker is in the kitchen.

4 The _____ is in the kitchen.

2 The _____ is in the bedroom.

5 The _____ is in the living room.

3 The _____ is in the bathroom.

6 And _____ are in many rooms.





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



The *fridge* is in the *kitchen* .



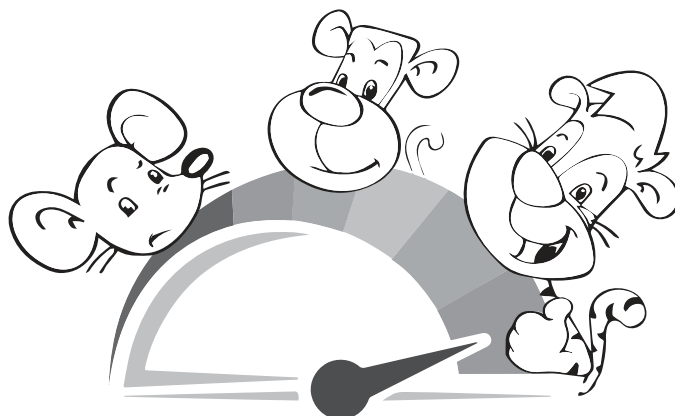
The _____ is in the _____



The _____ is _____



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



Ocenianie kształtujące





Kids' Culture 1



► VIDEO 02

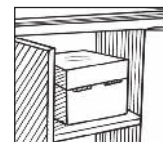
1 1.32 Połącz fragmenty zdań zgodnie z treścią rymowanki

In a dark, dark house. Powiedz tę rymowankę.  

1 In a dark, dark



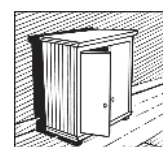
a is a dark, dark



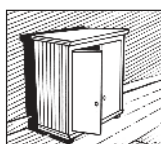
2 In the dark, dark



b is a dark, dark

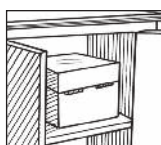


3 In the dark, dark



c is a ... SURPRISE!

4 In the dark, dark



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.

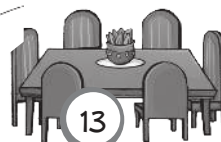
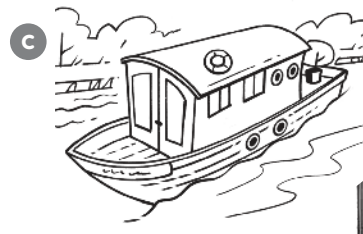


Ben

3 I live on a houseboat.



Clare





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 _____ .



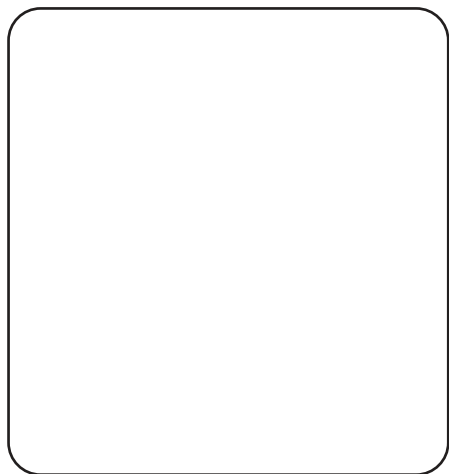
7 _____ .



8 _____ .

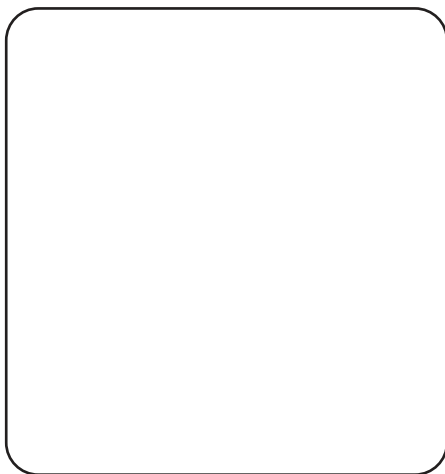
2 Przeczytaj zdania i narysuj Tygrysa we właściwych miejscach.

1



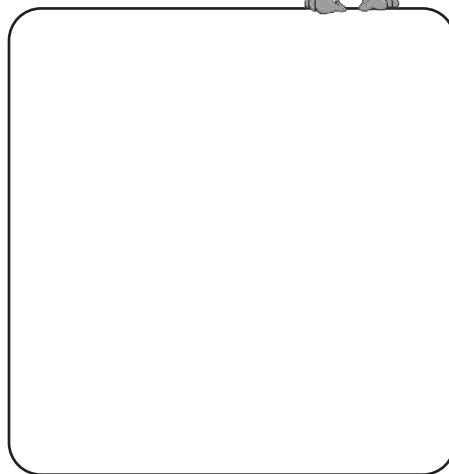
Tiger is in the cupboard.

2



Tiger is under the table.

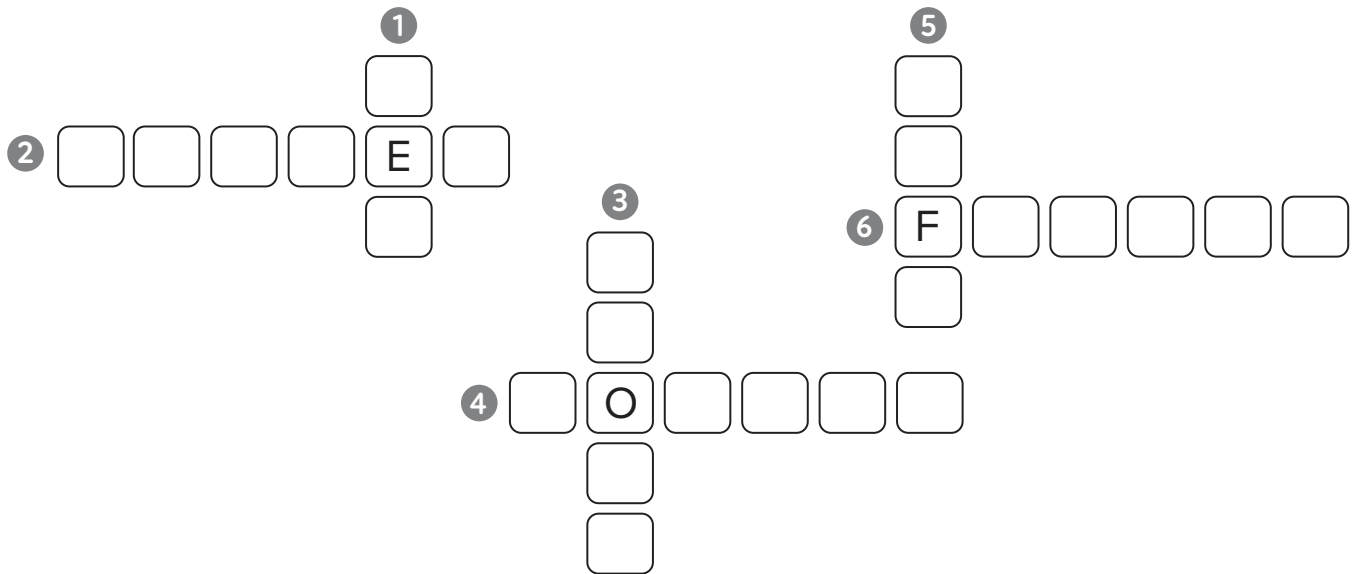
3



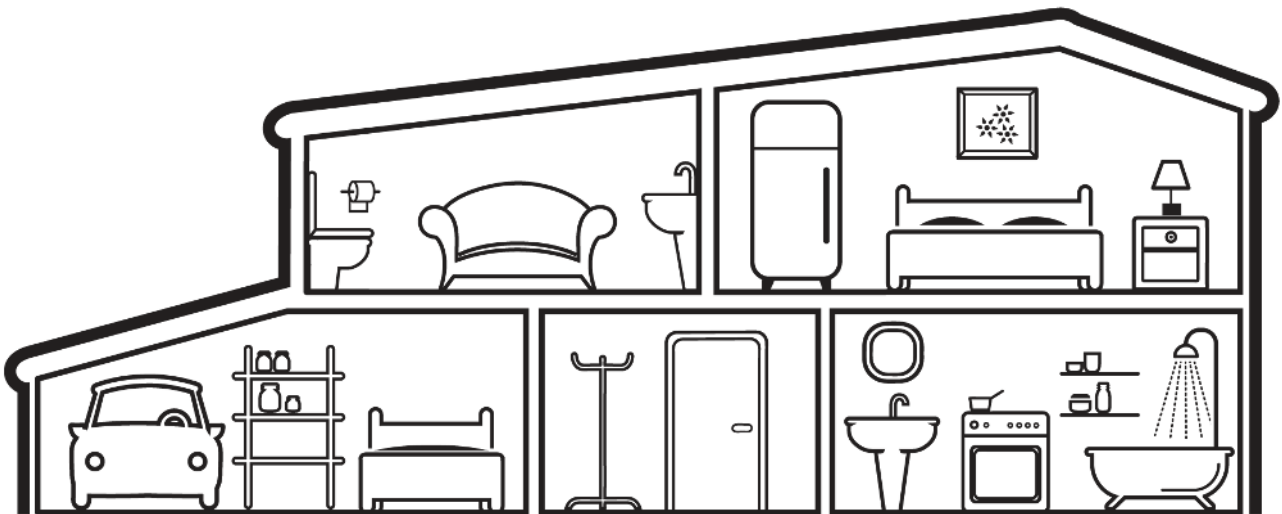
Tiger is behind the sofa.



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.

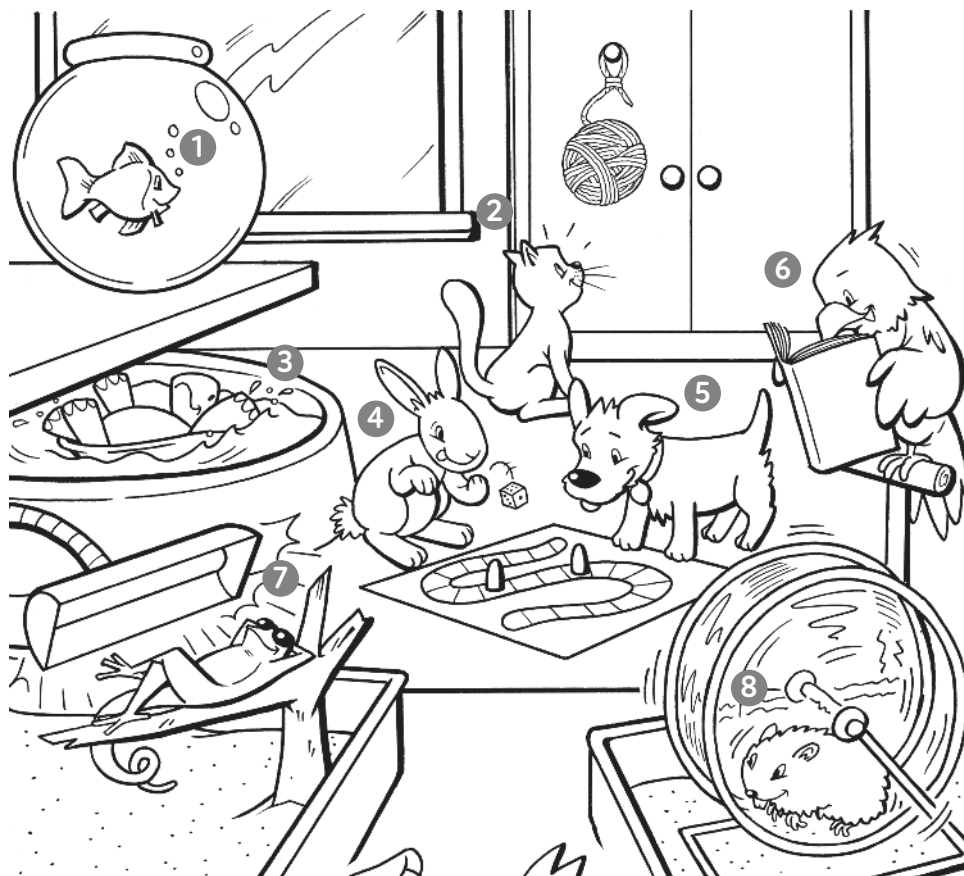
2 A New Pet



Lesson 1 Vocabulary

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

- a It's a bird.
- 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.

