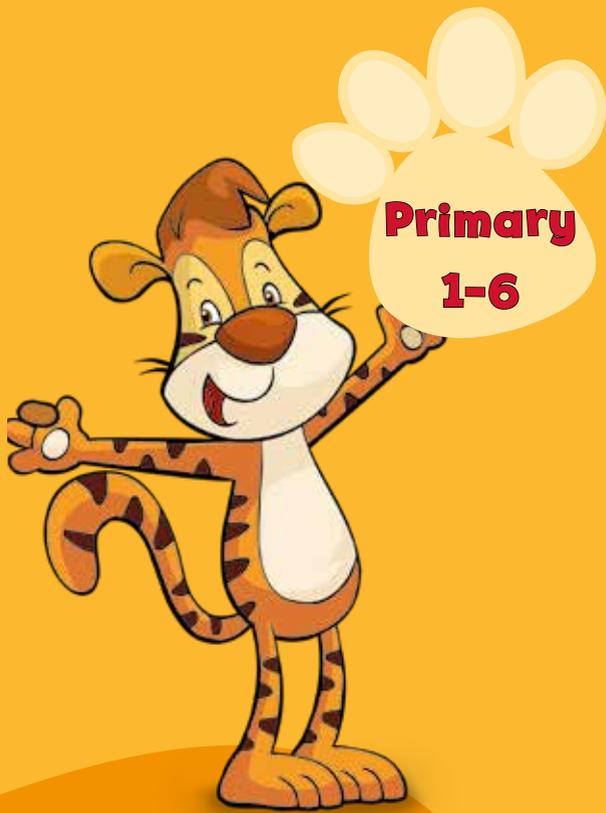


NEW TIGER



**Primary
1-6**



Primary teachers love Tiger!

The most used Macmillan series in Primary



More than 550,000 children have enjoyed learning with the Tiger series!



The Tiger series has been used in more than 3,500 centres throughout Spain



Authors with a proven track record of writing highly successful courses



Carol Read



Mark Ormerod

An award-winning methodology recognised worldwide



Research carried out amongst more than 200 teachers



NEW TIGER

Join our Tiger family!
Trusted and loved by thousands of teachers and children!



Fun and motivating approach

Engaging, story-based methodology with songs, characters and stories that both children and teachers will love.



Pupil's App

Pupils will be motivated by the gamified language practice within an immersive, 3D environment.



Carefully staged video lessons

Every unit contains lessons with videos that bring learning to life, including:

- ▶ Animated stories
- ▶ Cross-curricular videos
- ▶ Culture videos
- ▶ Song videos



Resources for mixed-ability classrooms

A variety of reinforcement material to cater for different abilities, including an Essential Activity Book, Grammar Reference, a wide range of digital resources and a progress tracker.



Guided communication

Children develop confidence and communicative competence through carefully scaffolded, fun activities that motivate learning.



Easy-to-use projects

Tiger Tasks are ready-made and carefully staged projects that integrate language, skills and cross-curricular content.

Index

Why New Tiger	3	Unit Tour (levels 5 & 6) ...	11	Digital Material for Teachers ..	18
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Let's look at a walkthrough...

Pupil's Book 1 - Unit 2

Lively opening **routines** encourage children to participate from the outset.

Each unit includes full-colour **photographic stickers** for new vocabulary.

2 The Gingerbread Man

Lesson 1 Vocabulary

- 1 Listen, look and repeat.
- 2 Listen, point and say **Tiger's word chant**.
- 3 Stick and say. **Play Word or number.**

head, nose, ears, arms, eyes, hands, mouth, legs

Tiger's word chant motivates children to **interact** and **say new words** in context.

The focus of the lesson, **learning outcomes** and **key language** are given at the bottom of the page.

NEW



Regular storytime activities develop children's **listening comprehension** and **concentration skills**. Children are exposed to language in a motivating and engaging context.

Each unit features an **attractively illustrated story** with an engaging humorous theme based on the adventures of Tiger.

Lesson 2 Story

Listen to the story. **Stay alert!**
Answer the questions.

Storytime

Tiger's Values

Do you wash your hands before you touch food?

The **activities on the Teacher's App** provide a wide variety of enjoyable ways to say and practise language from the story.

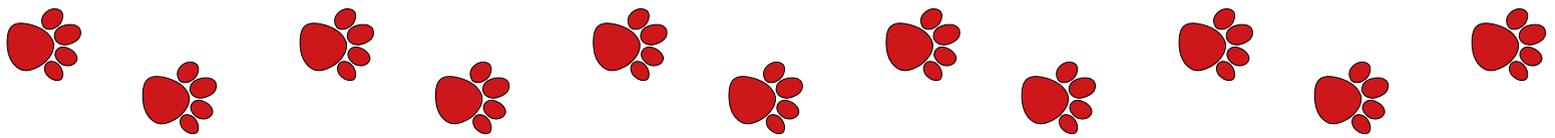


All unit stories are also provided as **story animations** via the digital materials.

NEW



Tiger Values is a regular feature which highlights **values and attitudes** relevant to the story.



Tiger Phonics helps pupils to **recognise** and **produce key sounds** of English in a natural and enjoyable way.

A wide range of enjoyable **story activities**, including a song, encourage children to **remember** and **use key language** from the story.



Attractive, easy-to-make **craft activities** motivate children to **act out the stories** with confidence and enjoyment.

Engaging activities develop **thinking skills**, such as visual observation and logical deduction, whilst checking the comprehension of the song.

The **Cross-curricular** content lessons allow children to learn **interesting content** from other areas of the curriculum, such as Natural or Social Science. In lesson 5, key language and content input is provided. In lesson 6, children personalise the content and apply it to their own world.

Key **cross-curricular vocabulary** is introduced using photos.

Content input is provided in an engaging and humorous way.



A **varied range** of enjoyable **activities** with **attractive photos** get children to relate the Cross-curricular content to their own lives.

Children use key language in an enjoyable, **personalised activity or game**.



Let's look at a walkthrough...

Pupil's Book 1 - Unit 2



A **double-page review** at the end of every unit encourages children to review what they have learnt, and **checks and reinforces** the **key language** and **content** from the unit.

Understanding the **cross-curricular language and content** forms an integral part of the unit review.

Word stickers for the main vocabulary items provide an enjoyable and effective way of **checking word recognition**.

