









NEW TIGER

TEACHER'S
BOOK

4













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Describing People

Objectives and key competences

-  • Identify and name hair and facial features
-  • Learn the grammar table for Unit 2
- Ask for and give descriptions of people
- Listen and use everyday classroom language
-  • Read a poster in a library
-  • Use the Pupil's App on Navio
-  • Spell words
- Predict what happens in the story
- Practise pronunciation: /eə/ and /ɪə/
- Review, assess and plan your own learning
-  • Understand and think about values
-  • Make and play with the photo fit cut-out cards
- Play the games
- Prepare, plan and write your project
-  • Listen, read, understand and act out the story
- Sing a song
- Listen and read about characters in children's literature
- Choose and say what your favourite books are
- Watch a video
- Listen and read for pleasure

Active language

Core vocabulary: hair and facial features

beard, curly hair, dark hair, fair hair, glasses, long hair, moustache, ponytail, short hair, straight hair

Story vocabulary

coat, hat, flute, park, thief

Cross-curricular vocabulary: Four great books for children

beautiful, brave, cruel, imaginative, lucky, poor, strong, tall, kind, clever

Structures

He's/She's got ...

Has he/she got ... ? Yes, he/she has. No, he/she hasn't.

He's/She's wearing ...

Recycled language

He's/She's (+ adjective)

I (don't) like ...

My favourite ... is/are ...

Are you ... ? Yes, I am.

eyes, mouth, nose

the alphabet, colours, clothes

Classroom language

Main function: asking for things and describing people

Have you got (the dictionary)? (Lydia's) got it.

Who's (Lydia)? She's over there. She's got ... and she's wearing ...

Cross-curricular and Culture

Literature: Four great books for children

Cross-curricular Video: Fun with books

Culture Video: A trip to the library

Tiger Street Club Report: My favourite book

Values and attitudes

- Interest in describing people
- Pleasure in doing the *Spelling Bee*
- Enjoyment in reading a story
- Awareness of the need to tell an adult when you see something suspicious
- Interest in learning about books and English literature
- Satisfaction in preparing and writing your project
- Confidence in using classroom language
- Enjoyment in reading a poster
- Pleasure in reading a cartoon strip story
- Willingness to review, assess and plan your own learning

Receptive language

author, description, join the library, novel, title
type of book



Lesson 1

Objectives and key competences



- to identify hair and facial features and say *The Tiger Street word rap*
- to play *Describe your friends*



- to use the Pupil's App on Navio



- to listen and respond to learning objectives
- to spell words in the *Spelling Bee*

Active language

beard, curly hair, dark hair, fair hair, glasses, long hair, moustache, ponytail, short hair, straight hair
He's got (dark hair). He's wearing (a white T-shirt).
 the alphabet

Materials

Teacher's App on Navio, Flashcards and/or Tap and Teach flashcards and Word cards: *beard, curly hair, dark hair, fair hair, glasses, long hair, moustache, ponytail, short hair, straight hair*, Class CD, AB / EAB page 13

Class Audio for Lesson 1

It's time to speak in English ► **CD 1 Track 2 p189**

The end of the English lesson ► **CD 1 Track 3 p189**

Pupil's Book

In Unit 2 ► **CD 1 Track 35 p192**

The Tiger Street word rap ► **CD 1 Track 36 p192**

Activity Book

Activity Book

Activity 1

- Look and write.

Activity 2

- Look. Write the first letter and find the sentence. Colour.

Activity 3

- Look and write. Use the words.

Essential Activity Book

Essential Activity Book

Activity 1

- Look and match.

Activity 2

- Look. Write the first letter of the pictures and find the missing words.

Activity 3

- Look and write.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Do the opening routine.
► **CD 1 Track 2 p189**
- Explain the aims of the lesson.

Vocabulary presentation

- Present vocabulary with the Unit 2 flashcards and word cards.

In Unit 2

- Listen, read and look.
► **CD 1 Track 35 p192**

Activity 1

- Say *The Tiger Street word rap*.
► **CD 1 Track 36 p192**

Activity 2

- Play *Describe your friends*.



Activity 3

- Do the *Spelling Bee*.
- Go to the Activity Book / Essential Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 1 Track 3 p189**

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the pupils. Do Opening routine 1: *It's time to speak in English*. The pupils listen and join in.

► **CD 1 Track 2 p189**

Explain the aims of the lesson.

- Say **Today we're going to learn words to describe someone's face and hair and say *The Tiger Street word rap*. We're also going to find out what we're going to do in this unit, play a game and do the *Spelling Bee*.**

Vocabulary presentation

Present the vocabulary.

- **Note:** You can present the vocabulary using the Tap and Teach presentation from the Teacher's App on Navio.
- (Books closed.) The pupils say words they would use to describe someone's hair and face. (*Blue eyes, long hair, ears, nose, mouth ...*)
- Introduce the new words to describe faces and hair by sticking the flashcards on the board. The pupils repeat the words once or twice.
- Hold up the word cards in turn. The pupils read the words. They then match the word cards and flashcards on the board.

In Unit 2

Listen, read and look.

► **CD 1 Track 35 p192**

- Say **Let's listen and find out what we do in Unit 2**. Play the CD. The pupils listen, read and look at the photos.
- Ask questions such as **Does the story look good? Do you know some characters from children's literature? Do you use the library? Do you ever describe your friends to other people?**

Pupil's Book Activity 1

Say *The Tiger Street word rap*.

► **CD 1 Track 36 p192**

- (Books open.) Play the CD. The pupils listen and point to the pictures.
- Play the CD again, pausing for the pupils to say the hair or facial features.
- Play the CD a third time. The pupils say the rap and clap rhythmically.

Pupil's Book Activity 2

Play *Describe your friends*.

- Draw the pupils' attention to the recycle logo. Explain that this game gives them an opportunity to use words to describe someone, as well as other language they already know.
- Explain and demonstrate the game, which is played in pairs. Pupil A says two or three sentences about a classmate. *He's got (black hair). He's wearing (a white T-shirt)*. Pupil B names the classmate. (*William*). The partners take turns.

Pupil's Book Activity 3

Do the *Spelling Bee*.

- Divide the class into two teams. Hold up one of the flashcards. Ask a pupil from one team to name the hair or facial feature.
- Ask another pupil from the same team **How do you spell '(beard)'?**
- If the pupils name and spell the word correctly, they score a maximum of four points for their team (one for naming the hair or facial feature and three for spelling the word and saying the letters correctly).
- Keep score on the board. The team with most points wins.

Activity Book

Activity 1: Look and write.

Answers: a curly hair b straight hair c beard d moustache e long hair f short hair g glasses h ponytail i fair hair j dark hair

Activity 2: Look. Write the first letter and find the sentence. Colour.

Answer: He has got curly pink hair.

Activity 3: Look and write. Use the words.

Answers: 1 She's got long hair. 2 He's got glasses. 3 He's got curly hair. 4 She's got a ponytail. 5 He's got a moustache. 6 She's got short hair.

Essential Activity Book

Activity 1: Look and match.

Answers: 1 straight hair b 2 curly hair a 3 glasses g 4 ponytail h 5 beard c 6 moustache d 7 dark hair j 8 fair hair i 9 short hair f 10 long hair e

Activity 2: Look. Write the first letter of the pictures and find the missing words.

Answer: He has got curly pink hair.

Activity 3: Look and write.