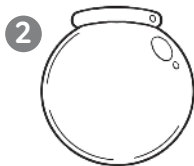
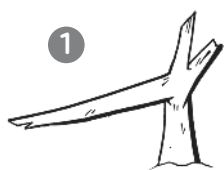


Number 1. What is it?



It's a fish.

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



VIDEO 03

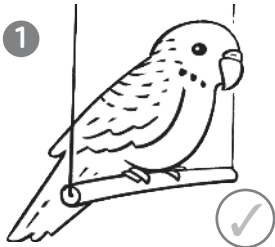


STORY TIME

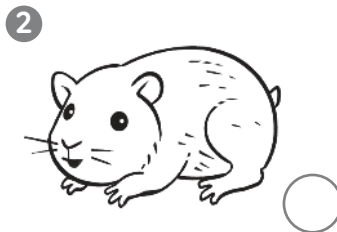


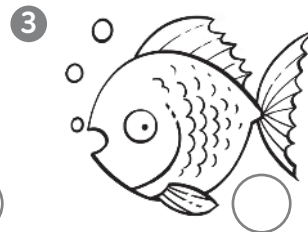
1 Podpisz ilustracje. Zaznacz (✓) zwierzęta, których nazwy występują w historyjce.

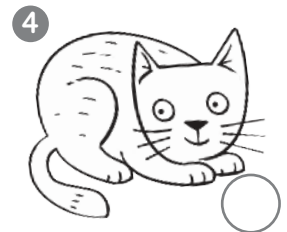
hamster ~~bird~~ puppy lizard kitten turtle fish rabbit



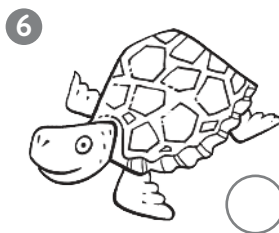
bird















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

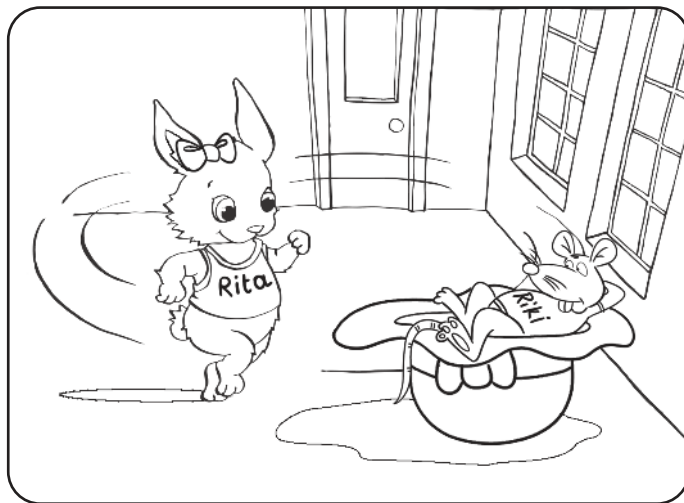
- 1 Uzupełnij brakujące litery i przeczytaj wierszyk. Pokoloruj postacie przedstawione na ilustracji i powiedz, jak się nazywają.

Rita ___ 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.

Lesson 5 CLIL



1 Połącz obrazki z właściwymi wyrazami. Co przedstawiają obrazki?



1



2



3



4



5



6



insects

grass

meat

seeds

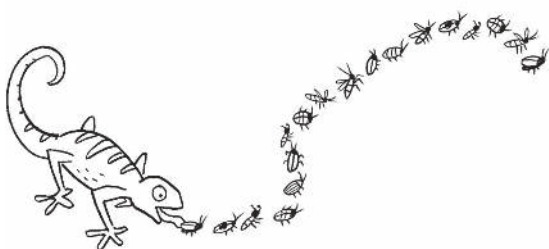
fish

leaves

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



1



18

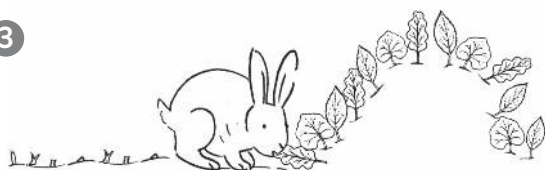
insects

2



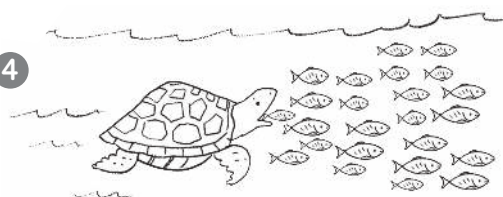
5

3



1

4



1



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 <u>fish</u>					
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 _____.

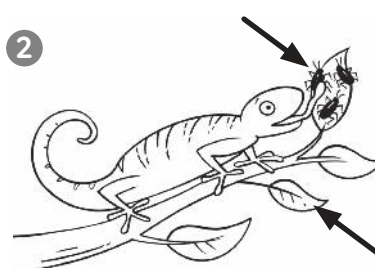
3 John has got a _____. He hasn't got a _____.

2 Uzupełnij zdania. Co jedzą zwierzęta ukazane na ilustracjach?



Cats and kittens eat meat

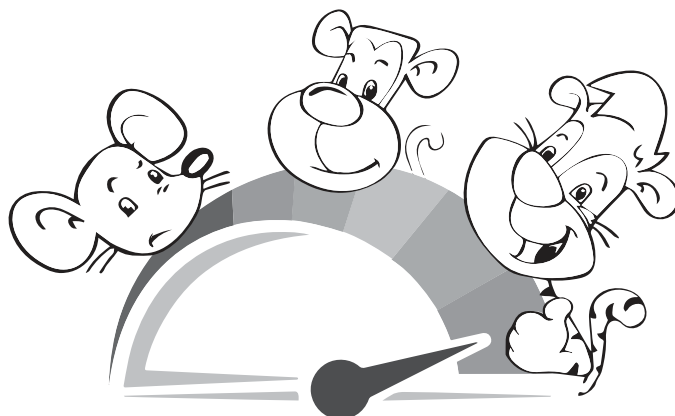
and _____.



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

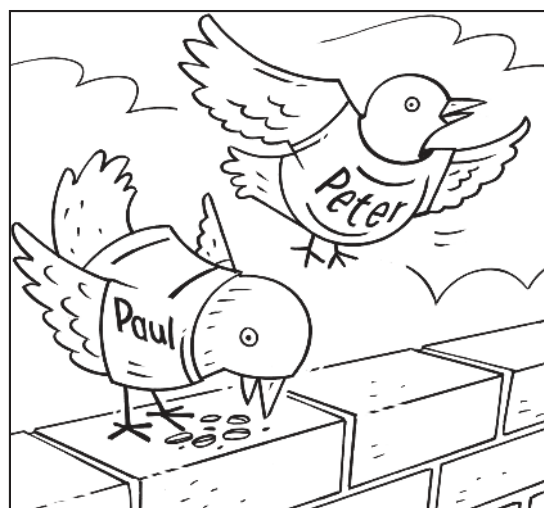
Two little dicky birds. Powiedz tę rymowankę.

One named Peter,
one named Paul.

Two little dicky birds
sitting on a wall.

Come back, Peter,
come back, Paul.

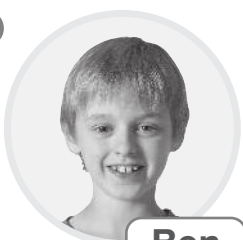
Fly away, Peter,
fly away, Paul.



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

1 13 76 17 17 31 47

rabbit



2 24 31 47 47 6 11



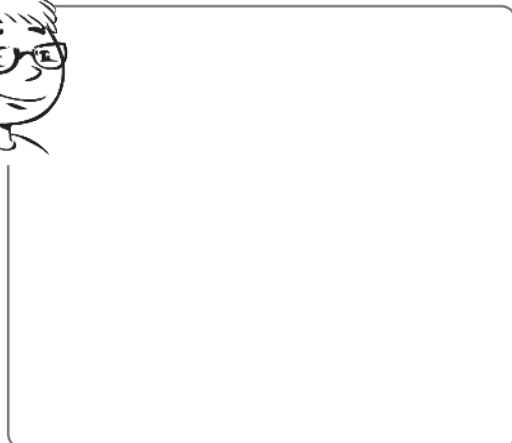
3 47 85 13 47 89 6



4 12 76 23 8 47 6 13



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



Zac has got a puppy.

It's small.

It's brown and black.

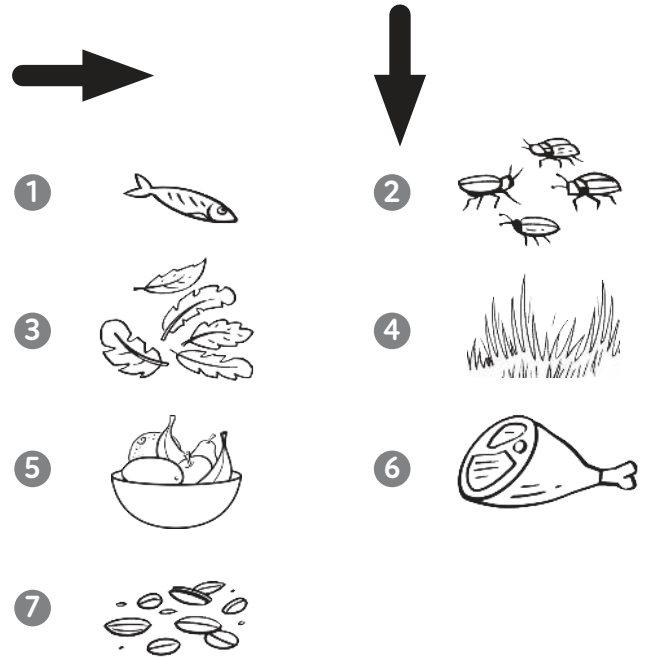
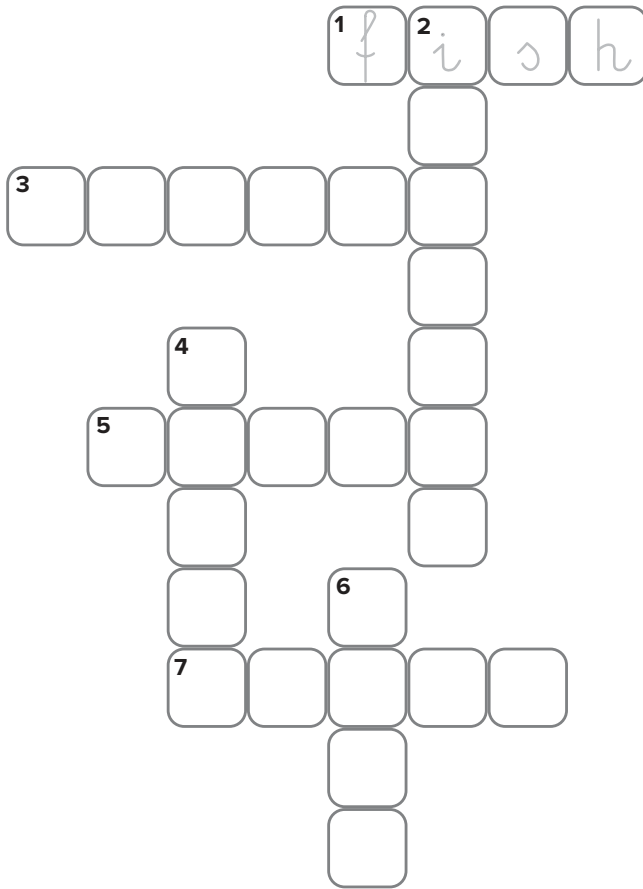


Kate has got a _____.

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 

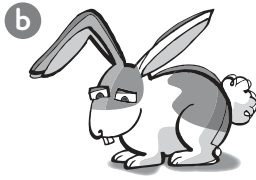
and 

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 

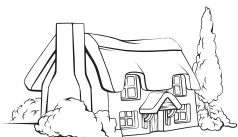
Tiger Review 1



VIDEO 05

Tiger and Friends

- 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.

1

Where's Tiger?

He's in the living room!

Hello, Tiger!

Monkey and Mouse love your pets!

It's under the sofa!

No. It's in the kitchen!

My nose!

Come here, little hamster!

It's on the fridge, next to the clock.

Don't open the door!

It's a hamster!

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

~~kitten~~ shower pet hall insects garage

What has she got?
Has she got

a kitten ?



The _____ is
in the bathroom.