At the end of each unit, children **check their learning** in an **independent way** using their **Picture Dictionary**.

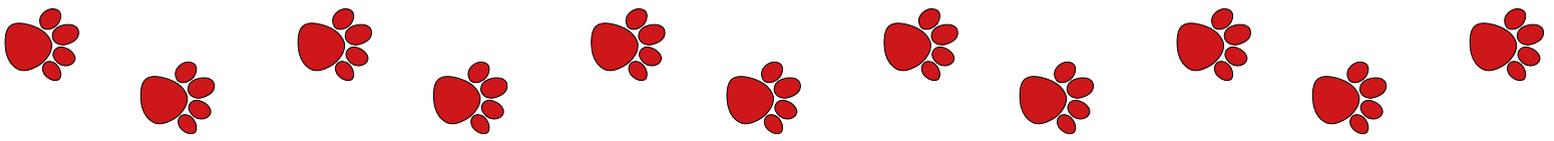
Class Chat teaches children to **respond** and **communicate in English** in the classroom.



Kid's Culture introduces children to **authentic songs, rhymes and games** from the UK. It also develops children's interest and curiosity in a culture which is different from their own.

All the **Kid's Culture** songs, **rhymes** and **games** are presented by real British children in the **video clips** in the **Pupil's App**.





NEW



An **animated review** story featuring *Tiger* and his friends, *Mouse and Monkey*, provides a context for **reviewing the language and vocabulary** from the previous two units in an engaging and entertaining way.

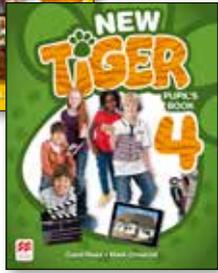
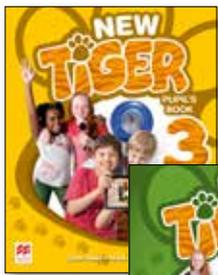


Children have the opportunity to **review vocabulary** and **structures** from both units.

Children **give their opinion** about songs and decide as a class which song they would like to sing again.

Children **assess their own learning** in the unit by colouring stars.





Let's look at a walkthrough...

Pupil's Book 3 - Unit 5

Pupils play an enjoyable game to **practise the new vocabulary in context**. The emphasis on **recycling** ensures flexibility and **continuity** in pupils' learning.



The **Tiger Street word rap** motivates pupils to say new words in context and **makes learning vocabulary fun and memorable**.

The **Spelling Bee** is an enjoyable **team activity**, that encourages pupils to spell words as an integral part of learning new vocabulary.

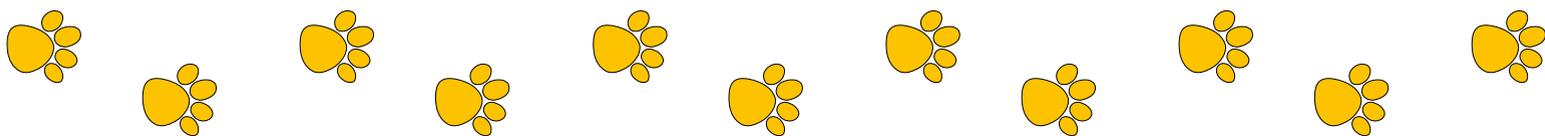
A different **story genre** in each unit develops pupils' **listening and reading skills** in a variety of motivating and engaging contexts.

The **Teacher's and Pupil's Apps** provide a variety of enjoyable ways to present and practise language in the story.



Tiger Street Club Values highlights **values and attitudes** relevant to the story.

Pupils are encouraged to think about and express their **personal opinions** in response to the story. This develops **confidence, self-esteem** and **respect** for the views of other people.

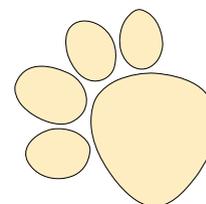
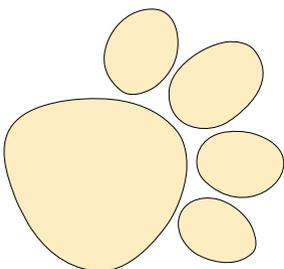


A **colour-coded grammar table** makes learning points clear and explicit. The grammar can be presented, practised and extended using the **Teacher's App**.



Tiger Tips highlight points of **grammar** that pupils need to remember in a fun way.

An **interactive speaking** activity or game based on an information gap and/or logical deduction provides an enjoyable context for controlled speaking practice and promotes active participation of all pupils.

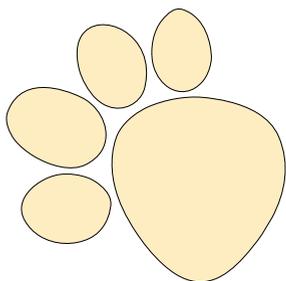


Fantastic phonics is a feature of every unit in which pupils learn to recognise and produce **contrasting sounds** of English in a natural and enjoyable way.

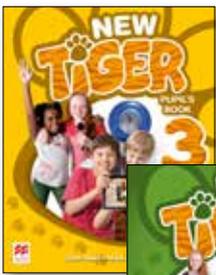
A **song** helps pupils **practise grammar** in context and make it memorable.

More **meaningful spoken practice** and an **extra listening** to boost confidence by using the target language.

A wide range of attractive, easy-to-make **craft activities** motivate pupils to **practise grammar** with confidence and enjoyment.



Let's look at a walkthrough...



Pupil's Book 3 - Unit 5



The **Tiger Team Magazine** introduces the **Cross-curricular** content in Lesson 5 and the **Culture** and **Project** in Lesson 6.

A **lively video clip** motivates pupils to learn about aspects of **culture in the UK**. The video can be found in the **Teacher's App** and the **Pupil's App**.



NEW

The Cross-curricular content is introduced with an **attractive** and **motivating video**. The video can be found in the **Teacher's App** and the **Pupil's App**.



Pupils **research online** to find specific information related to the topic of the lesson.

Lesson 5 Reading

1 Watch the video presentation. What time is it in Boston and in Melbourne?

2 Listen, read and answer the questions. Listen and check.

Think aloud! It's seven o'clock in the morning in New York. It's light. Bradley gets up at seven o'clock. The world has got 24 time zones. That's one hour every hour of the day. When you get up in the morning, it's also five people on the other side of the world to go to bed.