Answers: 1 curly 2 glasses 3 long 4 ponytail 5 moustache 6 short

Ending the lesson

Review the lesson.

- Ask **What new words have you learnt today?**

Do the closing routine.

- Do Closing routine 1: *The end of the English lesson*. The pupils listen and sing as they put their things away.
- **CD 1 Track 3 p189**
- Say **Goodbye. See you on ...** and name the day of your next lesson.



Lesson 2

Objectives and key competences



- to use the Pupil's App on Navio



- to predict what happens in the story



- to give a personal response and think about values



- to listen, read and act out the story
- to answer questions about the story

Active language

beard, glasses, moustache, ponytail, curly hair, dark hair, fair hair, long hair, short hair, straight hair

He's got ... / He hasn't got ...

He's wearing ...

coat, hat, flute, park, thief

Materials

Teacher's App on Navio, Flashcards and Word cards:
beard, curly hair, dark hair, fair hair, glasses, long hair, moustache, ponytail, short hair, straight hair, Story cards and/or Tap and Teach story presentation, Class CD, AB / EAB page 14

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
► **CD 1 Track 2 p189**
- Match the Unit 2 word cards and flashcards.
- Say *The Tiger Street word rap*.
► **CD 1 Track 36 p192**
- Explain the aims of the lesson.

Pre-story activities

- Predict what happens in the story (books closed).
- Listen with the story cards (books closed).
► **CD 1 Track 37 p192**
- Listen again (books open).

Activity 4

- Listen and read.
► **CD 1 Track 37 p192**
- Act out the story.

Activity 5

- Read and answer the questions.
- Listen and check.
► **CD 1 Track 38 p192**

Pupil's Book

Lesson 2 A mystery

1 Listen and read. Act out the story.

1 Becky and her brother, Joe, are in Kensington Gardens, a famous park in London.

2 Look, Joe. That man is wearing a hat and a coat, but it's sunny.

3 This is a famous statue of Peter Pan. Look, he's playing the flute.

4 I can't hear you, Becky. I'm listening to Justin Jones. He's fantastic.

5 There's a thief in Kensington Gardens. He's got long dark hair. He's got a moustache and a beard!

6 Joe, look! He's taking Peter Pan's flute. He's a thief. Call the police!

7 A few minutes later, the police arrive.

8 Look, the thief is over there.

9 Yes, I have. But I can explain.

10 Officer, arrest this man!

2 Read and answer the questions. Listen and check.

1 Where is the statue?
2 What is Joe listening to?
3 What is the man doing in Picture 3?
4 Describe the man in Picture 6.
5 Is the man a thief?
6 Has the man got long dark hair?

3 Read and reflect.

This story is a mystery / a photo story / a fable.

My favourite character is Becky / Joe / Justin Jones / the policeman / the policewoman.

I think the end of the story is clever / funny / scary / silly.

I want / don't want to see the Peter Pan statue in Kensington Gardens.

TIGER STREET CLUB VALUES

Think about it:

► Is it important to tell an adult when you're worried about something?
► What other things is it important to tell an adult about?

Tiger Street Club Values

- Think about it: Is it important to tell an adult when you're worried about something?
- What other things is it important to tell an adult about?
- Go to the Activity Book / Essential Activity Book. See Activity Book activities to the right.

Activity 6

- Read and reflect.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 1 Track 3 p189**

Class Audio for Lesson 2

- **It's time to speak in English** ► **CD 1 Track 2 p189**
- **The end of the English lesson** ► **CD 1 Track 3 p189**

Pupil's Book

- **The Tiger Street word rap** ► **CD 1 Track 36 p192**
- **A Thief in the Park** ► **CD 1 Track 37 p192**
- **Reading comprehension** ► **CD 1 Track 38 p192**

Activity Book / Essential Activity Book

- **Activity 4** ► **CD 1 Track 39 p192**

Activity Book

Activity Book

Activity 4

- Read and write true sentences. Listen and check.
► **CD 1 Track 39 p192**

Activity 5

- Look, read and write.

Activity Book: Home-School Link

Activity 6

- Read and reflect. Write.

Activity 7

- Write six words from the story. Tell your family what they mean.

Essential Activity Book

Essential Activity Book

Activity 4

- Read and circle the mistakes. Listen and check.
► **CD 1 Track 39 p192**

Activity 5

- Number the pictures in order.

Essential Activity Book: Home-School Link

Activity 6

- Read and reflect. Circle and write.

Activity 7

- Write the translation of these words from the story. Tell your family the words.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to read the story from this lesson.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the pupils. Do Opening routine 1: *It's time to speak in English*. The pupils listen and join in.

► CD 1 Track 2 p189

Match the Unit 2 word cards and flashcards.

- Put the ten word cards from Unit 2 on the board. Point to them in turn. The pupils say the words. Give the Unit 2 flashcards to ten pupils, who come to the board and take the corresponding word cards.

Say *The Tiger Street word rap*.

- Ten pupils stand in a line holding a flashcard and corresponding word card. Play the CD. They hold up the flashcards and word cards in turn. The rest of the class dances and says the rap (learnt in Lesson 1). Repeat with ten different pupils.

► CD 1 Track 36 p192

Explain the aims of the lesson.

- Say **Today we're going to listen to, read and act out a story about a thief.**

Pre-story activities

Predict what happens in the story (books closed).

- Read the title of the story. Hold up story card 1. The pupils tell you what they see. Read the narrative text. Check that the pupils know the names of the children. (*Joe and Becky*.)
- Ask the pupils to predict what happens in the story (in L1).

Listen with the story cards (books closed).

► CD 1 Track 37 p192

- **Note:** You can tell the story using the Tap and Teach story presentation from Teacher's App on Navio.
- Say **Let's listen and find out if you're right.** Play the CD. Hold up the story cards in turn as the pupils listen.
- Briefly compare what happens in the story with the pupils' predictions.

Listen again (books open).

- The pupils look briefly at the story's narrative text and speech bubbles.
- Play the CD. The pupils listen and read the story.
- Point to the pictures to explain new vocabulary.

Pupil's Book Activity 4

Listen and read. Act out the story.

► CD 1 Track 37 p192

- Play the CD, pausing for the pupils to repeat the dialogue.
- Assign roles (Becky, Joe, policewoman, man, cameraman, policeman, narrator). The pupils read and act out the story.
- Ask **Do you think the police officers are angry with Becky and Joe?**

Pupil's Book Activity 5

Read and answer the questions. Listen and check.

► CD 1 Track 38 p192

- Read the questions. The pupils answer.
- Play the CD. The pupils listen and check their answers.

Answers: (See answers in audioscript.)

Pupil's Book Activity 6

Read and reflect.

- Read the speech bubble, sentences and options. The pupils think about and say their opinions.
- Establish that the story is a mystery. Ask if the pupils like mysteries.

Pupil's Book Tiger Street Club Values

- Say **Think about it! Is it important to tell an adult when you're worried about something?** Clarify meaning. Establish that it is important to tell an adult if something is worrying you.
- Ask **What other things is it important to tell an adult about?** Point to the photos and ask questions. **Do you tell your teacher if you are finding your school work difficult? Do you tell an adult if you hurt yourself or if someone else is injured? Do you tell an adult when you are upset?** The pupils answer *yes* or *no*. If you have a confident class, encourage the pupils to talk about other things they might talk to adults about (in L1 if necessary).

Activity Book

Activity 4: Read and write true sentences. Listen and check.