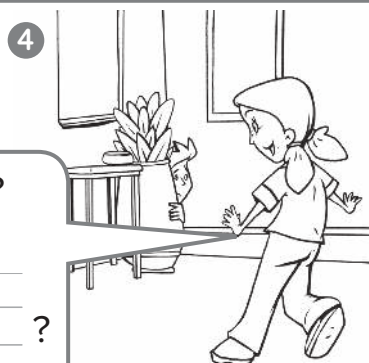
Lizards eat leaves

and _____ .



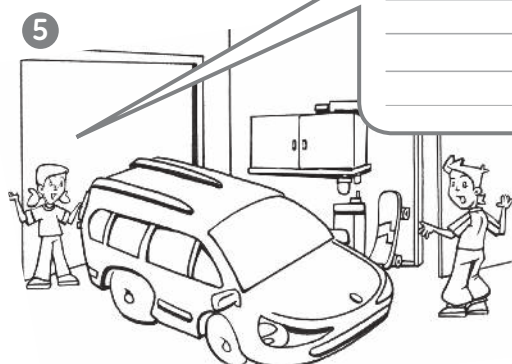
Where's Jay?
Is he in the

_____ ?



Where's Li?
Is she in the

_____ ?



Help! Tiger's
got my new

_____ .

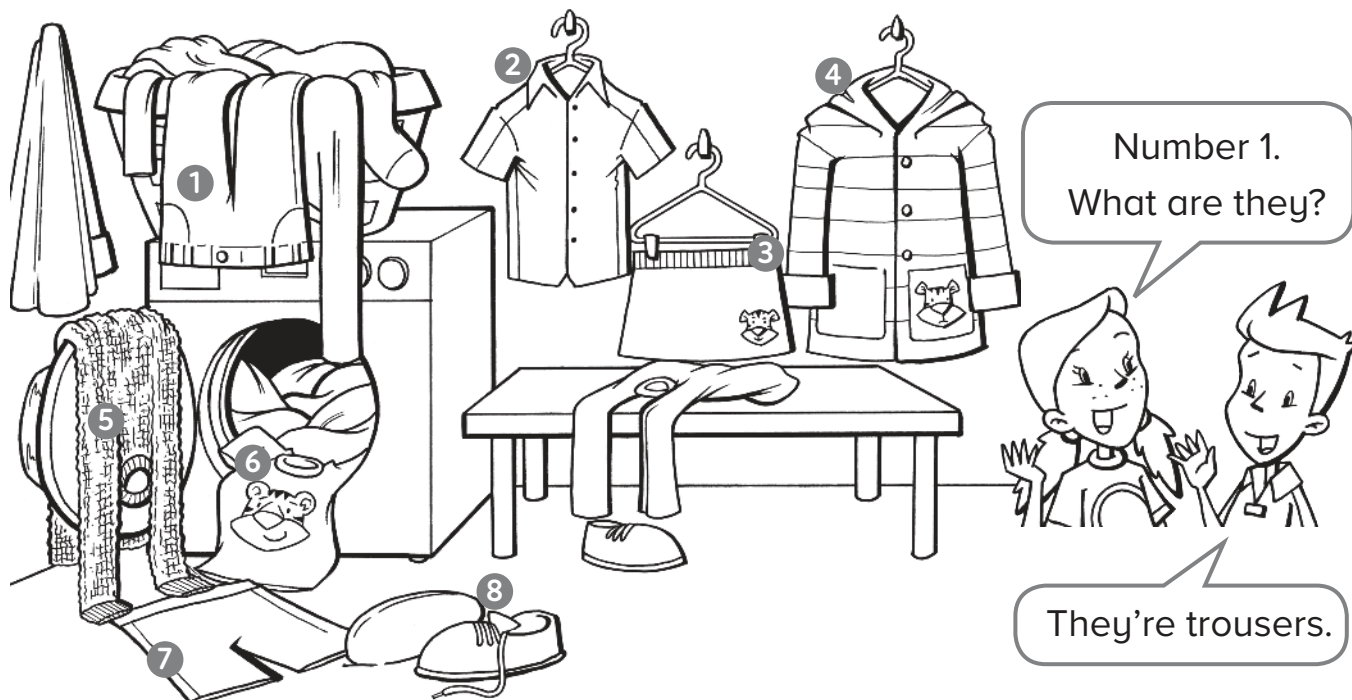


3 Where's my coat?



Lesson 1 Vocabulary

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



a It's a jumper.

e It's a shirt.

b It's a T-shirt.

f They're trousers.

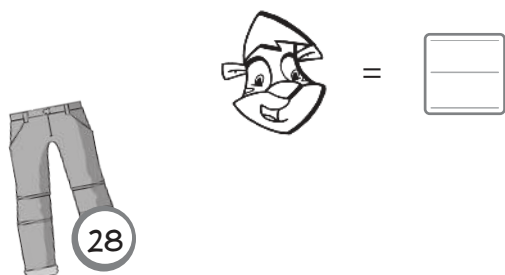
c It's a skirt.

g They're shorts.

d It's a coat.

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. ☐

Lesson 2 Story



VIDEO 06



STORY TIME



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

shorts

coat

shoes

shirt

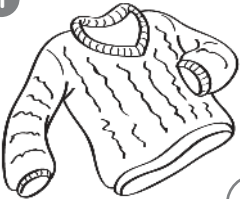
trousers

T-shirt

~~jumper~~

skirt

1

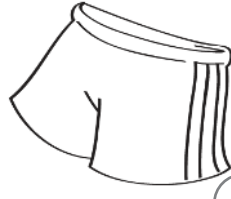


jumper

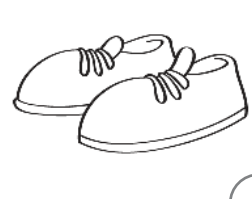
2



3



4



5



6



7



8



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

Is this your coat ?



Yes, it is.

Is this your _____ ?



No, it isn't.





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 s _____ .

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





Lesson 5 CLIL

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

spring

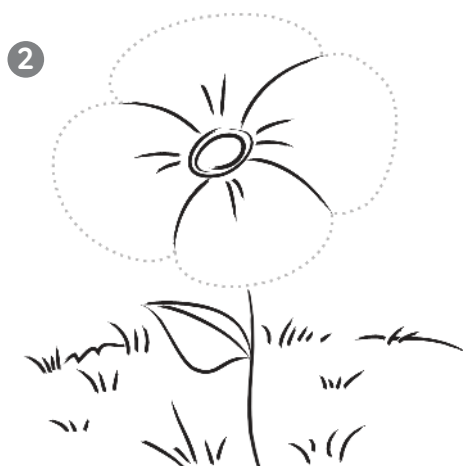
summer

autumn

winter



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



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 ...



In spring, you can see

 _____ on the tree.

In _____, you can see

 fruit on the tree.



In _____, you can see

 leaves fall from the tree.



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 _____ .

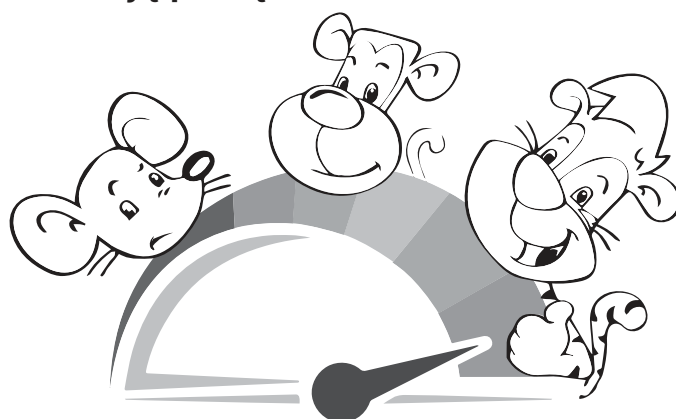
4

It's _____ .

I'm wearing a _____

and _____ .

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



Ocenianie kształtujące





Kids' Culture 3



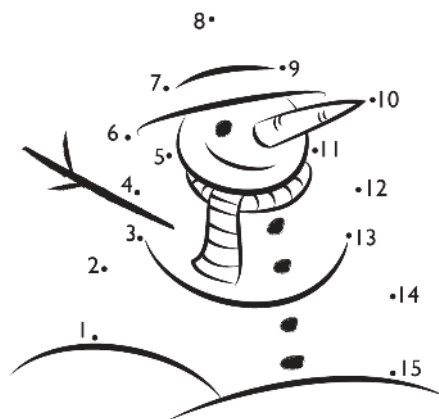
▶ VIDEO 07

1 2.35 Połącz kropki. Ponumeruj fragmenty rymowanki

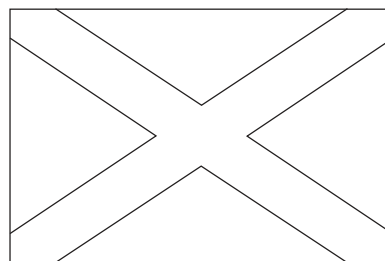
I'm a little snowman we właściwej kolejności.

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

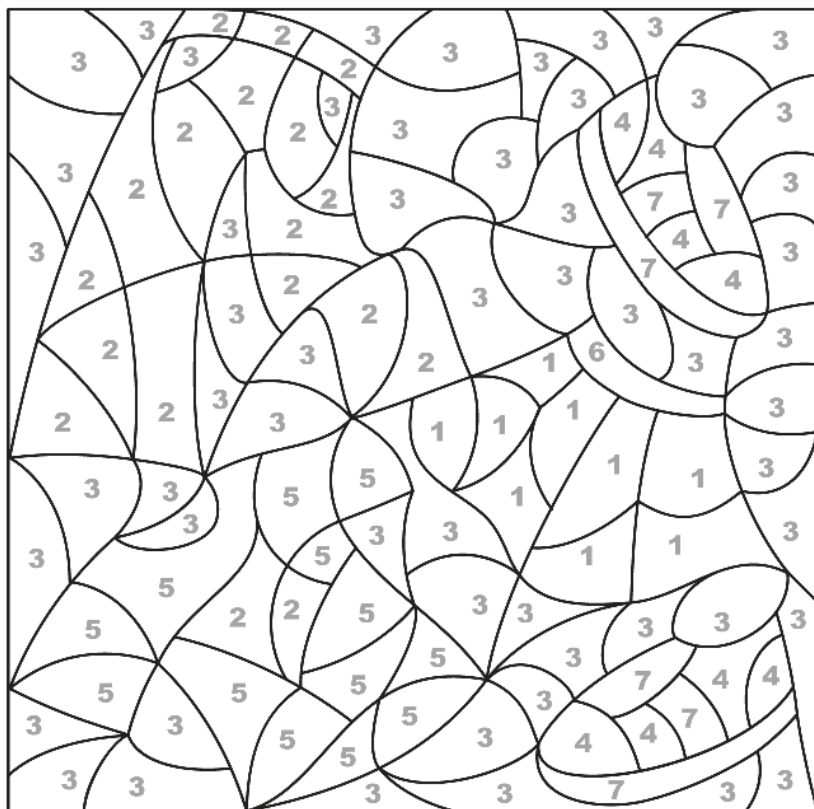




EARLY FINISH

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

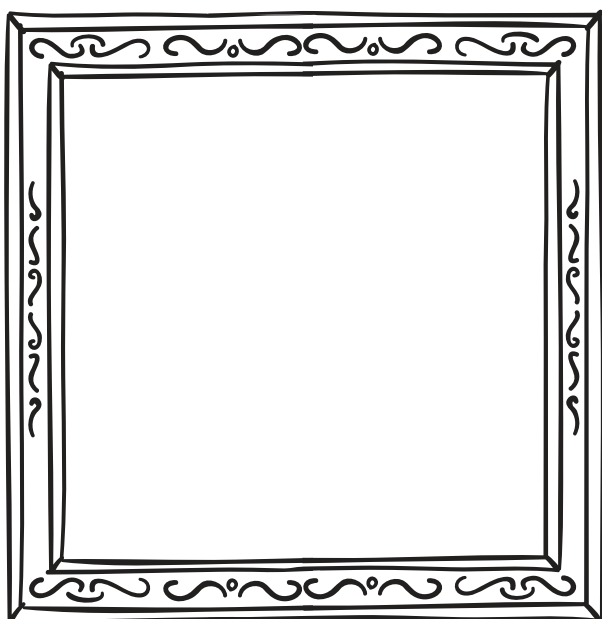
is blue and orange.

b The _____
is red and brown.

c The _____
are blue and yellow.

d The _____
are green and black.