DO YOU KNOW...? It's seven o'clock in London. It's dark. Sergio is at home. Sometimes she goes to bed at nine o'clock. It's one o'clock in the afternoon in Madrid. Pedro is at school. He has lunch at half past one.

1 How many time zones has the world got?
2 What time does Bradley get up?
3 What time does Emily leave London?
4 Where is Pedro at one o'clock?

4 Play Time puzzles.

New York	London	Madrid	Edinburgh
7:00	12:00	1:00	7:00
in the morning	at the afternoon	in the afternoon	at night

5 It's ten o'clock in the morning in New York. What time is it in London?

6 It's five o'clock in the afternoon.

7 Find out the time difference between your country and Beijing in China.

Lesson 6 Video, Reading and Writing

1 Watch the video. Where does Ricky live?

2 Watch the video again. Copy the table and complete.

	Monday	Tuesday	Friday
get up	7:30	8:00	7:30
have breakfast	8:00	8:00	8:00
have lunch	1:00	1:00	12:00
go home/school	4:00	4:00	4:00
have dinner	5:30	-	-

3 Listen and read. Answer the questions.

Tiger Street Club Report to the UK

Many children start school at nine o'clock and go home at half past three. Lunch is at twelve o'clock. Lots of children go to school at nine o'clock and go to bed at nine o'clock.

A Day in the Life

1. I live in London. In England, I get up at half past seven in the morning. I have breakfast at eight o'clock. I go to school at half past eight. At school, I have lessons all day. I have lunch at half past one and I go home at five o'clock. I have dinner at seven o'clock. I go to bed at nine o'clock.

PROJECT

1 Prepare your project. Think about and say:

- your name and where you live
- your daily school routine
- plan and write your project

Go to Activity Book page 42.

My words to remember: wake up, have, usually, go to bed, night

Pupils are given **structured support** to prepare their projects.

The reading text provides a **model writing text** for the pupils' own projects.

Class Chit-chat gives pupils the classroom language they need to **communicate effectively**.

Lesson 7 Consolidation and Extension

1 Listen and repeat. Act out.

Class Chit-chat

What time is it, please?
It's half past seven. It's time to wash your hands before lunch.
How I get time to finish my class?
Yes, if you're quick. Before you need to finish.
All right. Thank you.

2 Read and listen.

READING CORNER

Traditional bedtime rhymes

Early to bed,
Early to rise,
Makes you healthy,
Wealthy and wise.

Goodnight, sleep tight,
Don't let the bed bugs bite!

Go to bed early,
Drowsy very full,
Go to bed late,
Stay very small.

3 Listen and read.

Tiger Street Tales

1 Five got a letter from his pen friend in Australia.
Is he a squirrel?
What time is the day?
He says he has lunch at one o'clock. Can't believe it.

2 No, he isn't! He's a fox. Look.
It's one o'clock now. Let's eat this.

3 Are you sure?
It's eleven o'clock at night here.
Oh! I'm in bed. Goodnight!

4 It's twelve, your friend in the UK.
Hello, who is it?
Oh, it's not! Lunchtime in Australia. It's a different time zone. It's the right time.

44 Go to Activity Book page 43. Do the Lesson 7 and Lesson 8 Unit 5 Review.

The **Reading Corner** introduces pupils to a wide range of **different text types** which relate to the content of the unit.

The **Tiger Street Tales** provide **reading for pleasure** based around the comic adventures of Squirrel, Fox and Magpie.

Let's look at a walkthrough...

Pupil's Book 5 - Unit 3



Clear **presentation of grammar** and **enjoyable practice activities** ensure that pupils can understand and use the grammar of the unit. In Lesson 5, a wide range of enjoyable activities and games, including **listening tasks**, provide pupils with opportunities to extend their practice of grammar introduced in Lesson 4.



A short text related to the content of the unit embeds the target **grammar in context**.

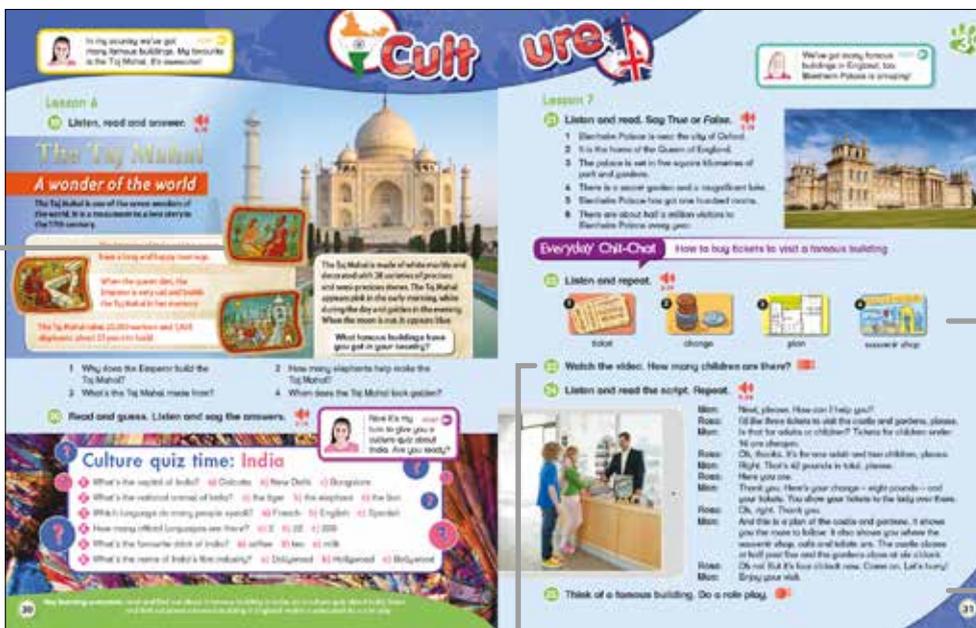
Grammar Tables make learning points clear and explicit.

Pupils have **frequent opportunities** to use the **grammar** and talk about themselves.

The **Fast Track Grammar** feature provides ideas for **optional grammar writing practice**. It can be used, either for fast finishers or as an additional practice activity.



Pupils are introduced to the **culture of another English-speaking country**, which develops pupils' interest and curiosity in finding out about other people's lives.