► CD 1 Track 39 p192

Answers: **1** Joe and Becky are in a park in London. **2** They see a man take Peter Pan's flute. **3** They call the police. **4** The man has got the flute under his coat.

Activity 5: Look, read and write.

Answers: **1** coat **2** fair **3** got, beard **4** T-shirt **5** long **6** hasn't, moustache

Activity Book: Home-School Link



Activity 6: Read and reflect. Write.

Activity 7: Write six words from the story. Tell your family what they mean.

Essential Activity Book

Activity 4: Read and circle the mistakes. Listen and check.

► CD 1 Track 39 p192

Answers: **1** Manchester **2** woman **3** hospital **4** jumper

Activity 5: Number the pictures in order.

Answers: **1** b **2** e **3** a **4** f **5** c **6** d

Essential Activity Book: Home-School Link



Activity 6: Read and reflect. Circle and write.

Activity 7: Write the translation of these words from the story. Tell your family the words.

Ending the lesson

Review the lesson.

- Ask **Where does the story take place?**

Do the closing routine.

- Do Closing routine 1: *The end of the English lesson*. The pupils listen and sing as they put their things away.

► CD 1 Track 3 p189

- Say **Goodbye. See you on ...** and name the day of your next lesson.



Lesson 3

Objectives and key competences

- to listen and learn the grammar table
- to describe people
- to use the Pupil's App on Navio
- to play *Guess the thief!*
- to play *True or false*

Active language

beard, glasses, moustache, ponytail, curly hair, dark hair, fair hair, long hair, short hair, straight hair
Has he/she got ... ?
Yes, he/she has. No, he/she hasn't.

Materials

Teacher's App on Navio, Class CD, AB / EAB page 15

Class Audio for Lesson 3

- It's time to speak in English ► **CD 1 Track 2 p189**
- The end of the English lesson ► **CD 1 Track 3 p189**

Pupil's Book

- A Thief in the Park ► **CD 1 Track 37 p192**
- Grammar table ► **CD 1 Track 40 p192**

Activity Book

Activity Book

Activity 8

- Read and write. Learn.

Activity 9

- Look and write the letters.

Activity 10

- Look and write.

Essential Activity Book

Essential Activity Book

Activity 8

- Read and circle. Learn.

Activity 9

- Look and write C (Clown) or F (Father Christmas).

Activity 10

- Look, circle and write *has* or *hasn't*.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the grammar from this lesson.

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Do the opening routine.
► **CD 1 Track 2 p189**
- Review the *A Thief in the Park* story.
► **CD 1 Track 37 p192**
- Explain the aims of the lesson.

Activity 7

- Listen and say the missing words. Learn.
► **CD 1 Track 40 p192**

Activity 8

- Look and say.

Activity 9

- Play *Guess the thief!*

Lesson 3 Grammar and Speaking

7 Listen and say the missing words. Learn.

She's got long fair hair.
 She hasn't got curly dark hair.
 Has he got a beard? Yes, he has.
 Has he got a moustache? No, he hasn't.

Tiger Tips
 Remember!
 • she's got = she has got
 • No, he hasn't. = No, he has not.

8 Look and say.

John is a man. He's got long curly hair and a beard. He's got glasses and a hat.

9 Play Guess the thief!

Is the thief a man? No.
 Has she got glasses? No, she hasn't.
 Has she got curly hair? Yes, she has.
 Is the thief Julie? Yes!

10 Play True or false. Describe people in your school.

Mrs Smith has got long hair.
 False.

16 Key learning outcome: ask about and describe people
 Grammar: Has he/she got (glasses)? Yes, he/she has. No, he/she hasn't.

Activity 10

- Play *True or false*. Describe people in your school.
- Go to the Activity Book / Essential Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 1 Track 3 p189**

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the pupils. Do Opening routine 1: *It's time to speak in English*. The pupils listen and join in.

► CD 1 Track 2 p189

Review the *A Thief in the Park* story.

- (Books closed.) Ask **Can you remember the story?** Ask other questions, listening to the pupils' answers but not confirming if they are correct. **What are the names of the children in the park?** (*Joe and Becky*.) **Where is the park?** (*In London*.) **What's in the park?** (*A statue of Peter Pan*.)
- Play the CD. The pupils listen and follow the story in their books (PB pages 14 and 15) and check their answers.
- **CD 1 Track 37 p192**
- Play *Who says ... ?* Read a speech bubble from the story. The pupils identify the character. The pupils then play the game in pairs or groups of three.

Explain the aims of the lesson.

- Say **Today we're going to study grammar and play games to practise what we learn.**

Pupil's Book Activity 7

Listen and say the missing words. Learn.

► CD 1 Track 40 p192

- Play the CD. The pupils listen and read the sentences in the grammar table and say the missing words.
- Read the *Tiger Tips*. Remind the pupils of the difference between 'he' and 'she'.
- The pupils learn the grammar table and use it for reference and revision. They can copy the grammar table into their notebooks.
- **Note:** You can present and extend the grammar table using the Grammar Tool from Teacher's App on Navio.

Pupil's Book Activity 8

Look and say.

- Ask pupils to look at the picture, which shows eight people. Explain that they are all thieves.
- Read the speech bubble, which describes John.
- Pupils now describe the other people in the picture. They can do this in pairs, small groups or as a class.

Pupil's Book Activity 9

Play *Guess the thief!*

- The pupils look at the picture of the eight people again.
- Explain the game. One pupil chooses a person. The other pupils ask questions to identify which person has been selected. *Is the thief a man?* (No.) *Has she got curly hair?* (Yes, she has.) *Has she got glasses?* (No, she hasn't.) *Is the thief Julie?* (Yes.)
- Play the game with the whole class, nominating a pupil to make the first selection.
- The pupils play the game in pairs.

Pupil's Book Activity 10

Play *True or false*. Describe people in your school.

- Say a true or false sentence to describe someone in the school. The pupils say whether it is true or false.
- The pupils play the game in pairs. They take turns to say a true or false sentence to describe someone in the school. Their partner guesses true or false.

Activity Book

Activity 8: Read and write. Learn.

Answers: 1 got 2 got 3 Has 4 hasn't

Activity 9: Look and write the letters.

Answers: 1 d 2 c 3 d 4 b 5 b 6 a 7 c 8 a 9 d 10 c

Activity 10: Look and write.

Answers: 1 has got 2 hasn't got 3 wearing 4 hasn't got 5 hasn't got 6 wearing

Essential Activity Book

Activity 8: Read and circle. Learn.

Answers: 1 got 2 Has 3 has 4 hasn't

Activity 9: Look and write **C** (Clown) or **F** (Father Christmas).

Answers: 1 C 2 C 3 F 4 C 5 F 6 F

Activity 10: Look, circle and write *has* or *hasn't*.

Answers: 1 is 2 isn't 3 has 4 hasn't 5 hasn't 6 has

Ending the lesson

Review the lesson.

- Ask **What question and answer have we practised?**





Do the closing routine.

- Do Closing routine 1: *The end of the English lesson*. The pupils listen and sing as they put their things away.
- **CD 1 Track 3 p189**
- Say **Goodbye. See you on ...** and name the day of your next lesson.