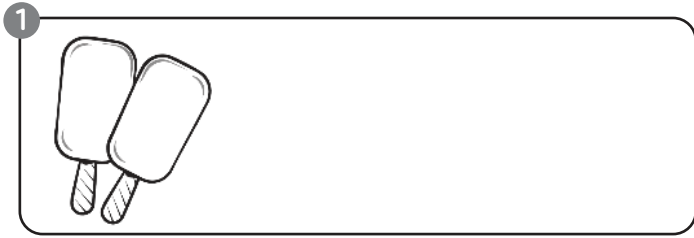
2 Narysuj kolegę lub koleżankę. Uzupełnij zdanie imieniem tej osoby i napisz, w co jest ubrana.



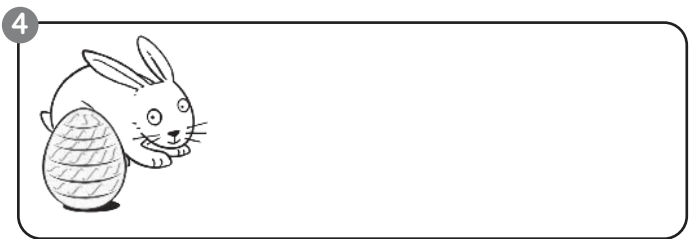
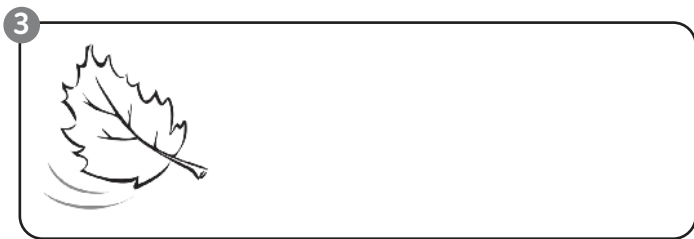
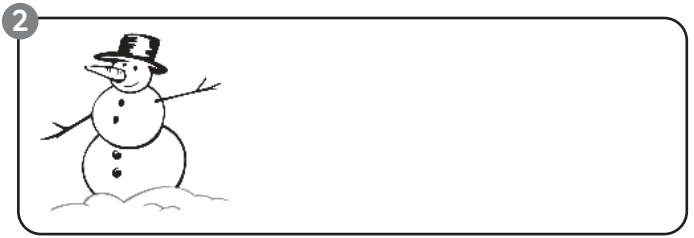
_____ is wearing



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



It's summer.



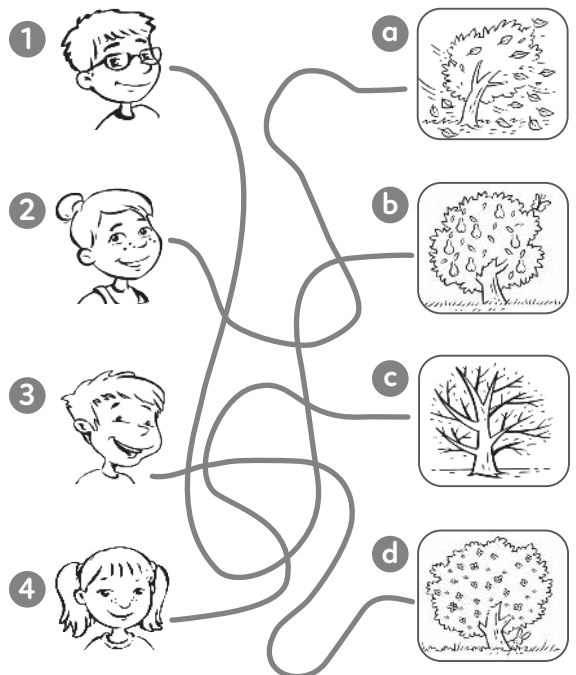
4 Znajdź ulubione pory roku dzieci i uzupełnij zdania. 

1 My favourite season is summer.

2 My

3

4

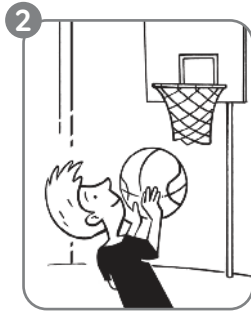


4 Break Time



Lesson 1 Vocabulary

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



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.

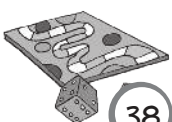


It's hide and seek.

Number 1. What's the game?

It's cards.

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



Lesson 2 Story



VIDEO 08

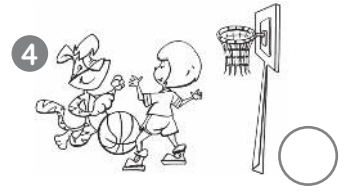
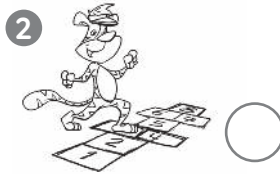


STORY TIME

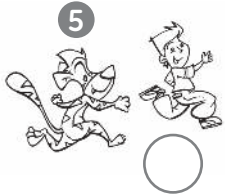


1 Podpisz ilustracje. Zaznacz (✓) 5 gier z historyjki.

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



board game



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

I want to play

a computer game.

I want to

_____.



Do you want to play

_____?



Do you want

_____?





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 ay, 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. 

Do you want to play
basketball?



No, thanks.
I want to play

Do you

2



Yes. Good idea!



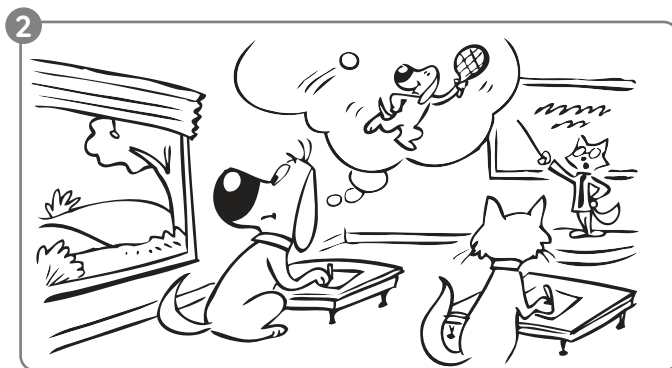


Lesson 5 CLIL

1 Zakreśl właściwe wyrazy. Gdzie znajduje się Pong?



Pong is in the canteen / classroom.



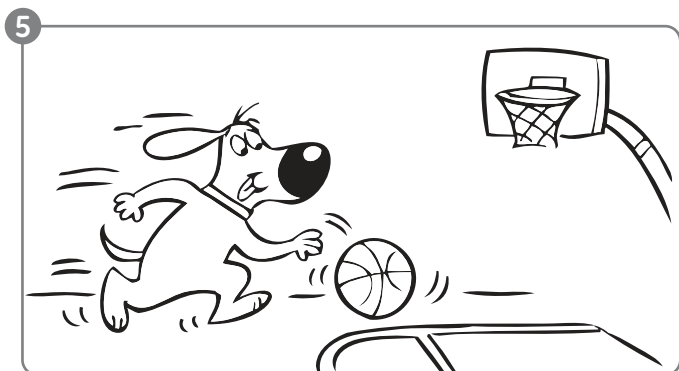
Pong is in the playground / **classroom**.



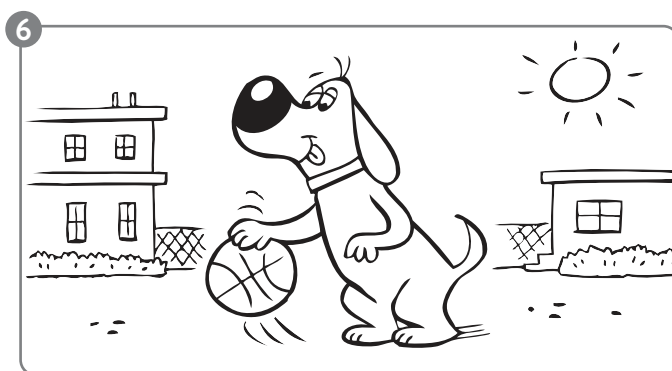
Pong is in the **classroom** / corridor.



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



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



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

2 Znajdź 6 nazw miejsc w szkole i zakreśl je.

playgroundacanteenpegyimracorridoreclassroomtalibrary



Lesson 6 CLIL – Song



1 Uzupełnij wyrazy samogłoskami według szyfru.

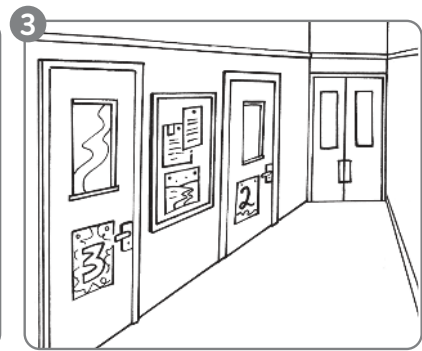
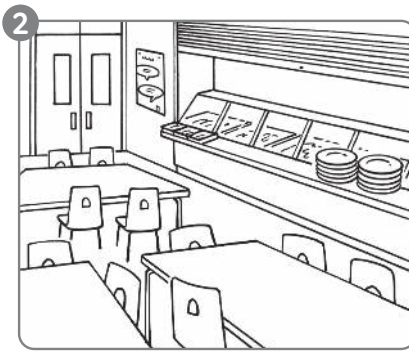
▲ = a ♥ = e ◆ = i ● = o ■ = u ★ = y

- 1 l ◆ i b r ▲ r ★ 3 cl ▲ s s r ● ● m
2 c ▲ n t ♥ ♥ n 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.

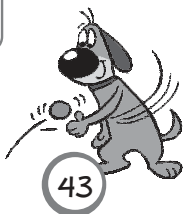
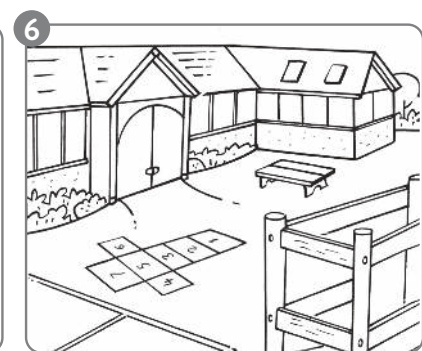
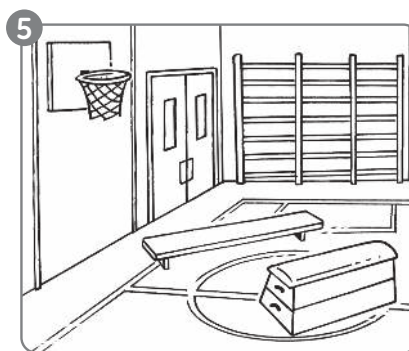
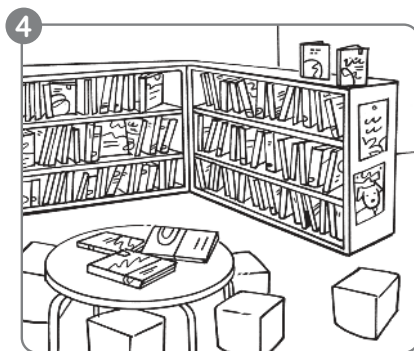


classroom



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? 



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



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



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

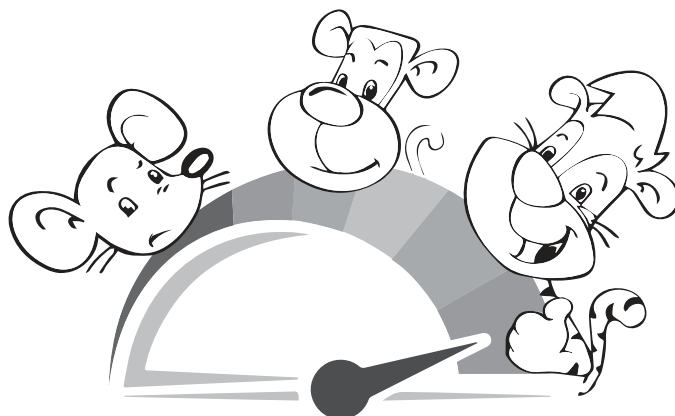


You **can** / **can't** play _____
in the _____.