Pupils **reflect** and compare their own country and culture to the reading text.

Pupils learn key items of vocabulary that relate specifically to **different communicative contexts**.

Pupils practice and learn a **functional dialogue** related to the culture lesson.

A **cultural video** brings the cultural and language contexts of the dialogues to life and provides a **motivating model** for pupils to follow.





Animals need protection
Lesson 6

Watch the video presentation. Name the four reasons why animals are endangered.

Listen and read. Then answer the questions.

Endangered animals

1. Habitat loss The Earth is getting hotter. It is hotter for animals to live in. And sea levels are rising. This means animals lose their homes.	2. Pollution The Earth is getting dirtier. It is polluted by chemicals and rubbish. Animals learn diseases and die.
3. Over-hunting Animals lose their homes when people cut down forests to build towns or roads. They also lose their source of food and water.	4. Hunting and poaching People hunt and catch wild animals for their skins, horns or bones. Or to eat them as exotic pets.

Which animals are endangered because of...

- loss of habitat?
- global warming?
- pollution?
- hunting and poaching?

Play Question challenge
Where do pandas live?

Think and say
Are there endangered animals in your country? Why or why not?

My words to remember
endangered habitat pollution global warming hunting poaching



Cross-curricular lesson allows pupils to learn interesting content from other areas of the curriculum.

The topic of the lesson is introduced through a **video clip**. As well as generating interest in the topic, the video also presents new vocabulary the pupils will need in the lesson.



The cross-curricular lessons contain activities which focus explicitly on developing pupils' **thinking skills**.



The final outcome of each unit is a **motivating and enjoyable project** which pupils do individually or collaboratively. The project integrates key language and content from the unit and engages pupils in **planning, preparing, writing and presenting** their work in an increasingly autonomous way.

Project: An endangered animal

Read Ross's text file. Why is the red squirrel endangered?

Fact file: An endangered animal

1. Listen, read and answer.

Report: An endangered animal

1. Where do red squirrels live? **2. Do red squirrels live in large groups?**

3. Which squirrels are heavier and stronger? **4. How many grey squirrels live there in the UK?**

2. Plan your project.

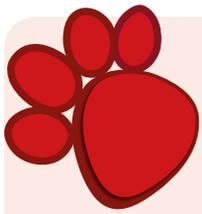
- Choose an animal.
- Do online research.
- Complete a fact file.
- Write a report.
- Share your project.

Go to Activity Book page 22. Do the Unit 3 Review and self-assessment. Complete your Project Journal for Unit 3.

The projects enable pupils to **produce different written genres** in each unit, such as reports, descriptions, surveys and diaries.



A **five-stage flow chart** engages pupils in actively **planning their projects** from the outset.



Tiger Tasks



Each level of the Pupil's Book includes **additional project tasks** based on cross-curricular topics. They feature a **reading, listening, writing** and a **project lesson** that integrates language skills, preparing pupils better for real-world use of English.



Project lessons integrate **language skills** and give pupils the chance to **cooperate** and use the language learnt in the previous lessons.

Reading

Listening



The lesson begins with an **engaging question** to introduce the theme and **find out what pupils already know** about the topic.





Clearly-staged activities to support writing tasks ensure that pupils successfully achieve the learning outcome.



Writing

1 Look and match.

1 money 2 price 3 change

2 Look, read and answer the questions.

Kath has got 40 euros. She wants to buy some toys for her grandchildren, Layla and Jack. She wants to buy one toy for Jack and one toy for Layla. Jack likes animals so she buys the monkey. Layla likes sport so she buys the ball.

- How much money has Kath got?
- How many toys does Kath want to buy?
- How much is Jack's toy?
- How much is Layla's toy?
- How much are Jack and Layla's toys together?
- What is Kath's change from 40 euros together?

3 Look and choose a toy you like. Say the price.

I like the elephant. It's 15 euros.

Language Help
How many toys?
How much is it? It's 10 euros.

My learning outcome: Mathematics: Read about shopping and play a Maths game. 61

Project

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1 money 2 price 3 change

2 Look, read and answer the questions.

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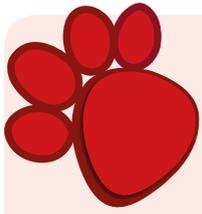
My learning outcome: Mathematics: Read about shopping and play a Maths game. 61



The **Collaborate box** focuses on the language pupils need to **cooperate and work together** on task.



Language Help boxes on each page make key language more accessible.

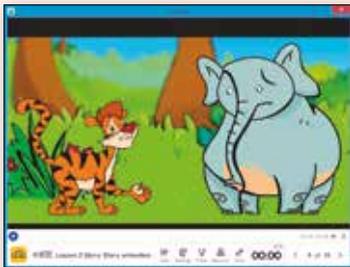


Engaging Multimedia Material



Animated stories

Video animations (levels 1 & 2) featuring the exciting adventures of Tiger and friends bring the unit stories to life and provide a **meaningful context** for language learning.



Tiger Review animations



In levels 1 & 2, pupils will love the **charming new characters**, Monkey and Mouse, in the additional Review animations, while they **revise the language** they have learnt throughout the unit.



Culture videos

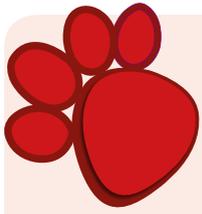
Pupils learn about other countries with **enriching cultural content** and videos (levels 1-6).



Cross-curricular videos



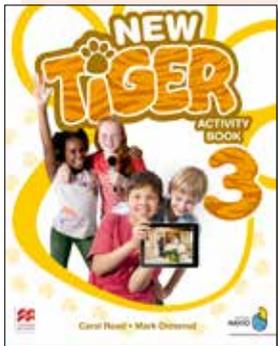
In levels 3 to 6, **cross-curricular videos** present and preview the themes and language that pupils will encounter in the cross-curricular lessons.



Materials for mixed-ability classes

The choice of Activity Books for all levels and extra reinforcement material help teachers to cater for mixed-ability classes.