Lesson 4

Objectives and key competences

-  to practise pronunciation: /eə/ and /ɪə/
-  to make the photo-fit cut-out cards
-  to play *Catch the thief*
-  to listen and sing *Stop! Thief!*

Active language

*beard, glasses, moustache, ponytail
curly hair, dark hair, fair hair, long hair, short hair, straight hair*

Active language (continued)

*Has he/she got ... ?
Yes, he/she has. No, he/she hasn't.
He's/She's wearing ...*

Materials

Teacher's App on Navio, Flashcards and Word cards:
*beard, curly hair, dark hair, fair hair, glasses, long hair,
moustache, ponytail, short hair, straight hair*, Class
CD, Cut-out cards (one set prepared in advance,
optional – AB / EAB page 91), scissors, AB / EAB
page 16

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Do the opening routine.
► **CD 1 Track 2 p189**
- Review the Unit 2 flashcards and word cards.
- Explain the aims of the lesson.

Activity 11

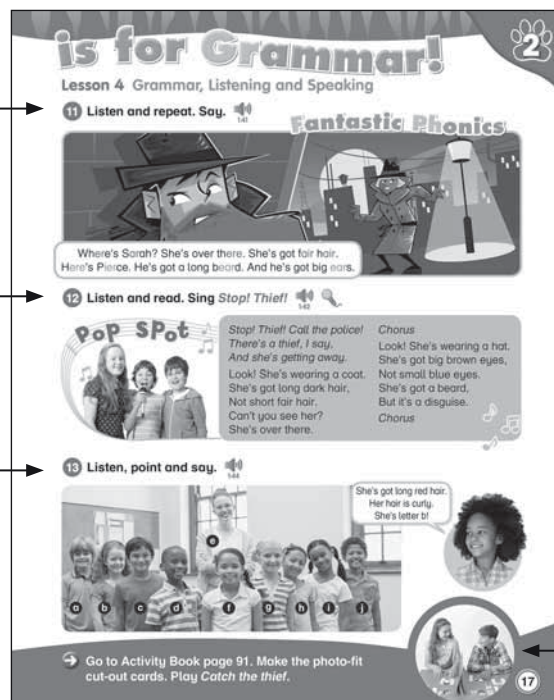
- Fantastic Phonics: Listen and repeat.
► **CD 1 Track 41 p192**
- Say.

Activity 12

- Pop Spot: Listen and read.
► **CD 1 Track 42 p193**
- Sing *Stop! Thief!*

Activity 13

- Listen, point and say.
► **CD 1 Track 44 p193**





Activity Book

- Go to Activity Book page 91. Make the photo-fit cut-out cards.
- Play *Catch the thief*.
- Go to the Activity Book / Essential Activity Book. See Activity Book activities to the right.




Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 1 Track 3 p189**

Class Audio for Lesson 4

-  *It's time to speak in English* ► **CD 1 Track 2 p189**
-  *The end of the English lesson* ► **CD 1 Track 3 p189**

Pupil's Book

-  *Fantastic Phonics* ► **CD 1 Track 41 p192**
-  *Stop! Thief!* ► **CD 1 Track 42 p193**
-  Listen, point and say. ► **CD 1 Track 44 p193**

Activity Book / Essential Activity Book

-  Activity 12 ► **CD 1 Track 45 p193**

Activity Book

Activity Book

Activity 11

- Read, write and answer for you.

Activity 12

- Read and tick (✓) the correct person. Write. Listen and check. ► **CD 1 Track 45 p193**

Activity Book: Home-School Link



Activity 13

- Practise the questions and answers at home with your family.

Activity 14

- Order and write. Act out.

Essential Activity Book

Essential Activity Book

Activity 11

- Look and write *T* (True) or *F* (False).

Activity 12

- Read and tick (✓) the correct person. Listen and check.
► **CD 1 Track 45 p193**

Essential Activity Book: Home-School Link



Activity 13

- Practise the questions and answers at home with your family.

Activity 14

- Look, read and write *Is* or *Has*. Act out.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review the language and sing the song from this lesson.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the pupils. Do Opening routine 1: *It's time to speak in English*. The pupils listen and join in.

► CD 1 Track 2 p189

Review the Unit 2 flashcards and word cards.

- Play board pelmanism. Stick six flashcards, face down, on one side of the board. Number them 1–6. Stick five of the corresponding word cards, face down, on the other side of the board. Label them A–E.
- Divide the class into two teams. A pupil from Team A asks for a flashcard. *Can we have flashcard (6), please?* Show the team the flashcard and ask **What is it?** Another pupil from the same team asks for a word card. *Can we have word card (C), please?* Show the team the word card and ask **What does it say?** If the flashcard and word card match, remove them from the board. If not, stick them back face down on the board.
- Continue the game until there is only one flashcard remaining. The team with the most flashcards is the winner.

Explain the aims of the lesson.

- Say **Today we're going to practise pronunciation, sing a song, and make and play with the photo-fit cut-out cards.**

Pupil's Book Activity 11

Fantastic Phonics: Listen and repeat. Say.

► CD 1 Track 41 p192

- Read the sentences. Draw attention to the difference between the /cə/ and /ɪə/ sounds, as highlighted.
- Play the CD. The pupils listen and repeat the sentences.
- Repeat once or twice, with or without the CD.
- **Option:** The pupils count how many times they can say the sentences in a minute.
- Draw the pupils' attention to the different ways of spelling both sounds.

Pupil's Book Activity 12

Pop Spot: Listen and read. Sing *Stop! Thief!*

► CD 1 Track 42 p193

- (Books closed.) Explain that the song is called *Stop! Thief!* Ask **Can you describe the thief?** Play the CD. The pupils listen for the information.
- Encourage the pupils to try to describe the thief. Do they think the thief is a man or a woman?
- (Books open.) The pupils check the description by reading the lyrics. Check the pupils' comprehension of 'disguise'. Play the CD again. The pupils listen and read the lyrics.
- Practise the song then play the CD again. The pupils join in singing. Ask **Do you like the song?**

Pupil's Book Activity 13

Listen, point and say.

► CD 1 Track 44 p193

- Show the pupils the picture, which shows nine children and their teacher. Tell the pupils they will hear descriptions of four of the people.
- Play the audio, pausing after each sentence. The pupils point to the person and say the letter.

Answers: 1 b 2 j 3 i 4 a

Activity Book

➡ Go to Activity Book page 91. Make the photo-fit cut-out cards. Play *Catch the thief*.

- The pupils cut out and make their photo-fit cards.
- Divide the class into pairs. Each pair places a book between them to serve as a screen.
- Demonstrate the game. Pupil A makes up a face with three of the photo-fit cards. Pupil B asks questions to find out which cards will make up the same photo-fit portrait. For example, Pupil B: *Has the thief got short hair?* Pupil A: *Yes, he has.* Pupil B: *Has he got a beard?* Pupil A: *Yes, he has.* Pupil B: *Has he got glasses?* Pupil A: *No, he hasn't.* Pupil B: *Is this the thief?* Pupil A: *Yes!*
- The pupils change roles and play again.
- **Note:** Once the pupils have finished, they make and stick photo-fit portraits in their notebooks and write descriptions underneath. *He's got glasses. She hasn't got curly hair.* This can also be done in a later lesson or for homework.

Activity Book

Activity 11: Read, write and answer for you.

Answers: 1 got 2 Has 3 got 4 Has

Activity 12: Read and tick (✓) the correct person. Write. Listen and check.

► CD 1 Track 45 p193

Answers: (See answers in audioscript.)

Activity Book: Home-School Link



Activity 13: Practise the questions and answers at home with your family.

Activity 14: Order and write. Act out.