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

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



Ocenianie
kształtujące





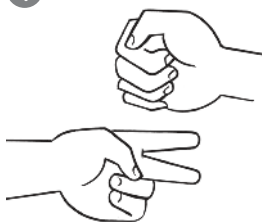
Kids' Culture 4



▶ VIDEO 09

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

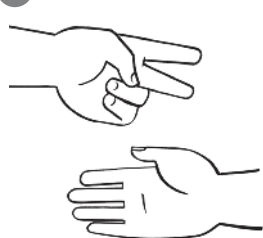
1



The winner is

rock

2



The winner is

3



The winner is

 =  = paper

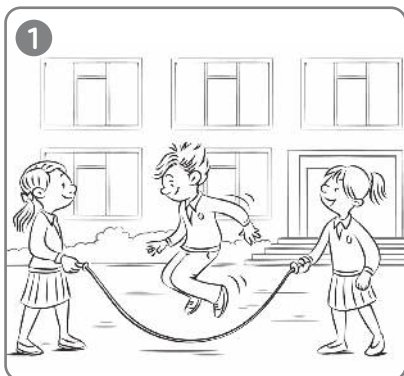
 =  = rock

 =  = scissors

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 _____

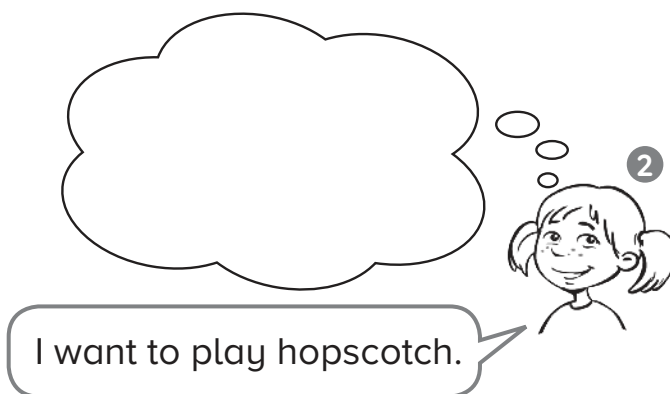
with my _____



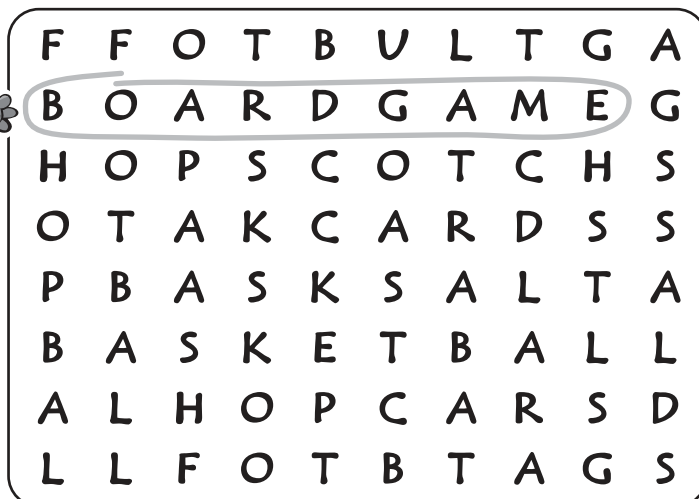
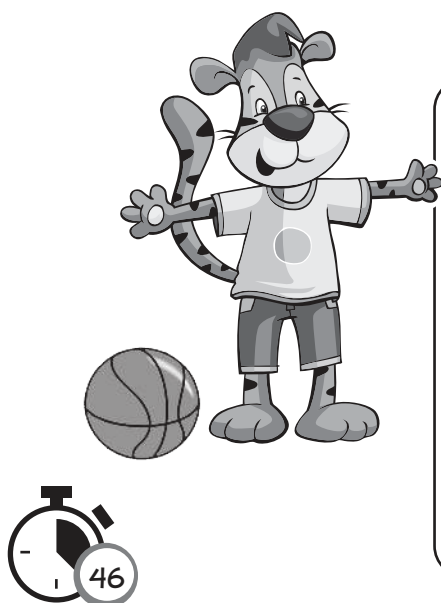
45

EARLY FINISH

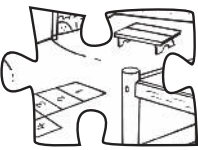
1 Narysuj zabawy, o których mówią dzieci w zdaniach: 1. i 2., a następnie napisz zdania pasujące do rysunków: 3. i 4.  



2 Znajdź w diagramie nazwy 6 gier i zakreśl je. 



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

1


3

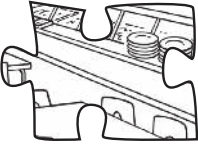
7

6

2


5

8

3


1

4


4

2

5

1

2

3

4

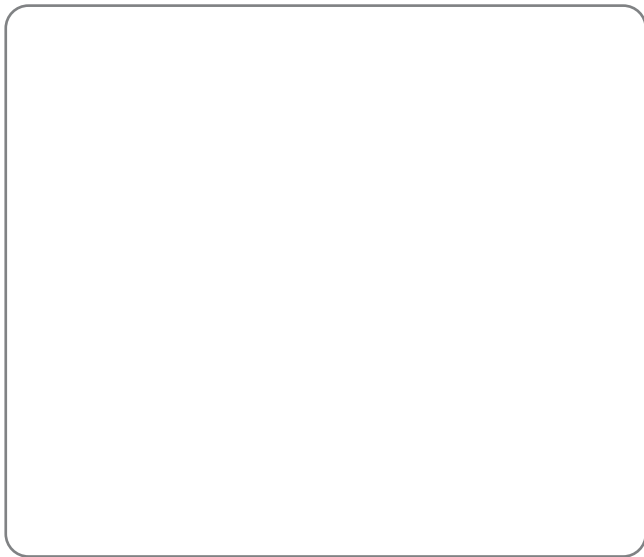
5

6

7

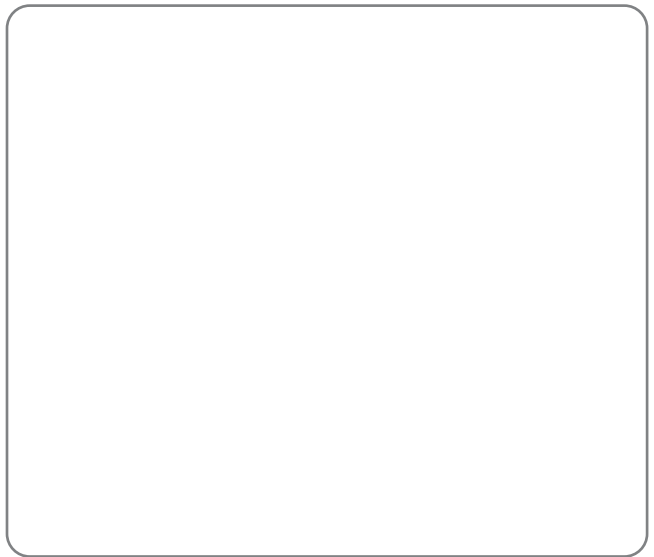
8

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 _____

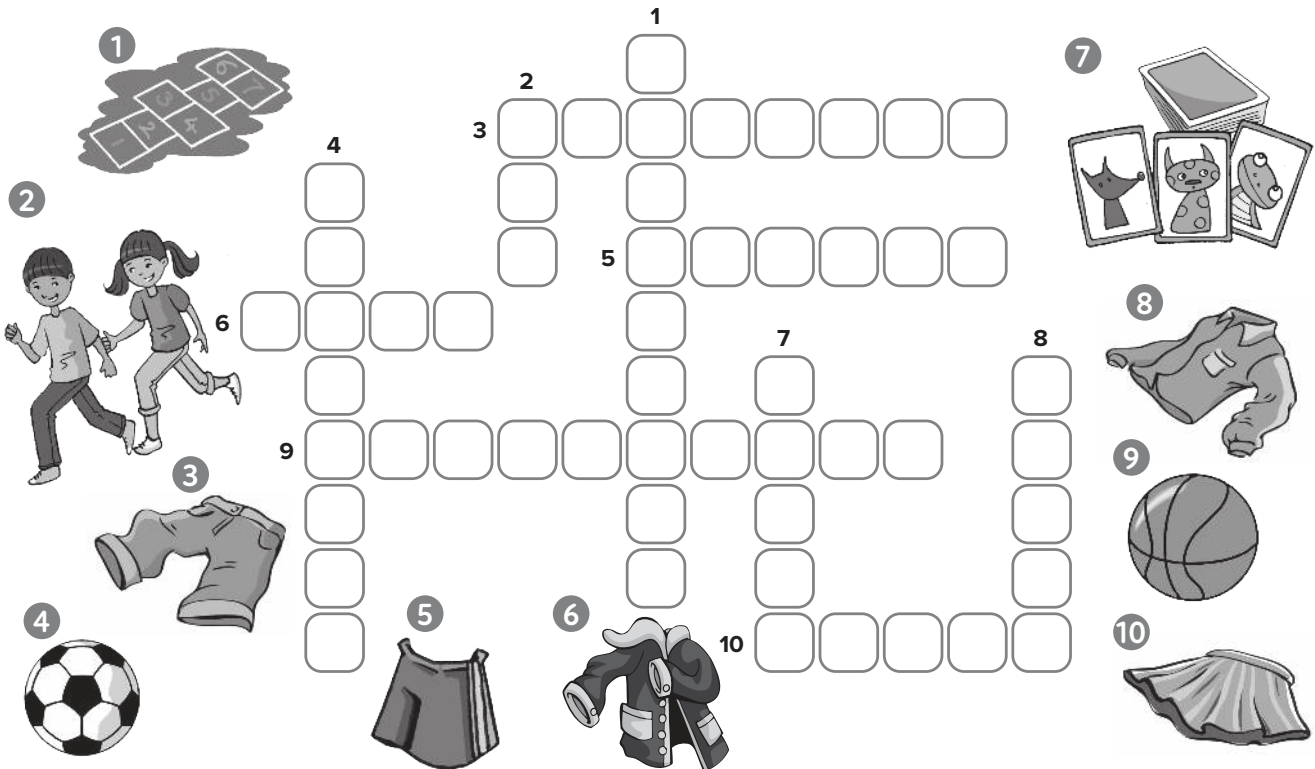
 in the classroom.

Tiger Review 2

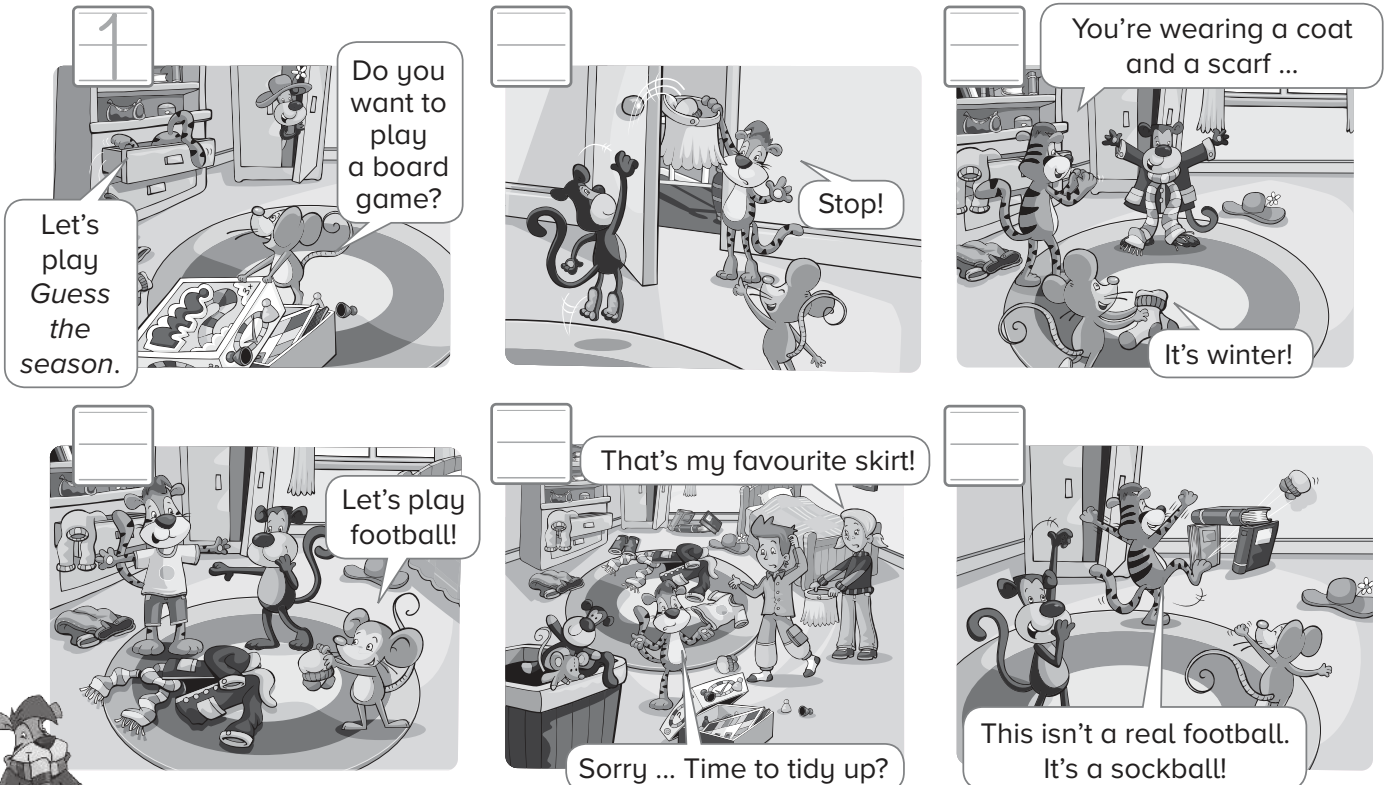


Tiger and Friends

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

My favourite season
is winter.