Activity Book



Lesson 2 A legend

4 Look, read and match. Listen and check.

The Earl of Sandwich

1 This is delicious. I like meat. I like bread.

2 Bring me some meat and two slices of bread.

3 Bring me the same as the Earl of Sandwich.

4 What a great invention! Let's call it a sandwich.

5 Go to Pupil's Book pages 30-31. Read and write correct sentences.

1 John Montagu is the Earl of London. No, he is the Earl of Sandwich.

2 Sandwich is a small town in Spain. No, it's _____.

3 The Earl doesn't work very hard. No, he asks for _____.

4 The Earl asks for cheese and bread. No, he asks for _____.

5 The Earl plays football with his friends. His friends call the food a 'montagu'.

6 His friends call the food a 'montagu'. No, they call the food a _____.

6 Read and reflect. Circle and write.

1 I think it's enjoyable / interesting to know why we say the word 'sandwich'.

2 I want to tell my friends / my family about this legend.

3 In this story, I like _____.

4 My favourite character is _____.

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

1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

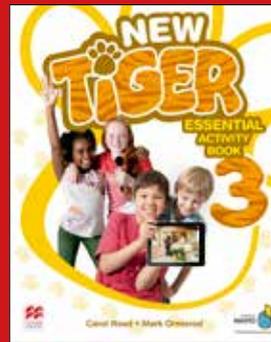
The focus is on understanding new language and developing written production.

PLUS! Extra reinforcement and extension material for teachers provides even greater flexibility to support all pupils.



Digital Activity Book and Digital Essential Activity Book also available for levels 3 to 6.

Essential Activity Book



The Essential Activity Book is designed for children who require more support in English.

Lesson 2 A legend

4 Look, read and number. Listen and check.

The Earl of Sandwich

1 The Earl of Sandwich works very hard.

2 He eats meat and bread for lunch.

3 The Earl of Sandwich and his friends play cards.

4 His friends love the meat and bread. They call it a 'sandwich'.

5 Go to Pupil's Book pages 30-31. Read and match.

1 John Montagu is the _____ delicious.

2 Sandwich is a small town in _____ his friends in the evening.

3 The Earl of Sandwich asks for some meat and _____ Earl of Sandwich.

4 The Earl of Sandwich sees _____ England.

5 His friends think the food is _____ two slices of bread.

6 Read and reflect. Circle.

1 I think it's enjoyable / interesting to know why we say the word 'sandwich'.

2 I want to tell my friends / my family about this legend.

3 In this story, I like the pictures / ending.

4 I like / don't like eating sandwiches for lunch.

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

1 bread _____ 2 meat _____

3 sandwich _____ 4 play cards _____

The focus is on reinforcing children's receptive understanding of the new language.





Deliver stimulating lessons with integrated audio, video and interactive activities!

The Classroom Presentation Kit provides an enriched teaching and learning experience. The practical and easy-to-use set of digital tools helps teachers to get the most out of the books and additional resources.

Classroom Presentation Kit



Interactive page-faithful view

Project the **Pupil's Book** or the **Activity** or **Essential Activity Book** in class to motivate students and encourage heads-up learning.

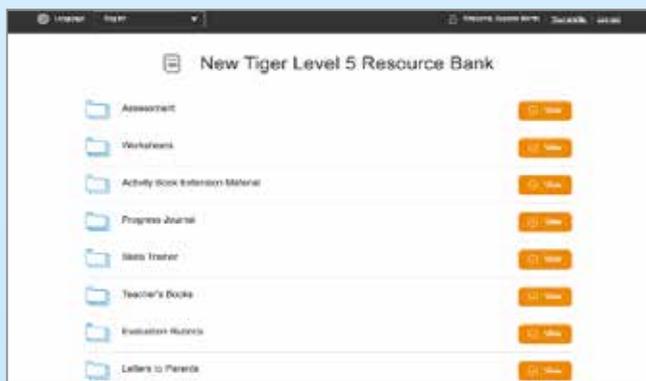
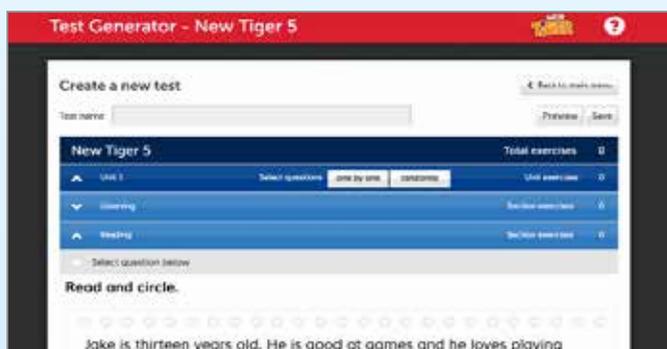
Digital and blended learning made easy for both you and your pupils.

Online version

Access all your digital content via web browser anywhere, anytime.

Test Generator

Save time with ready-prepared tests or customise your own by selecting and downloading the ones you want to edit and save.



Teacher's Resource Centre

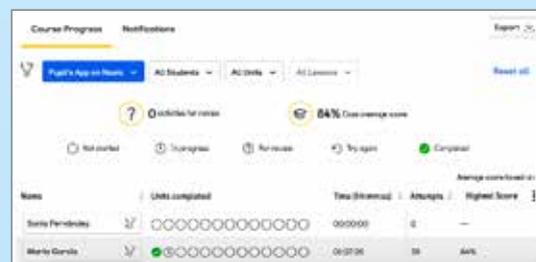
A wide variety of downloadable resources including worksheets and tests.



Progress Tracker

Track your pupils' progress as they complete activities.

It is quick and easy to track the whole class' or individual pupil's performance, the number of attempts and time taken.





Motivate pupils with gamified language practice!

The **Pupil's App** on **Navio** brings language learning to life. It makes learning more engaging and motivating for children as they achieve rewards by completing game-based activities.

Gamified language practice in an immersive 3D world

Pupils are engaged by the immersive learning experience.

The gamified environment follows the sequence of the book, so that pupils are learning the right language at the right time – whilst having fun!



Rewards system

Pupils are motivated to repeat activities and progress through the levels.

The option to create and control their own avatars increases pupils' sense of responsibility and creates a more personalised experience.



Progress Tracker

Pupils can track their own progress, which promotes learner autonomy.

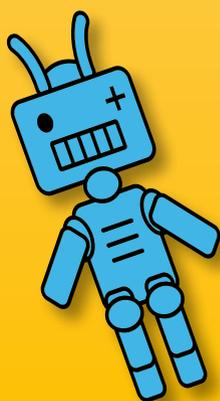
The map gives pupils an overview of their progress and helps them to know where they left off so they can continue working through the Pupil's App activities.