Answers: 1 Is the thief wearing a hat? 2 Has she got long hair? 3 Has she got fair hair? 4 Has she got a beard? 5 Is she wearing a coat?

Essential Activity Book

Activity 11: Look and write *T* (True) or *F* (False).

Answers: 1 T 2 T 3 F 4 F

Activity 12: Read and tick (✓) the correct person. Listen and check.

► CD 1 Track 45 p193

Answers: (See answers in audioscript.)

Essential Activity Book: Home-School Link



Activity 13: Practise the questions and answers at home with your family.

Activity 14: Look, read and write *Is* or *Has*. Act out.

Answers: 1 Is 2 Has 3 Has 4 Is

Ending the lesson

Review the lesson.

- Ask **Which activities have you enjoyed today?**

Do the closing routine.

- Do Closing routine 1: *The end of the English lesson*. The pupils listen and sing as they put their things away.

► CD 1 Track 3 p189

- Say **Goodbye. See you on ...** and name the day of your next lesson.



Lesson 5

Objectives and key competences

- to play *Mime a character*
- to do research on the internet
- to watch a video
- to listen and read 'Four great books for children'
- to answer questions on the text
- to choose and say what your favourite books are

Active language

He/She is ...
 beautiful, brave, cruel, imaginative, lucky, poor, strong,
 tall, clever, kind
 Who is (brave)? She is (brave).
 Are you ... ? Yes, I am.
 My favourite books are ...

Materials

Teacher's App on Navio, Cross-curricular video: *Fun with books*, Class CD, AB / EAB page 17

Class Audio and Video for Lesson 5

- It's time to speak in English ► **CD 1 Track 2 p189**
- The end of the English lesson ► **CD 1 Track 3 p189**
- Pupil's Book**
- Stop! Thief! ► **CD 1 Track 42 p193**
- Cross-curricular video ► **p193**
- 'Four great books for children' ► **CD 1 Track 46 p193**
- Reading comprehension ► **CD 1 Track 47 p193**

Activity Book

Activity Book

Activity 15

- Look and write.

Activity 16

- Look, read and write. Match.

Activity 17

- Write sentences about your favourite book.

Essential Activity Book

Essential Activity Book

Activity 15

- Look and match.

Activity 16

- Read and write.

Activity 17

- Write about your favourite book.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Do the opening routine.
► **CD 1 Track 2 p189**
- Review the *Stop! Thief!* song.
► **CD 1 Track 42 p193** ► **CD 1 Track 43**
- Explain the aims of the lesson.

Activity 14

- Watch the video presentation. Name three places where you can read. ► **p193**

Activity 15

- Listen and read. Match.
► **CD 1 Track 46 p193**

Activity 16

- Read and answer the questions.
- Listen and check.
► **CD 1 Track 47 p193**

Activity 17

- Play *Mime a character*.

Lesson 5 Reading

14 Watch the video presentation. Name three places where you can read.

15 Listen and read. Match.

Four great books for children

Here are four descriptions of famous books. Can you match the descriptions to the book covers? Check your answers.

- 1 A boy lives in a small house with his parents and grandparents. They haven't got a lot of money. They're very poor, but the boy is very lucky. He finds a golden ticket in a bar of chocolate.
- 2 A clever horse tells the story of his life. When he is young, he lives on a farm and people are nice to him. Then he moves to a different place and a lady isn't kind. In the end he is happy.
- 3 A sailor sails the seven seas in a big ship. He looks for treasure. Giant snakes and birds attack the sailor, but he isn't scared. He's brave and strong.
- 4 A girl imagines an amazing world where animals and objects talk. She's got fair hair. She wears a blue dress and she's very imaginative.

DO YOU KNOW ...? fact

16 Read and answer the questions. Listen and check.

- 1 Who is imaginative – Alice or Black Beauty?
- 2 Who is clever – Sinbad or Black Beauty?
- 3 Who is brave and strong – Sinbad or Charlie?
- 4 Who finds a golden ticket?
- 5 Who has got fair hair?
- 6 Who lives on a ship?

17 Play *Mime a character*.

18 Say what books you like.

Key learning outcome: learn about characters in children's literature

How many books are in the series *The Chronicles of Narnia*?

Internet research

- How many books are in the series *The Chronicles of Narnia*?
- Go to the Activity Book / Essential Activity Book. See Activity Book activities to the right.

Do you know ...? fact

- Read the fact.

Activity 18

- Say what books you like.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 1 Track 3 p189**

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the pupils. Do Opening routine 1: *It's time to speak in English*. The pupils listen and join in.

► **CD 1 Track 2 p189**

Review the *Stop! Thief!* song.

- Ask **Can you remember the *Stop! Thief!* song? Is the thief a man or a woman? Has the thief got long hair or short hair? Has the thief got a beard/moustache/ponytail?**

- Play the CD. The pupils listen and sing.

► **CD 1 Track 42 p193**

- Play the karaoke version. The pupils sing. (Optional) They can look at the lyrics (PB page 17).

► **CD 1 Track 43**

Explain the aims of the lesson.

- Say **Today we're going to listen and read about four great books for children.**

Pupil's Book Activity 14



Watch the video presentation. Name three places where you can read.

► **p193**

- Before watching the video, ask the pupils where they like to read.
- Play the video presentation. The pupils watch to find out three places where you can read (*at home, in the park, at school*).

Pupil's Book Activity 15

Listen and read. Match.

► **CD 1 Track 46 p193**

- (Books closed.) Ask the pupils if they know any characters from famous books.
- (Books open.) Say **Look. Here are four different books.** Ask the pupils to read the titles. Ask if they know of, or have read, the stories. They may have seen film versions.
- Say **Let's read descriptions of the books. Which description goes with which book?** Play the CD. The pupils listen and read.
- The pupils match the descriptions and book covers.

- **Note:** The answers are upside down, below the article.
- Use the pictures and mime to clarify understanding of vocabulary such as 'lucky', 'imaginative', 'brave' and 'strong'.
- Play the CD again. The pupils listen and read. Pause the CD once or twice and ask the pupils for the next word.

Do you know ...? fact

- Ask a volunteer to read the fact. Check comprehension. Ask the pupils if they knew this.

Pupil's Book Activity 16

Read and answer the questions. Listen and check.

► **CD 1 Track 47 p193**

- Read the questions. The pupils answer.
- Play the CD. The pupils listen and check their answers.

Answers: (See answers in audioscript.)

Pupil's Book Activity 17

Play *Mime a character*.

- Demonstrate the game. A volunteer mimes a character, which the other pupils try to guess. For example, *Are you Sinbad?* (*Yes, I am. I'm very strong.*)
- The pupils play the game in small groups.

Pupil's Book Activity 18

Say what books you like.

- The pupils think about and say what books they like. *My favourite books are (Fantastic Mr Fox) and (Treasure Island).*
- **Note:** They can say the titles of the books in L1, if necessary.

Internet research

How many books are in the series *The Chronicles of Narnia*?

- Read the question as a class. The pupils research the question on the internet.

Answer: There are seven books in the series.

Activity Book

Activity 15: Look and write.

Answers: My favourite book is *Alice's Adventures in Wonderland*. **2** My favourite book is *Black Beauty*. **3** My favourite book is *The Adventures of Sinbad*. **4** My favourite book is *Charlie and the Chocolate Factory*.

Activity 16: Look, read and write. Match.