Tiger, you're wearing
my _____ !



3
I want to play _____.



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



Do you want to play
a _____
a _____
_____, Tiger?



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

He's got a cough.

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 _____.

Lesson 2 Story



VIDEO 11



STORY TIME

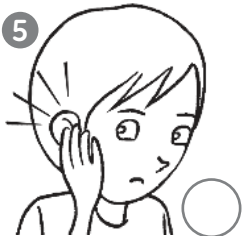


1 Podpisz ilustracje. Zaznacz (✓) dolegliwości, o których mowa w historyjce.

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

1

2

3

4

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? 



What's the matter?

I'm feeling ill.

Have you got toothache?

Yes, I have.



What's the _____?

I'm _____.

_____ you _____ earache?

No, I _____.





Lesson 5 CLIL

1 Połącz ilustracje z podpisami. Jakie czynności przedstawiają ilustracje? 



play

sleep well

wash

eat well

do exercise

drink water



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 exercise every day?

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

1



Do you _____ every day?

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

2



Lesson 7 Unit review

1 Uzupełnij zdania. Zakryj dymki. Co mówią dzieci?

1



I do exercise and I _____.



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

2



I _____.

I'm feeling ill. I've _____.

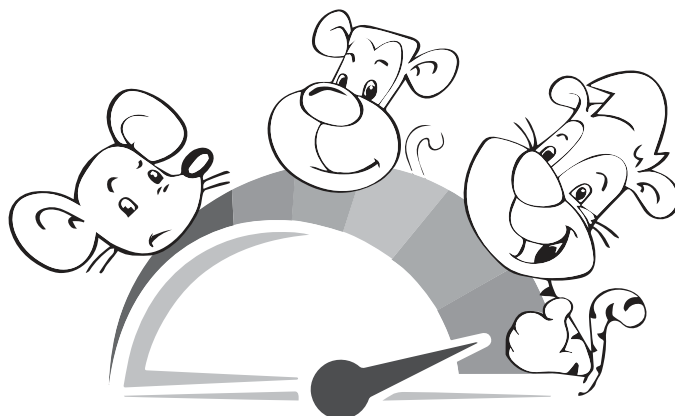
3



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



2



3



4



1 She's got a cold.

3

2 He's got

4



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



I play every day.



I _____ every day.





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

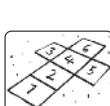
1 Do you wash every day? 

2 Do you _____ every day? 

3 Do you _____ every day? 

4 _____ every day? 

5 _____ every day? 

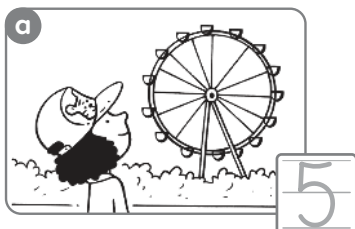
6 _____ ? 

6 On Holiday



Lesson 1 Vocabulary

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



- 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.

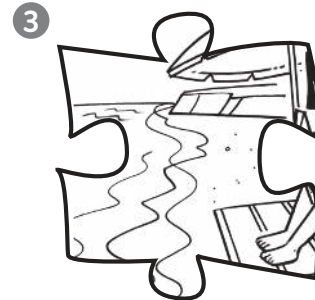
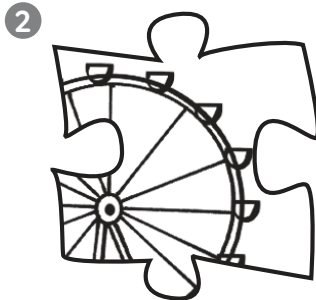
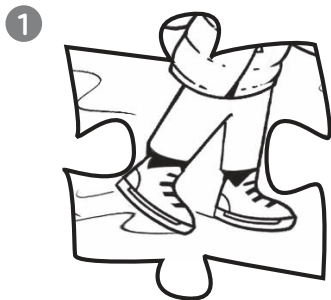
Number 1. What is it?



It's an ice rink.



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



It's an ice rink.

It's a _____.

It's a _____.

Lesson 2 Story



VIDEO 13



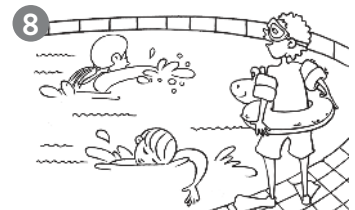
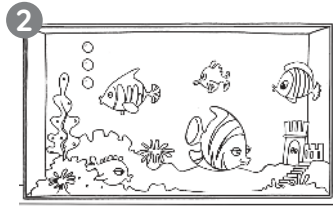
STORY TIME



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 zoo.

There's a very long bridge,

a shop, 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 arena, and a library, too!

Let's go to the funfair!

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



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

an arena and an ice rink, 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. 

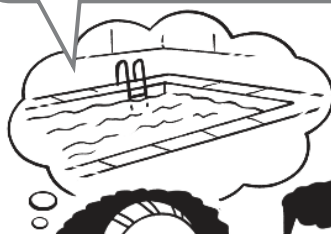
1 Is there a zoo ?



Yes,

there is.

2 Is _____ ?



No,

_____.

3 _____ ?



Yes,

_____.



Lesson 5 CLIL

1 Połącz zwroty z obrazkami. Jakie zasady przedstawiają obrazki?

1 Look left.

2 Stop.

3 Cross the road.

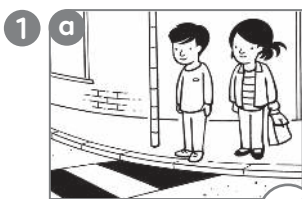
4 Stand on the pavement.

5 Listen.

6 Look right.

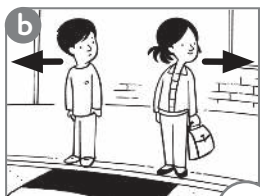


2 Podpisz ilustracje właściwymi poleceniami z ćw. 1. W każdej parze ilustracji zaznacz (✓) prawidłowe zachowania.



Stop.

S o t p



L

L t

L r



C t r





Lesson 6 CLIL – Song

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

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.

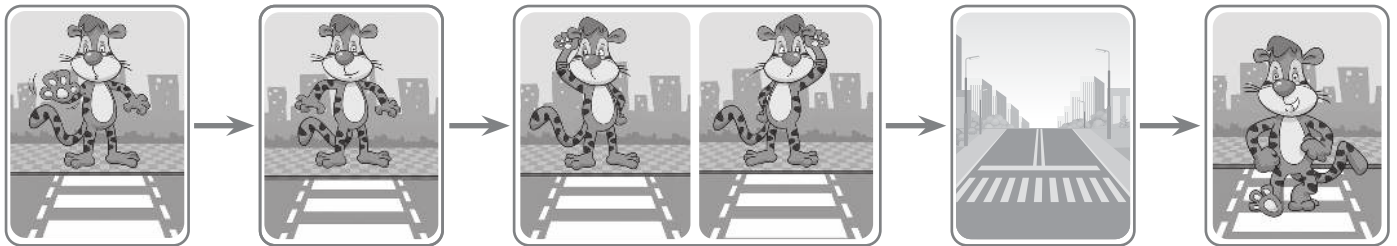
Stand on the pavement.

Stand on _____.

You can cross the road now.

I can cross _____ now.

Stop. Stop.



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



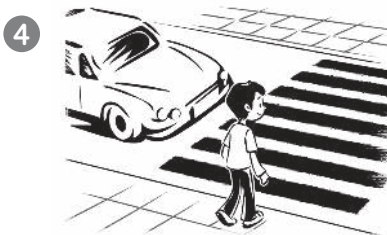
Listen / Don't listen to music.



Play / Don't play ball games.



Stand / Don't stand in the road.



Look / Don't look left.



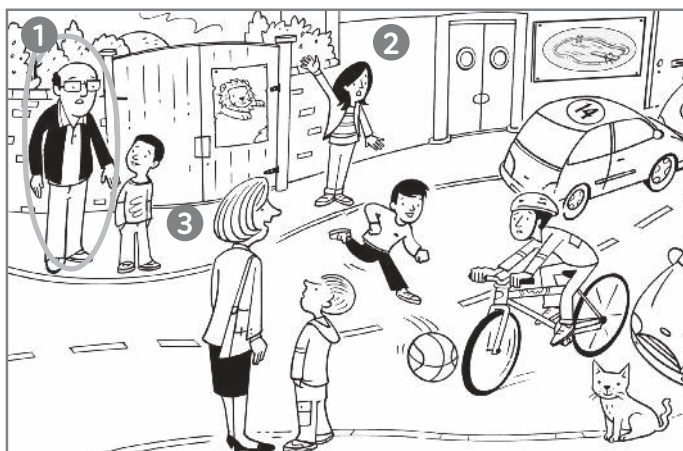
Lesson 7 Unit review

- 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

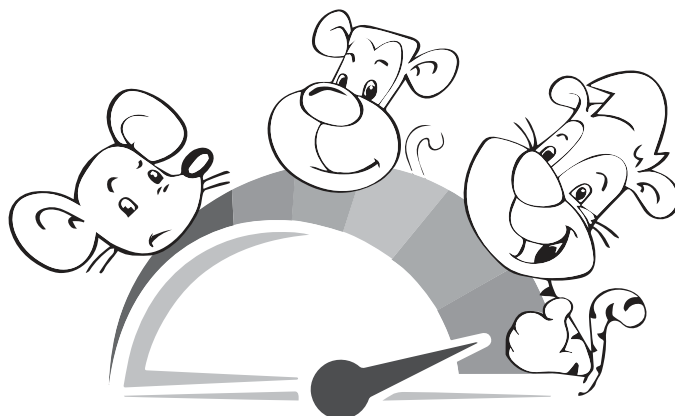
and a

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.**

to see what he can see, see, .

But all that he can see, see, .

1 A sailor goes to sea, sea, sea,

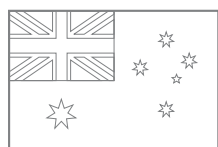
is the bottom of the deep blue
sea, sea, .



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

castle ~~Australia~~ national park Scotland

1



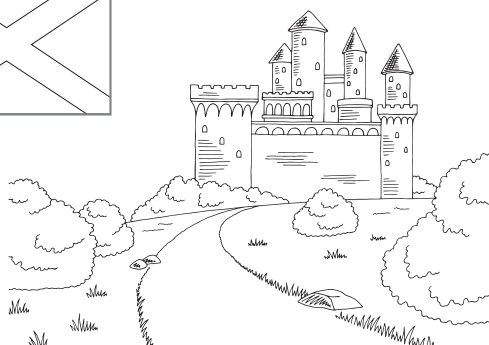
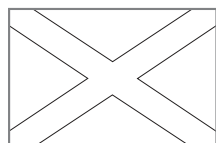
I'm on holiday in

Australia.

I'm in

a .

2



I'm on holiday

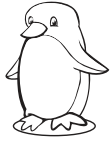
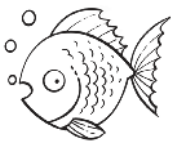
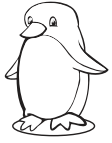
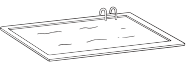
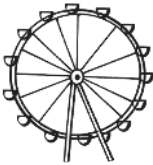
in .