Language practice at school and at home

Language practice both in and outside the classroom results in more successful learning.

Navio helps to build a better school-home connection. Families can be assured that students are in a fun and safe learning environment.



Syllabus



	Key vocabulary	Key structures
Hello, Tiger!	hello, goodbye roar, jump, run, tiger, mouse, monkey boy, girl, colours, numbers 1–10 apple, ball, banana, book, cat, dog raining, cold, sunny, windy, cloudy, hot	What's your name? I'm (Tiger). How old are you? I'm (six). How many (tigers)? It's (hot).
1 Back to School	bag, pencil, pen, crayon, ruler, rubber, pencil case, sharpener talk, draw, colour, play, sing Cross-curricular: Social Science: What we do at school	Can I have this (pencil), please? Yes, of course. Put it in the basket. I (draw) at school. Do you (sing) at school? Yes, I do./No, I don't. My school uniform is (blue).
2 The Gingerbread Man	head, eyes, mouth, nose, ears, arms, hands, legs listen, smell, see, touch, taste Cross-curricular: Natural Science: Our five senses	I've got (arms). This is (the head). This is my (nose). I (see) with my (eyes). We play (tag).
3 Tiger is Lost	father, mother, brother, grandmother, grandfather, sister, baby, family aunt, uncle, cousin, small, big Cross-curricular: Social Science: Different families	Have you got (Tiger)? Yes, I have./No, I haven't. This family is (big). Who's this? This is my (cousin). I live with (my mum and my brother).
4 Dinner Time	peas, eggs, mushrooms, milk, carrots, potatoes, cheese, sausages numbers 1–20 plants, animals, fruit, vegetables, meat, fish Cross-curricular: Natural Science: Food we eat	I love/like/don't like (mushrooms). Do you like (cheese)? Yes, I do./No, I don't. Put (carrots) in the omelette. (Bananas) are (fruit). (Bananas) are from (plants). (Beef) is (meat). (Beef) is from animals.
5 The Sore Paw	parrot, snake, elephant, monkey, giraffe, frog, crocodile, mouse walk, run, climb, jump, swim, fly Cross-curricular: Natural Science: How we move	I've got a sore (paw). Can you help me, please? No, sorry. I can't./Yes, of course I can. A (giraffe) can (run). I can (jump). Can you (fly)? Yes, I can./No, I can't. I can see a (mouse). It's (brown).
6 The Missing Skateboard	car, doll, bike, scooter, skateboard, kite, board game, computer game wood, plastic, metal, paper Cross-curricular: Natural Science: Materials	Where's my (skateboard)? Is it in/on/under the (table)? Yes, it is./No, it isn't. The (car) is in/on/under the (book). My (pencil) is made of (wood). In the holidays, I play with my (bike).
Seasons and Weather	spring, summer, autumn, winter sunny, rainy, cloudy, snowy, hot, cold sunglasses, boots, gloves	There's a (bird). There are some (children). There are lots of (flowers). It's (cold and snowy). I live in (Brazil). I wear (sunglasses).
	Learning outcomes: Arts and Crafts: read and create a season picture Social Science: listen and find out about the weather in different seasons	Social Science: write about the clothes you wear in different seasons Collaborative task: make a poster and present it to your class
Places People Live	first, second, third, fourth, fifth living room, bathroom, bedroom, kitchen tower, castle, queen, king	I live on the (fifth) floor. There's a (bathroom). There are (three bedrooms). (The castle) is very (big). It has got (four towers).
	Learning outcomes: Mathematics: read and understand ordinal numbers Arts and Crafts: listen and find out about home plans	Social Science: write a fact file about a castle Collaborative task: make a fact file and present it to your class
Festivals	Halloween: cat, witch, ghost, pumpkin, bat Christmas: Father Christmas, Christmas tree, present, star, bell Easter: Easter egg, Easter rabbit, flower, chick, basket	Hello. What's your name? I'm (Sue). I'm a (witch). Happy Halloween! Happy Christmas! I've got a present for you. It's a (ball). Thank you. I've got (two green eggs). Can I have (a red egg), please? Here you are. Thank you. Happy Easter!