Answers: **1 a** clever, kind **2 c** poor, lucky **3 b** strong **4 d** imaginative

Activity 17: Write sentences about your favourite book.

Essential Activity Book

Activity 15: Look and match.

Answers: **1 b 2 d 3 a 4 c**

Activity 16: Read and write.

Answers: **1** kind **2** lucky **3** strong **4** imaginative

Activity 17: Write about your favourite book.

Ending the lesson

Review the lesson.

- Ask **Can you name any famous children's books in English? Can you remember the characters' names?**

Do the closing routine.

- Do Closing routine 1: *The end of the English lesson*. The pupils listen and sing as they put their things away.

► **CD 1 Track 3 p189**

- Say **Goodbye. See you on ...** and name the day of your next lesson.



Lesson 6

Objectives and key competences

- to use the Pupil's App on Navio
- to prepare, plan and write your project
- to watch the video
- to listen and read a report

Active language

library

... is kind/brave/clever/imaginative/lucky/poor/strong/tall
My favourite character is ...

Materials

Teacher's App on Navio, Culture video: *A trip to the library*, Class CD, AB / EAB page 18

Class Audio and Video for Lesson 6

- It's time to speak in English ► **CD 1 Track 2 p189**
- The end of the English lesson ► **CD 1 Track 3 p189**

Pupil's Book

- Culture video ► **p193**
- Tiger Street Club Report ► **CD 1 Track 48 p193**

Activity Book / Essential Activity Book

- Activity 18 ► **CD 1 Track 49 p194**
- Activity 19 ► **CD 1 Track 50 p194**

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Do the opening routine.
► **CD 1 Track 2 p189**
- Review four children's books.
- Explain the aims of the lesson.

Activity 19

- Watch the video. What is Oliver's favourite book? What is Ellie's?
► **p193**

Activity 20

- Watch the video again. Which three books do the children borrow? Which book do you want to read?
► **p193**

Activity 21

- Listen and read.
► **CD 1 Track 48 p193**
- Answer the questions.

Activity 22

- Prepare your project: Think about and say.

Lesson 6 Video, Reading and Writing

19 Watch the video. What is Oliver's favourite book? What is Ellie's?

20 Watch the video again. Which three books do the children borrow? Which book do you want to read?

Kick-off! The Story of Football, Robin Hood, Heidi, The Call of the Wild, The Secret Garden.

21 Listen and read. Answer the questions.

Tiger Street Club Report
In the UK ...
Many children join the library in their town. At the library, they can borrow books and DVDs and they can download e-books. Some children go to their library to use a computer, listen to stories or find out about local history. There are clubs where children can write stories and poems together.

My favourite book
My favourite book is Peter Pan, by J. M. Barrie. The book is a children's novel. It's a play, too. You can see it at the theatre. My favourite character is Peter. Peter Pan is a boy. He can fly and he never grows old. Peter is very brave. He fights Captain Hook on the island of Neverland.
by Ellie

Peter Pan
Peter Pan Statue in Kensington Gardens, London

PROJECT
22 Prepare your project. Think about and say.
• the title of your favourite book
• your favourite character
• a description of a character
• the author
• the type of book
Plan and write your project. Go to Activity Book page 18.

Key learning outcome: understand video about a visit to a library and prepare a project

My words to remember:
lucky kind strong brave imaginative clever

My words to remember

- Learning to learn: Make sentences.
- Go to the Activity Book / Essential Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 1 Track 3 p189**

Activity Book

Activity Book

Activity 18

- Listen and match.
► **CD 1 Track 49 p194**

Activity 19

- Read. Listen and find the differences. Say stop.
► **CD 1 Track 50 p194**

Activity Book: Home-School Link

Activity 20

- Now write your notes and project in your notebook.

Activity 21

- Use technology to extend your project.

Essential Activity Book

Essential Activity Book

Activity 18

- Listen and match.
► **CD 1 Track 49 p194**

Activity 19

- Read Sophie's project.

Essential Activity Book: Home-School Link

Activity 20

- Now write your notes and project in your notebook.

Activity 21

- Use technology to extend your project.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the pupils. Do Opening routine 1: *It's time to speak in English*. The pupils listen and join in.

► **CD 1 Track 2 p189**

Review four children's books.

- On the board, write *Charlie*, *Alice*, *Sinbad* and *Black Beauty*. Ask **Can you remember the books these characters are from? Can you describe the characters?** Praise correct answers and all attempts to speak in English.

Explain the aims of the lesson.

- Say **Today we're going to watch a video. We're then going to read and listen to the Tiger Street Club Report for the *Tiger Team Magazine* and a description of Ellie's favourite book. We're also going to prepare, plan and write our projects.**

Pupil's Book Activity 19



Watch the video. What is Oliver's favourite book? What is Ellie's?

► **p193**

- Read Clare's speech bubble. Tell the pupils that they are going to watch members of the Tiger Street Club borrowing books from the library.
- Ask **Who wants a new book to read? Who needs a library card?** Play the first sequence of the video. Check the answers. (*Clare. Oliver.*)
- Tell the pupils that they are now going to watch Ellie, Clare and Oliver choosing books at the library. Ask **What are Oliver and Ellie's favourite books?**
- Play the second and third sequences and check the answers. (*Oliver: Moby Dick; Ellie: Peter Pan.*)
- Ask **Is there a local library where you live?**
- **Note:** The video is available in the Teacher's App on Navio.

Pupil's Book Activity 20



Watch the video again. Which three books do the children borrow? Which book do you want to read?

► **p193**

Pupil's Book Activity 20 (continued)

- Look at the five different book titles. Ask **Which three books do the children borrow?**
- Play the whole of the video again. Check the answers. (They borrow *Heidi*, *Robin Hood* and *The Call of the Wild*.) Ask **Which book do you want to read?**

Pupil's Book Activity 21

Listen and read. Answer the questions.

► **CD 1 Track 48 p193**

- Ask **What do you think children in the UK do at their local library?** The pupils make predictions. Play the first part of the CD. The pupils listen, read and answer the question. (*They borrow books/DVD, download e-books, use a computer, listen to stories, look for information, join clubs.*)
- Ask **What's Ellie's favourite book?** The pupils recall the name from the video (*Peter Pan*). Play the second part of the CD. Ask questions about the book. **Is he cruel/tall/lucky/brave?** (*He's brave.*)
- Play the CD again, pausing once or twice to ask for the next word.
- **Option:** The pupils read the text in pairs, each reading a sentence.

Pupil's Book Activity 22

Prepare your project: Think about and say.

- Explain that the pupils are going to plan and write their individual project (a description of their favourite book). They will first do a speaking activity in preparation. Read the bullet points and the speaking model as a class.
- The pupils talk about their favourite books.
- Explain that they will shortly make notes and write their project in their notebooks.

My words to remember

Learning to Learn: Make sentences.

- Read the words to remember as a class.
- The pupils make sentences using the words.

Suggested answers: My best friend is very lucky. My mother is kind. Sinbad is strong and brave. Alice is imaginative. Charlie is clever.

Activity Book

Activity 18: Listen and match.

► **CD 1 Track 49 p194**

Answers: 1 d 2 b 3 a 4 c

Activity 19: Read. Listen and find the differences. Say stop.

► **CD 1 Track 50 p194**

Answers: Hundred and Two/Hundred and One; short/tall; green/white; kind/cruel

Activity Book: Home-School Link



Activity 20: Now write your notes and project in your notebook.