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		3	
2 There's		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

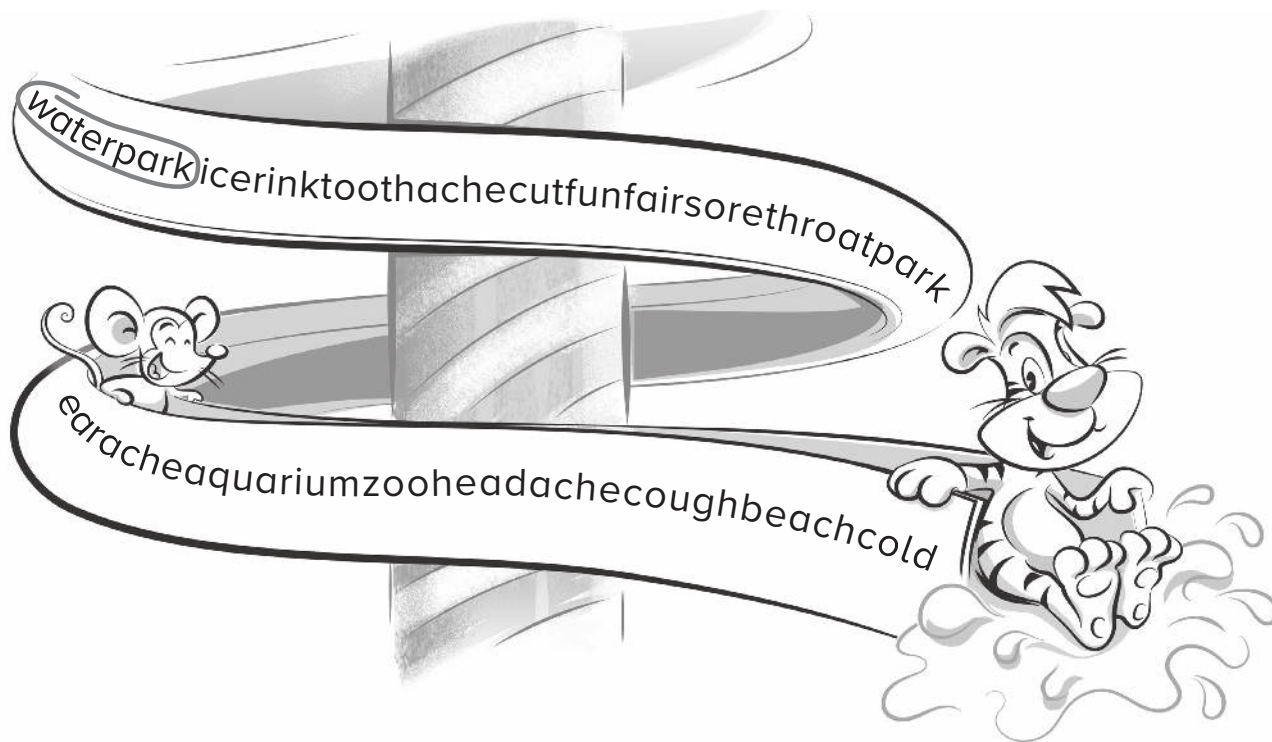
Tiger Review 3



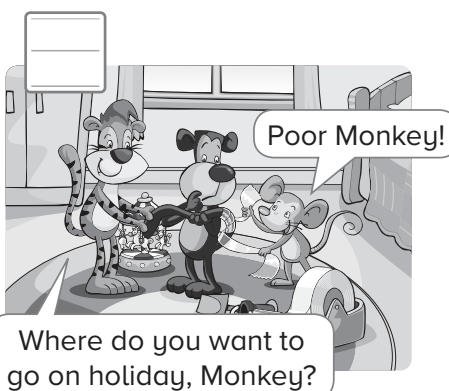
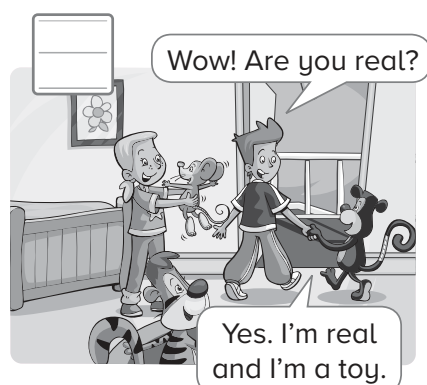
VIDEO 15

Tiger and Friends

- 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.

Stand on the _____.

Remember to look left and right.

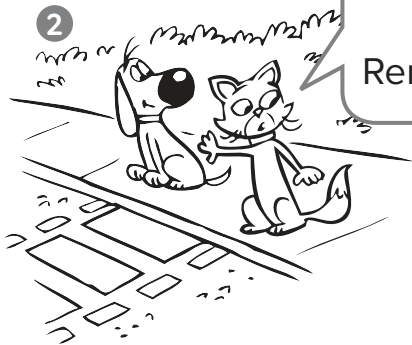
1



I'm _____

_____ better now.

2



4



3



There's an _____

5

Look, Tiger.

_____ a lion.

6

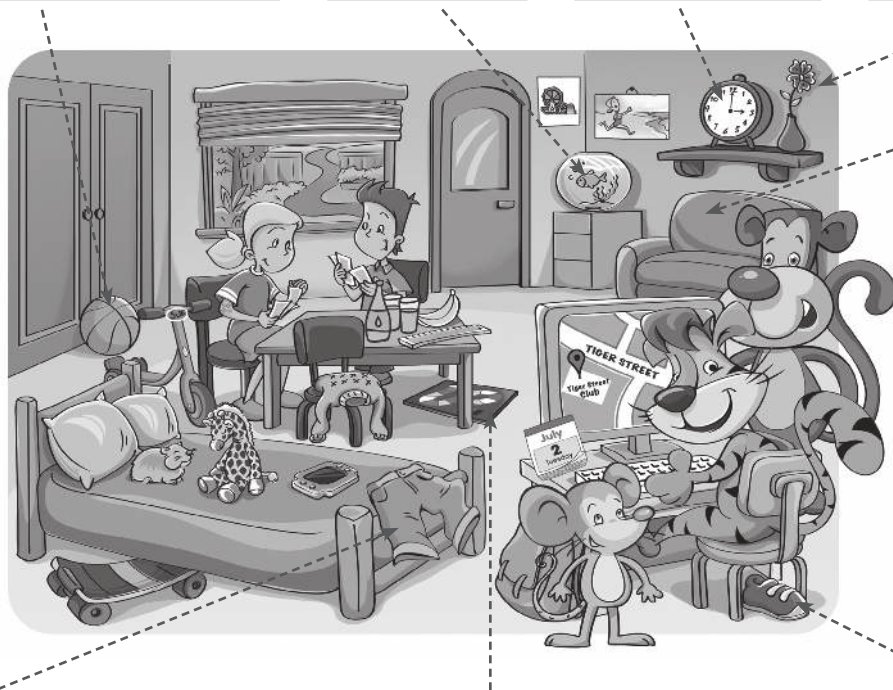


I've got _____



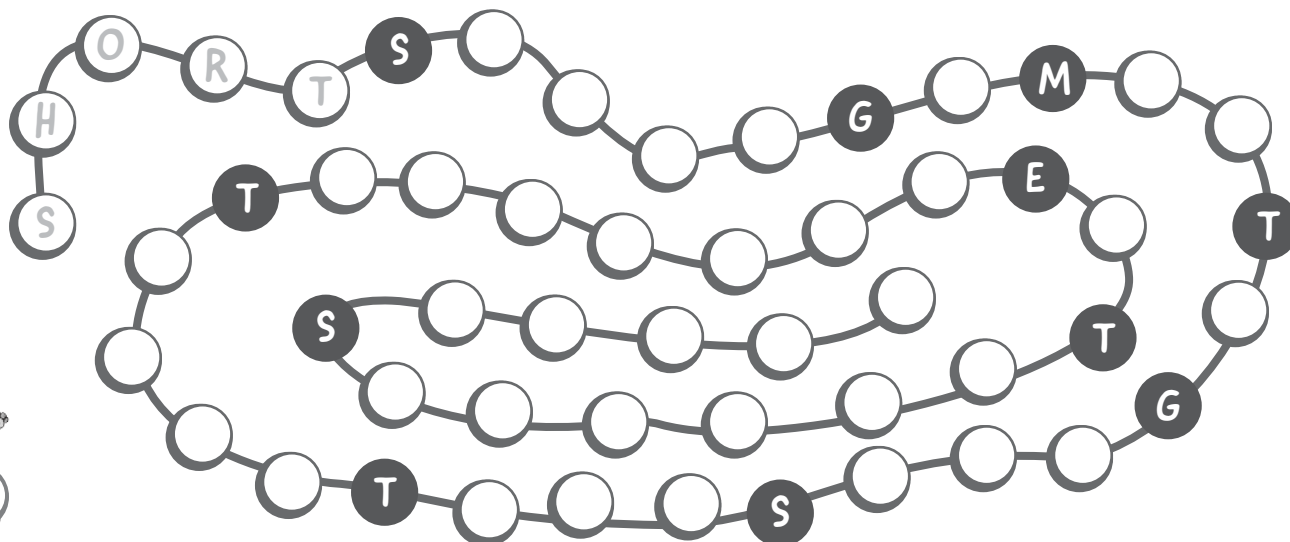
Goodbye, Sue and Jay!

1 Podpisz wskazane elementy ilustracji. 



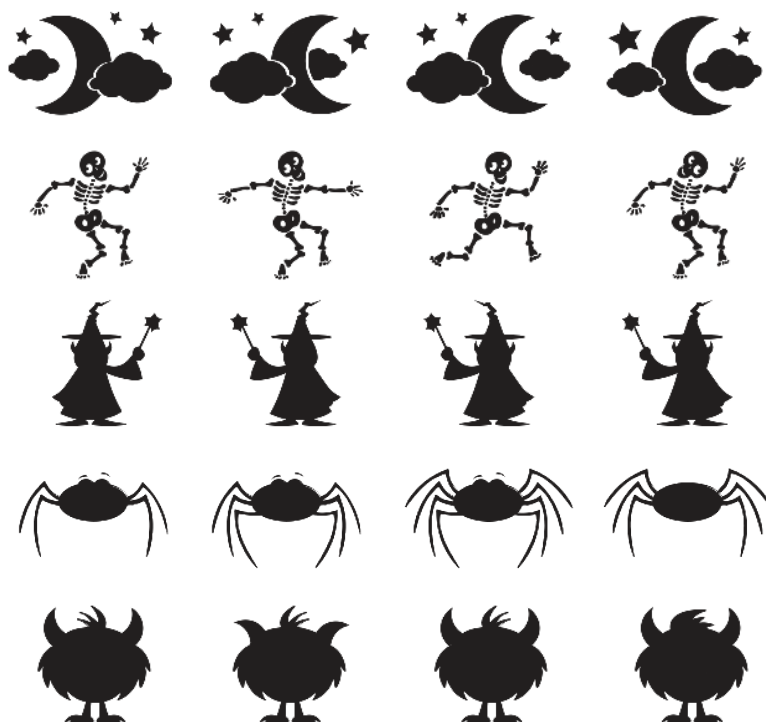
2 Uzupełnij łańcuszek wyrazami z ramki. Uwaga! Litery podane na szarych polach kończą jeden wyraz i rozpoczynają kolejny. 

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



A cartoon illustration of a bat with large, dark wings spread wide. The bat has a round body, large ears, and a friendly expression with a wide smile showing its teeth. It is positioned in the center of the page, with a light blue background.

monster spider ~~moon~~ wizard skeleton



10

1

1



Christmas



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



Father Christmas



Christmas _____

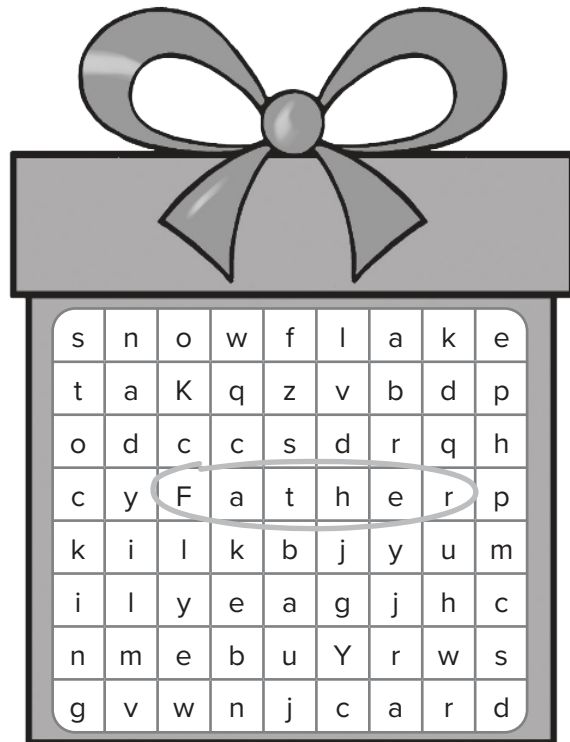




Christmas _____



Christmas _____



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

1	r							
2	i							
	r							
	C	A	R	N	I	V	A	L
	t							
	e							

Across →

2 

3 

4 

3

--	--	--	--	--

Down ↓

1 

3 

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 _____.

