# Syllabus

## Introduction

- Learning with *New Tiger 4*  
- Key Competences  
- How *New Tiger 4* develops the Key Competences  
- What's new in *New Tiger 4*?  
- The course components  
- Teacher's and Pupil's Apps on Navio  
- Understanding the Pupil's Book, Activity Book and Essential Activity Book  
- Using the supplementary material in the Activity Book and Essential Activity Book  
- Understanding the new Tiger Tasks pages  
- Project work (Lesson 6 in each unit)

## Teacher's Notes

- Welcome Back to the Tiger Street Club!  
- 1 A New School Year  
- 2 Describing People  
- 3 Around the Town  
- 4 Jobs and Routines  
- 5 Things We Like Doing  
- 6 In the Countryside  
- 7 Tiger Street Club Review

## Tiger Tasks

- Tiger Tasks 1 Food  
- Tiger Tasks 2 Homes Around the World

## Festivals

## Cut-outs

## Answer Keys: Activity Book and Essential Activity Book

## Supplementary material

## Class Audio
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: /ɔ/ and /ʌ/
- 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 …

Receptive language
- author, description, join the library, novel, title, type of book

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
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

At a Glance Lesson Plan

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.

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.

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

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

Activity 6
- Read and reflect.

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

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

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 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

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.
  - *CD 1 Track 36 p192*

**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 37 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).
  - *CD 1 Track 37 p192*

**Listen with the story cards (books closed).**
- 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.
  - *CD 1 Track 38 p192*

**Listen again (books open).**
- The pupils look briefly at the story’s narrative text and speech bubbles.
- Play the CD. The pupils listen and act out 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).

**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

At a Glance Lesson Plan

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!

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

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

At a Glance Lesson Plan

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!

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

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 8
  - Read and write. Learn.
- Activity 9
  - Look and write the letters.
- Activity 10
  - Look and write.

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.
**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: /s/ and /θ/
- to make the photo-fit cut-out cards
- to play Catch the thief
- to listen and sing Stop! Thief!

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

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.

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

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 p.189

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 p.192
- Read the sentences. Draw attention to the difference between the /ca/ and /ia/ 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 p.193
- (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?

End of the English 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 p.189
- Say Goodbye. See you on ... and name the day of your next lesson.
### 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

### At a Glance Lesson Plan

#### Starting the lesson
**Pupil’s Book**
- Do the opening routine.
  - CD 1 Track 2 p189
- Review the Stop! Thief! song.
  - CD 1 Track 42 p193
- 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.
  - CD 1 Track 47 p193

**Activity 17**
- Play Mime a character.

### 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.

### Activity Book
- Look and match.
- Read and write.
- Write sentences about your favourite book.

### Essential Activity Book
- Look and match.
- Read and write.
- 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.
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 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.

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

At a Glance Lesson Plan

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

Pupil’s Book

Ending the lesson
• Review the lesson.
• Do the closing routine.
  ➤ CD 1 Track 3 p189

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

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
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.
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 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? (Clare. Oliver.)
• 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
• 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.

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

At a Glance Lesson Plan

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

Activity 23
- Class Chit-Chat: Listen and repeat.
  ► CD 1 Track 51 p194
- Act out.

Pupil’s Book

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

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

Activity Book

Activity 22
- Look, read and write the words.
- Read and write. Listen and check. Act out.
  ► CD 1 Track 54 p194

Essential Activity Book

Activity 22
- Look and match.
- 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.*

**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

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 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.

Ending the lesson
- Review the lesson and the unit.
- Do the closing routine. ▶ CD 1 Track 3 p189

Progress Journal

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

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 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.

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