Project extension ideas: TB pp 25-26

Activity 21: Use technology to extend your project.

Essential Activity Book

Activity 18: Listen and match.

► **CD 1 Track 49 p194**

Activity 19: Read Sophie's project.

Essential Activity Book: Home-School Link



Activity 20: Now write your notes and project in your notebook.

Activity 21: Use technology to extend your project.

Ending the lesson

Review the lesson.

- Ask **What's Ellie's favourite book? Who is her favourite character?**

Do the closing routine.

- Do Closing routine 1: *The end of the English lesson*. The pupils listen and sing as they put their things away.

► **CD 1 Track 3 p189**

- Say, **Goodbye. See you on ...** and name the day of your next lesson.



Lesson 7

Objectives and key competences

- to listen and use everyday classroom language
- to use the Pupil's App on Navio
- to review the main vocabulary and grammar in Unit 2
- to read a poster
- to listen and read for pleasure

Active language

beard, glasses, moustache, ponytail, curly hair, dark hair, fair hair, long hair, short hair, straight hair
Have you got the dictionary? (Lydia's) got it.
Who's (Lydia)?
She's over there.
She's got ... She's wearing ...

Materials

Teacher's App on Navio, Class CD, AB / EAB page 19

Class Audio for Lesson 7

- It's time to speak in English ► **CD 1 Track 2 p189**
- The end of the English lesson ► **CD 1 Track 3 p189**

Pupil's Book

- Class Chit-Chat ► **CD 1 Track 51 p194**
- Reading Corner: A poster ► **CD 1 Track 52 p194**
- Tiger Street Tales ► **CD 1 Track 53 p194**

Activity Book / Essential Activity Book

- Activity 23 ► **CD 1 Track 54 p194**

At a Glance Lesson Plan

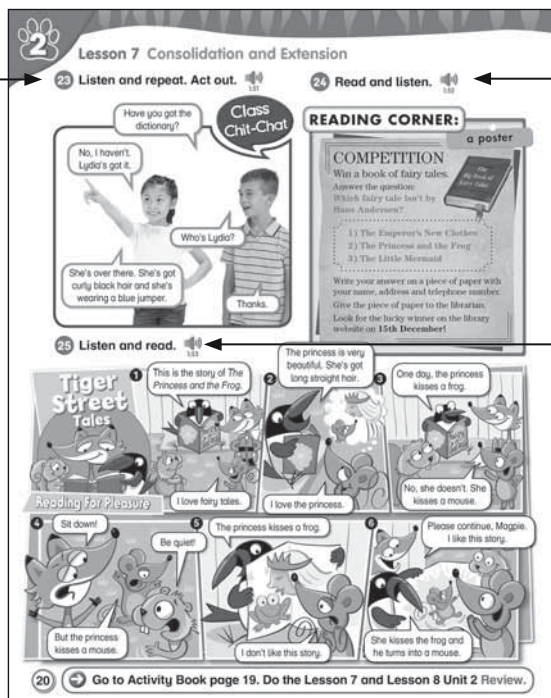
Pupil's Book

Starting the lesson

- Do the opening routine.
► **CD 1 Track 2 p189**
- Review children's literature.
• Explain the aims of the lesson.

Activity 23

- Class Chit-Chat: Listen and repeat.
► **CD 1 Track 51 p194**
- Act out.



Activity 24

- Reading Corner: Read and listen.
► **CD 1 Track 52 p194**

Activity 25

- Tiger Street Tales: Listen and read.
► **CD 1 Track 53 p194**
- Go to the Activity Book / Essential Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 1 Track 3 p189**

Activity Book

Activity Book

Activity 22

- Look, read and write the words.

Activity 23

- Read and write. Listen and check. Act out.
► **CD 1 Track 54 p194**

Essential Activity Book

Essential Activity Book

Activity 22

- Look and match.

Activity 23

- Read and write. Listen and check. Act out.
► **CD 1 Track 54 p194**

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt and read the story from this lesson.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the pupils. Do Opening routine 1: *It's time to speak in English*. The pupils listen and join in.

► **CD 1 Track 2 p189**

Review children's literature.

- Ask **Can you remember Ellie's favourite book? What is it called? Who is the author? What type of book is it? Where can you see a statue of Peter Pan?**

Explain the aims of the lesson.

- Say **Today we're going to practise classroom language and read a poster. We're also going to read and listen to a Tiger Street Tale and review vocabulary and grammar in the unit.**

Pupil's Book Activity 23

Class Chit-Chat: Listen and repeat. Act out.

► **CD 1 Track 51 p194**

- (Books closed.) Say **Listen to the dialogue. What does the boy want? Where can he find it?** Play the CD. The pupils listen.
- Check the answers. (*He wants the dictionary. Lydia has got it.*)
- (Books open.) Play the CD again. The pupils listen and read.
- Explain that 'over there' is a phrase we use to indicate that something or someone is in a certain place, at a short distance from us.
- Divide the class into two groups. Play the CD a third time, pausing after each line for the groups to repeat.
- Divide the class into pairs. The partners read the dialogue.
- Establish that, from now on, you expect to hear the pupils using similar language when they ask for things in class and also when they describe someone.
- **Option:** The pupils can re-write some words from the dialogue to include people in the class. They can then perform their dialogues for the rest of the class.

Pupil's Book Activity 24

Reading Corner: Read and listen.

► **CD 1 Track 52 p194**

- Ask **What type of text is this? Is it a postcard? Is it a leaflet for tourists? Is it an email?** Establish that the text is a poster in a library.
- Play the CD. The pupils listen and read.
- Check understanding. Ask **Do you know which fairy tale isn't by Hans Andersen?**
- Play the CD again, pausing once or twice for the pupils to say the next word.

Pupil's Book Activity 25

Tiger Street Tales: Listen and read.

► **CD 1 Track 53 p194**

- Ask **Can you remember the animals that live in Tiger Street?** (*A fox, a squirrel, a magpie and now also a mouse.*)
- The pupils look at the pictures and read the story.
- Ask **Would you like to listen to the story?** Play the CD. The pupils listen and follow in their books.
- Ask **Do you think the story is funny? Who is your favourite character? What kind of story is Magpie reading?**

Activity Book

Activity 22: Look, read and write the words.

Answers: 1 moustache, beard, curly hair, dark hair, short hair
2 glasses, ponytail, straight hair, fair hair, long hair

Activity 23: Read and write. Listen and check. Act out.

► **CD 1 Track 54 p194**

Answers: (See answers in audioscript.)

Essential Activity Book

Activity 22: Look and match.

Activity 23: Read and write. Listen and check. Act out.

► **CD 1 Track 54 p194**

Answers: (See answers in audioscript.)

Ending the lesson

Review the lesson and the unit.

- Ask **Which activities have you enjoyed today?**

Do the closing routine.

- Do Closing routine 1: *The end of the English lesson*. The pupils listen and sing as they put their things away.
- **CD 1 Track 3 p189**
- Say **Goodbye. See you on ...** and name the day of your next lesson.