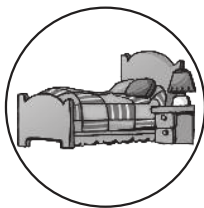
You look fantastic.



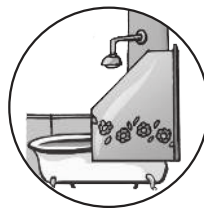


Unit 1

Picture Dictionary















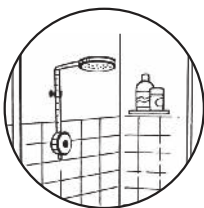










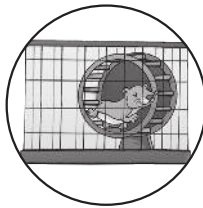






Unit 2











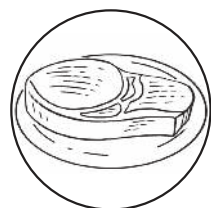


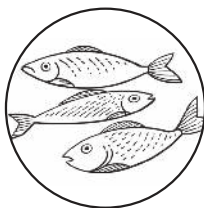


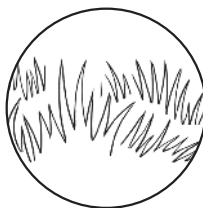


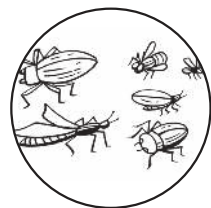






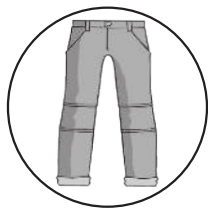








Unit 3







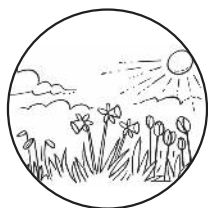


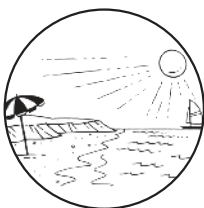














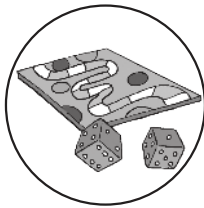








Unit 4































Unit 5































Unit 6























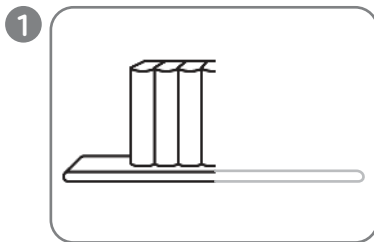




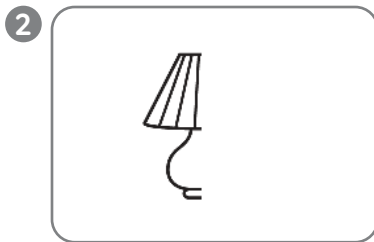
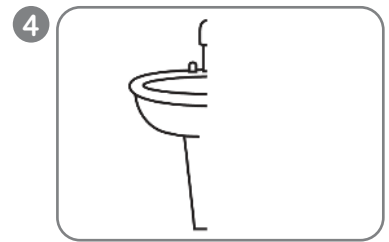


1 Extra Vocabulary

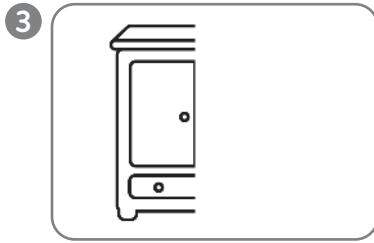
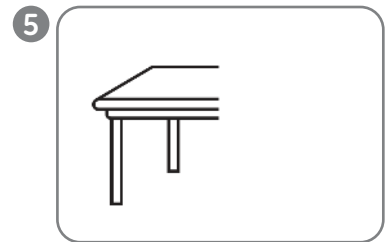
1 Dokończ rysunki i połącz je z właściwymi wyrazami.  



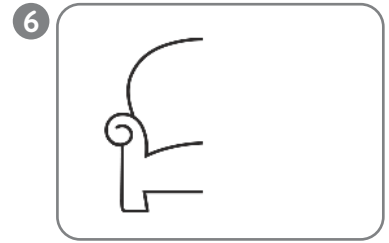
table



cupboard



bookshelf



armchair

lamp

washbasin

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



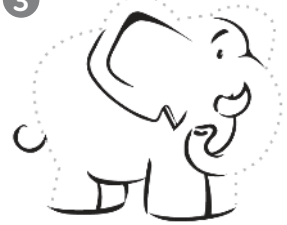
colourful / noisy

2



friendly / dangerous

3



strong / cuddly

4



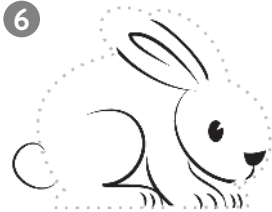
friendly / dangerous

5



noisy / strong

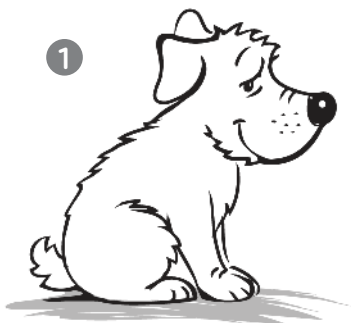
6



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

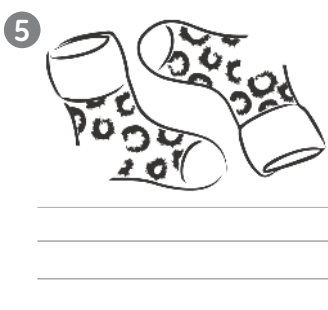
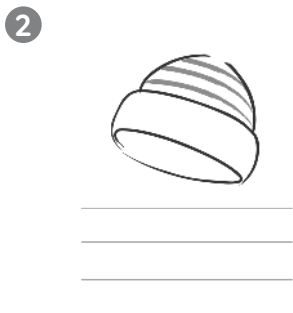
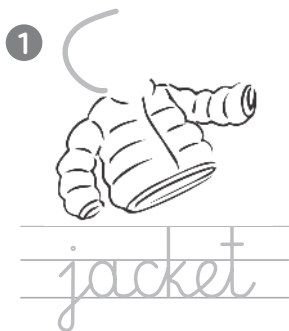
It is / isn't

coolurflu

3 Extra Vocabulary

1 Dokończ rysunki i podpisz je wyrazami z ramki.  

gloves scarf hat sweatshirt ~~jacket~~ socks



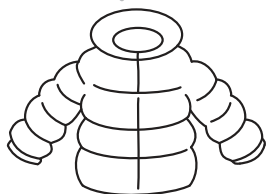
2  4.37 Połącz po śladzie dzieci z rysunkami przedstawiającymi ich ubrania. Uzupełnij zdania zgodnie z treścią rymowanki *Winter clothes*.  

I'm wearing a jacket,

a _____ and _____.

You're wearing a _____,

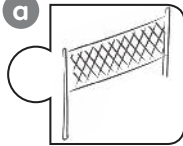
a _____ and _____.

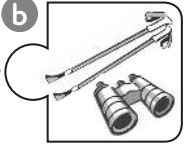


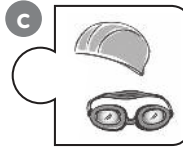
4 Extra Vocabulary

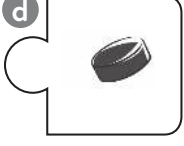
1 Połącz pasujące do siebie puzzle i podpisz je wyrazami z ramki. 

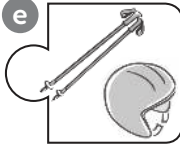
play tennis go skiing ~~go hiking~~ go swimming play ice hockey play volleyball

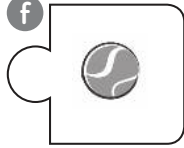
1  go hiking 

2  _____ 

3  _____ 

4  _____ 

5  _____ 

6  _____ 

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  _____ ?

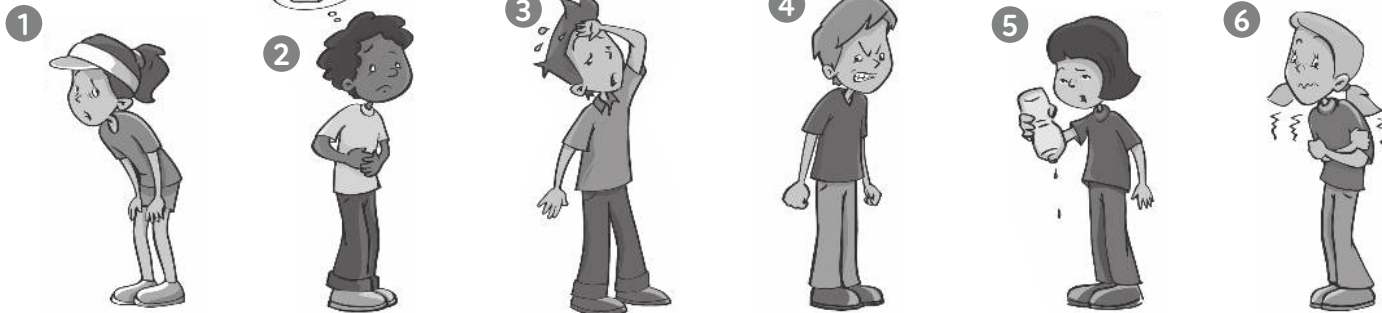
f  _____ ?

5 Extra Vocabulary

1 Znajdź 6 wyrazów określających samopoczucie i zakreśl je.

Podpisz nimi ilustracje. 

hungry dro cold pf a thirstyle ytiredse mangry hukhot



_____ 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

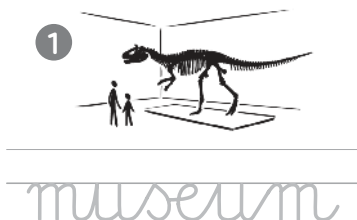
He's feeling _____ . agnyr

She's feeling _____ . clod

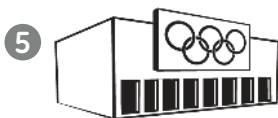
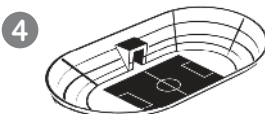
He's feeling _____ . hto

6 Extra Vocabulary

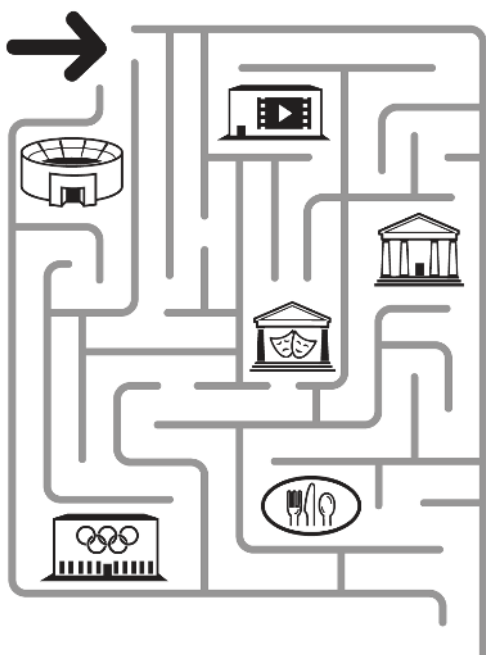
1 Zakreśl w diagramie 6 nazw miejsc i podpisz nimi ilustracje. 



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



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.

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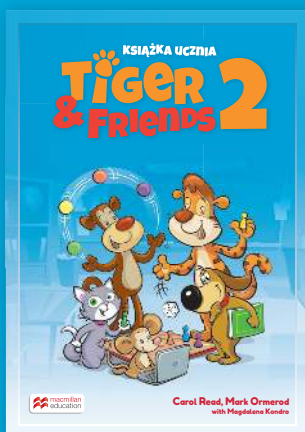
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