	Key vocabulary	Key structures
How are you, Tiger?	hello, hi play, speak, sing, count, listen, read, write climb a tree, eat ice cream, play on a swing, ride a bike numbers 1–20, colours apple, ball, bike, children, ice cream days of the week, classroom objects	How are you? I'm fine, thank you. What's your name? How old are you? I'm (eight). Let's be friends. How many (bikes)? Where's (number 16)? It's on the (skateboard). Today is (Monday). Can I have a (pencil), please? Here you are. Thank you.
1 A Surprise	toilet, bedroom, bathroom, hall, living room, dining room, kitchen, garage behind, in, next to, under bed, fridge, clock, cooker, shower, sofa flat, house, houseboat Cross-curricular: Social Science: Things in our home	Where's (Jay)? Is (he) (in) the (hall)? Yes, (he) is./ No, (he) isn't. The (fridge) is in the (kitchen). Have you got a (clock) in your (bedroom)? Yes, I have./ No, I haven't. I live in a (flat).
2 A New Pet	bird, hamster, turtle, kitten, rabbit, lizard, fish, puppy leaves, seeds, meat, fish, grass, insects guinea pig Cross-curricular: Natural Science: What pets eat	What has (she) got? Has (she) got a (lizard)? Yes, (she) has./No, (she) hasn't. (She) hasn't got a (rabbit). My (brother) has got a (rabbit). (Rabbits) eat (grass).
3 Where's my coat?	shorts, shirt, coat, jumper, trousers, T-shirt, skirt, shoes and socks spring, summer, autumn, winter, flower, tree jeans, scarf Cross-curricular: Social Science: Seasons and nature	Is this your (coat)? I'm/You're wearing (my coat). In (spring), you can see (flowers) on the tree. (My) favourite season is (winter). I like (spring). It's my favourite season. In this picture, it's (winter). I'm wearing (a hat).
4 Break Time	board game, hide and seek, football, basketball, cards, tag, hopscotch, computer game classroom, gym, corridor, library, canteen, playground leapfrog, rock, paper, scissors Cross-curricular: Social Science: School rules	I want to play (football). Do you want to play (cards)? You can/can't (play ball games) in the (classroom). At break time, I play (leapfrog) in the (playground).
5 What's the matter?	toothache, headache, cough, cut, earache, cold, tummy ache, sore throat drink water, wash, do exercise, eat well, play, sleep well brush my teeth Cross-curricular: Natural Science: Keeping healthy	What's the matter? I'm feeling (ill). I've got (a headache). Have you got (a cut)? Yes, I have./ No, I haven't. I (do exercise) every day. Do you (sleep well) every day?
6 On Holiday	beach, water park, zoo, funfair, aquarium, park, ice rink, swimming pool stop, stand on the pavement, look left, look right, listen, cross the road cinema Cross-curricular: Social Science: Road safety	There's (an ice rink). Is there (an aquarium)? Yes, there is./No, there isn't. Don't (stand in the road). In my town, there's a (park).
Families	granny, grandad, mum, dad, brother, sister piano, guitar, sing, dance wash the car, set the table, do the shopping, wash the dishes	plural and singular nouns I can (dance). I can't (play the piano). I've got to (help Dad). I've got to (wash the dishes).
	Learning outcomes: Mathematics: read about and count family members using bar graphs Music: listen and identify different musical instruments	Social Science: write a letter about helping at home Collaborative task: make a poster and present it to your class
People, Places and Activities	hike, fish, cycle, park, mountains, river months of the year, ordinal numbers 1st–31st city, shops, tourists	You can (hike) in the (mountains). When is your birthday? My birthday is on the (21st of May). There are some (parks). There are lots of (mountains). There are many (shops).
	Learning outcomes: Social Science: read and think about activities we can do outdoors Mathematics: listen and understand a calendar	Social Science: write a fact file and learn about two places Collaborative task: make a collage and present it to your class
Festivals	Halloween: monster, spider, wizard, moon, skeleton Christmas: Father Christmas, Christmas card, Christmas stocking, Christmas cake, snowflake Carnival: king, pirate, cowboy, queen, clown	I've got a surprise for you. What is it? Look in the box. It's a (monster). Happy Halloween! Look! I've got a Christmas card. What's the picture? It's (Father Christmas). Happy Christmas! It's Carnival time. I'm wearing fancy dress. What am I? You're a (pirate).

Syllabus



	Key vocabulary	Key structures
Welcome to the Tiger Street Club!	banana, board game, clock, guitar, jumper, shoe days of the week the alphabet	What's your name? I'm (Ben). How old are you? I'm (nine). Where do you live? I live in (Tiger Street). Where's the (shoe)? It's in/on/under/behind/next to the (chair). How do you spell ('tiger')?
1 A Computer for the Club	do sports, go on excursions, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch films keyboard, mouse, printer, screen Cross-curricular: ICT: computers and the internet	I (paint pictures). I don't (make things). Do you (do sports)? Yes, I do./No, I don't.
2 Animal World	beak, claws, feathers, fur, scales, shell, tail, teeth, whiskers, wings blood, mammal, reptile, skin Cross-curricular: Natural Science: mammals and reptiles	It's got (a tail). It hasn't got (claws). Has it got (a shell)? Yes, it has./No, it hasn't.
3 Sports Star	dive, do judo, do karate, ice skate, play table tennis, ride a bike, ride a horse, rollerblade, row, skateboard roll, stretch, tap, touch, turn around, walk Cross-curricular: PE: keeping fit and doing exercise	I can (do judo). He can (dive). I can't (row). She can't (ice skate). Can you (rollerblade)? Yes, I can./No, I can't.
4 Food We Like	chicken, chocolate, crisps, fruit juice, ice cream, salad, sandwiches, strawberries, water, yoghurt fruit salad, ice lolly, smoothie, vegetable stick Cross-curricular: Natural Science: eating fruit and vegetables	I like (crisps). He likes (sandwiches). I love (strawberries). I don't like (chocolate). I like (water), but I don't like (fruit juice). Do you like (ice cream)? Yes, I do./No, I don't.
5 Things We Do Every Day	brush your teeth, get up, go home, go to bed, go to school, have breakfast, have dinner, have lunch, have a shower, put on your pyjamas (eight) o'clock, half past (seven), in the morning, in the afternoon, in the evening, every day Cross-curricular: Social Science: time zones	I (go to school) at (nine o'clock). He (goes home) at (half past four). I don't (have lunch) at (half past twelve). Do you (go to bed) at (half past nine)? Yes, I do./ No, I don't. What do you do (every day)? What time is it? It's (half past ten).
6 At the Beach	collecting shells, fishing, lying in the shade, making a sandcastle, playing Frisbee, playing volleyball, playing with a bat and ball, putting on sun cream, snorkelling, swimming in the sea crab, jellyfish, rock pool, seahorse, sea urchin, seaweed, starfish Cross-curricular: Natural Science: sea animals	I'm (playing Frisbee). He's (snorkelling). We're (lying in the shade). They're (swimming). Are you (fishing)? Yes, I am./ No, I'm not. What are you doing?
7 Tiger Street Club Review	actor, audience, costume, lights, make-up, poster, programme, script, stage, ticket play, rehearse, review, show Cross-curricular: Citizenship: teamwork	Revision
Life in a Town 	money, price, change supermarket, butcher's, bakery, market cinema, houses, beach, park, shops	How many (toys)? How much is it? It's (10) euros. What ...? Where ...? Why ...? Do you ...? There is a (bus). There are (very big shops). There are (lots of parks). in the centre, on the edge of the town, It's next to/ between/opposite (the shops).
	Learning outcomes: Mathematics: read about shopping and solve a Maths problem Social Science: listen and understand where people shop and why	Social Science: write about and understand a town plan Collaborative task: invent and draw a town plan
Then and Now 	toy, teddy, game, book car, bicycle, underground train, bus village, city, farm, apartment	She plays (with her sister). He likes (playing computer games). There isn't a (computer). There are/aren't (lots of books). This picture is of London before/after cars. People are (walking). People are (travelling by bus). ordinal numbers in dates, telling the time. What ...? Where ...? When ...?
	Learning outcomes: Social Science: read and understand about children's toys Social Science: listen to and understand a radio programme about transport	Social Science: write a letter about your life Collaborative task: imagine, draw and describe a familiar place 100 years ago
Festivals	Halloween: black cat, skeleton, ghost, witch Christmas: cracker, crown, gift, joke	World Book Day: adventure story, myth, legend, fairy tale