Lesson 8

Objectives and key competences

- to complete the Picture Dictionary and Grammar Reference Bank for Unit 2
- to review cross-curricular and culture in the unit
- to self-assess work in the unit
- to complete the Progress Journal for Unit 2

Active language

He's/She's kind/brave/clever/imaginative/lucky/strong/tall, beard, glasses, moustache, ponytail, curly hair, dark hair, fair hair, long hair, short hair, straight hair

*Has he/she got ... ? Yes, he/she has. No, he/she hasn't.
Have they got ... ? Yes, they have. No, they haven't.
My favourite book/character is ...
He's/She's wearing ...*

Materials

Teacher's App on Navio, Flashcards and Word cards: beard, curly hair, dark hair, fair hair, glasses, long hair, moustache, ponytail, short hair, straight hair, Class CD, Picture Dictionary (AB / EAB page 64), Grammar Reference Bank (AB / EAB page 68), Progress Journal pages 6–8, AB / EAB page 20

Class Audio for Lesson 8

- It's time to speak in English ► **CD 1 Track 2 p189**
- The end of the English lesson ► **CD 1 Track 3 p189**

Activity Book / Essential Activity Book

- Activity 24 ► **CD 1 Track 55 p194**
- Activity 26 ► **CD 1 Track 56 p194**

Progress Journal

Progress Journal Unit 2

- Download the Progress Journal for Unit 2.
- The pupils complete the activities and reflect on their progress.

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
► **CD 1 Track 2 p189**
- Review the Unit 2 flashcards and word cards.
- Explain the aims of the lesson.
- Play *Mime it!*

Activity Book

Activity Book

Activity 24

- Read and write. Listen and check.
► **CD 1 Track 55 p194**

Activity 25

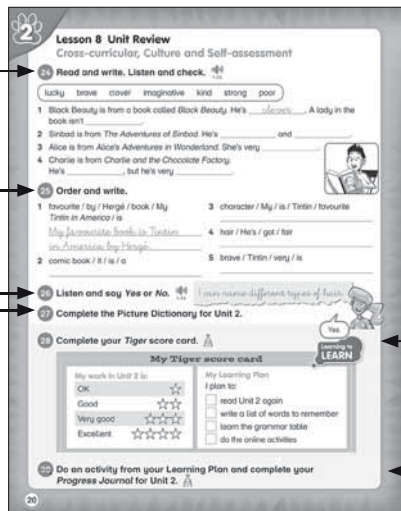
- Order and write.

Activity 26

- Listen and say Yes or No.
► **CD 1 Track 56 p194**

Activity 27

- Complete the Picture Dictionary for Unit 2.



Activity Book: Home-School Link

Activity 28

- Complete your *Tiger* score card.

Activity 29

- Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 2. Complete your Grammar Reference Bank.
- Go to the Progress Journal. See Progress Journal above.

Essential Activity Book

Activity 24

- Read and circle. Listen and check.
► **CD 1 Track 55 p194**

Activity 25

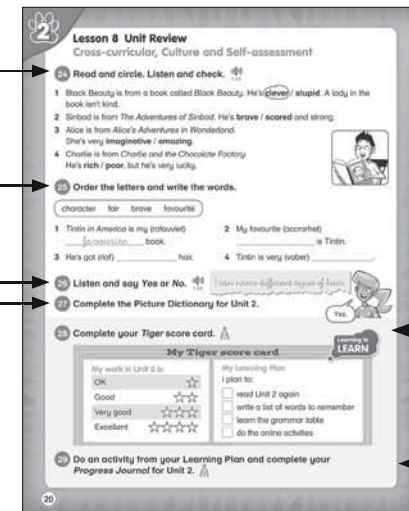
- Order the letters and write the words.

Activity 26

- Listen and say Yes or No.
► **CD 1 Track 56 p194**

Activity 27

- Complete the Picture Dictionary for Unit 2.



Essential Activity Book: Home-School Link

Activity 28

- Complete your *Tiger* score card.

Activity 29

- Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 2. Complete your Grammar Reference Bank.
- Go to the Progress Journal. See Progress Journal above.

Ending the lesson

- Review the lesson and the unit.
- Do the closing routine.
► **CD 1 Track 3 p189**

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the pupils. Do Opening routine 1: *It's time to speak in English*. The pupils listen and join in.

► **CD 1 Track 2 p189**

Review the Unit 2 flashcards and word cards.

- Cover the word cards in turn. Reveal the letters one by one. The pupils say the words as soon as they recognise them.
- Stick the flashcards on the board. Give out the word cards to pairs of pupils. They stick the word cards under the flashcards on the board.
- The pupils read all the words with you in chorus.

Explain the aims of the lesson.

- Say **Today we're going to review cross-curricular and culture in the unit and focus on Learning to Learn. We're also going to complete our Picture Dictionary, Grammar Reference Bank and Progress Journal for Unit 2.**

Play *Mime it!*

- Divide the class into two teams. They can each choose a team name that is relevant to the unit.
- Ask three volunteers from each team to come to the front and face the class. Write words on the board for the rest of their team to mime. The volunteers score a point if they guess the word in L1, or two points if they guess the word in English.

Suggested words from Unit 2: (Adjectives)

brave, strong, kind, imaginative, clever, tall, poor;
(Characters) princess, frog; (Objects) book, hat, coat, statue, flute, chocolate, dog; (Places) bookshop, library, jungle; (Hair type) curly hair, straight hair, fair hair, dark hair, long hair, short hair.

Activity Book

Activity 24: Read and write. Listen and check.

► **CD 1 Track 55 p194**

Answers: (See answers in audioscript.)

Activity 25: Order and write.

Answers: **1** My favourite book is *Tintin in America* by Hergé. **2** It is a comic book. **3** My favourite character is Tintin. **4** He's got fair hair. **5** Tintin is very brave.

Activity 26: Listen and say Yes or No.

► **CD 1 Track 56 p194**

Activity 27: Complete the Picture Dictionary for Unit 2.

Activity Book: Home-School Link



Activity 28: Complete your *Tiger* score card.

Activity 29: Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 2. Complete your Grammar Reference Bank.

Activity Book Grammar Reference Bank page 68

Activity 1 answers: 1 He 2 He 3 She 4 She

Activity 2 answers: 1 Have they got glasses? No, they haven't. 2 Has he got a beard? Yes, he has. 3 Has she got curly hair? Yes, she has. 4 Have they got long dark hair? No, they haven't.

Essential Activity Book

Activity 24: Read and circle. Listen and check.

► **CD 1 Track 55 p194**

Answers: (See answers in audioscript.)

Activity 25: Order the letters and write the words.

Answers: 1 favourite 2 character 3 fair 4 brave

Activity 26: Listen and say Yes or No.

► **CD 1 Track 56 p194**

Activity 27: Complete the Picture Dictionary for Unit 2.

Essential Activity Book: Home-School Link



Activity 28: Complete your *Tiger* score card.

Activity 29: Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 2. Complete your Grammar Reference Bank.

Essential Activity Book Grammar Reference Bank page 68

Activity 1 answers: 1 He 2 He 3 She 4 She

Activity 2 answers: 1 They haven't got fair hair. 2 He has got a beard. 3 She has got curly hair. 4 They haven't got glasses.

Ending the lesson

Review the lesson and the unit.

- Ask (using L1 as necessary) **What have you learnt in Unit 2? What have you enjoyed? Which activities have helped you learn? How? What do you plan to do to remember what you have learnt?**

Do the closing routine.

- Do Closing routine 2: *The end of the English lesson*. The pupils listen and sing as they put their things away.
- **CD 1 Track 3 p189**
- Say **Goodbye. See you on ...** and name the day of your next lesson.

Activity Book pages 13–20

Essential Activity Book pages 13–20

2 Describing People

Lesson 1 Vocabulary

Look and write.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704.