	Key vocabulary	Key structures
Welcome Back to the Tiger Street Club!	Tiger 3 review numbers 10–100 (in tens) months of the year the alphabet	Where's (the book)? It's on (the shelf). When is (Ben's) birthday? It's in (October). What about your birthday? How do you spell ('April')? Can you repeat that?
1 A New School Year	art and design, drama, English, geography, history, ICT, maths, music, PE, science canteen, classroom, gym, library, playground days of the week times of the day Cross-curricular: Social Science: different types of schools	We've got (science) at (quarter past two). We haven't got (PE). Have we got (English) today? Yes, we have./No, we haven't. What have we got at (quarter to ten)? We've got (ICT).
2 Describing People	beard, curly hair, dark hair, fair hair, glasses, long hair, moustache, ponytail, short hair, straight hair brave, clever, imaginative, kind, lucky, poor, strong Cross-curricular: Literature: characters in children's literature	She's got (curly fair hair). She hasn't got (straight dark hair). Has he got (a moustache)? Yes, he has./No, he hasn't.
3 Around the Town	bus stop, café, cinema, hospital, museum, newsagent's, police station, shops, supermarket, train station bicycle, canal, double-decker bus, gondola, taxi, the Underground, tram, water bus Cross-curricular: Social Science: transport in different cities	There's a (supermarket) on the street. There are (shops) on the street. Is there a (train station)? Yes, there is./No, there isn't. Are there any (museums)? Yes, there are./No, there aren't.
4 Jobs and Routines	farmer, fashion designer, firefighter, nurse, police officer, pop star, shop assistant, taxi driver, vet, web designer communicate, guide dog, harness, mountain rescue dog, sheepdog, whistle Cross-curricular: Social Science: working dogs	What does she do? She's a (doctor). Is he a (nurse)? Yes, he is./No, he isn't. He works / doesn't work (in a hospital). Does he work (with animals)? Yes, he does./No, he doesn't.
5 Things We Like Doing	collecting stickers, dancing, going to museums, painting pictures, reading comics, rollerskating, shopping, taking photos, talking to friends, using the computer art gallery, machine, robot, scientist, sculpture, technology Cross-curricular: Social Science: art galleries and science museums	Is your favourite activity (shopping)? Yes, it is./No, it isn't. I like/don't like (rollerskating). Do you like (dancing)? Yes, I do./No, I don't. He likes/doesn't like (reading comics).
6 In the Countryside	bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost fungus, nest, parasite, poisonous, predator, tree trunk Cross-curricular: Natural Science: animals and plants that live in or on trees	Turn (left) at the (farm). Don't turn (right). Go to the end of the path. Do I go (straight on)? Do we go (over the bridge)?
7 Tiger Street Club Review	actress, camera, cameraman, clapperboard, director, make-up artist, screenplay, special effects, wigs, writer digital camera, direct, download, home movie, shoot Cross-curricular: Social Science: making movies	Revision
Food	fruit, vegetable, carbohydrate, dairy, protein, fat, sugar pour, grill, mix, cut, add milkshake, noodles, cheese sandwich, cereal	two pieces of (toast), a glass of (milk), a bowl of (pasta), lots of packets of (sweets) first, next, then, finally Normally, I (have sandwiches). Tomorrow, I'm going to (have salad). I'm not going to (have an apple). (Mum) is going to (cook my favourite dinner).
	Learning outcomes: Natural Science: read and learn about eating a balanced diet Social Science: listen and understand how to make Welsh rarebit	Natural Science: plan a birthday menu Collaborative task: create a balanced meal and present it to your class
Homes Around the World	igloo, cottage, apartment, houseboat collect berries, go fishing, make a traditional statue door, roof, window, wall, brick	It's on the (20th) floor. I live in (England). There's a (big park) near/behind/in front of (my building). There's (a tree) outside (the cottage). I'm (sitting) inside (my apartment). (We) can (go fishing). (We) can't (hunt polar bears). always, often, usually, sometimes, never
	Learning outcomes: Social Science: read about different kinds of homes Social Science: listen and learn about a different way of life	Social Science: write about your home Collaborative task: make a poster about a home and present it to your class
Festivals	Halloween: pumpkin, scary, monster, witch	Christmas: tree, tinsel, baubles, star Valentine's Day: card, hearts, flowers, poem

	Key vocabulary	Key structures
<p>Welcome to the TTSLN</p>	Africa ordinal numbers 1st – 31st	When's your birthday? It's on the (7th) of (May).
<p>1 A world of gadgets</p>	calculator, tablet, MP3 player, headphones, video games console, webcam, stopwatch, pen drive, satnav, charger pro, con, lifestyle, creative, skill, concentrate Cross-curricular: Social Science: A balanced lifestyle	I (always) use (a satnav). He (usually) uses (a tablet). They (often) use (a calculator). Does she use a (webcam)? Yes, she (sometimes) does./No, she (never) does.
<p>2 Sports scene</p>	badminton, surfing, snowboarding, kayaking, cricket, cycling, bowling, sailing, scuba diving, rugby muscle, heart, oxygen, blood, lungs, joints Cross-curricular: Natural Science: Healthy living	I'm (cycling). She isn't (cycling). Are you (playing cricket)? Yes, I am./No, I'm not. Is he (surfing)? Yes, he is./No, he isn't. Are they (kayaking)? Yes, they are./No, they aren't.
<p>3 Awesome animals</p>	rhino, deer, red panda, hippo, panther, snow leopard, buffalo, eagle, baboon, flamingo endangered, habitat, pollution, global warming, hunting, poaching Cross-curricular: Natural Science: Animals need protection	(An elephant) is (taller) than (a hippo). A (flamingo)'s got (longer legs) than an (eagle). The (man) is (more intelligent) than the (buffalo). Are you (older) than (Tom)? Have you got (longer) hair than (Jen)?
<p>4 People and professions</p>	musician, scientist, inventor, politician, builder, TV presenter, film star, journalist, basketball player, chef jazz music, country and western, rock 'n' roll, rap music, hip-hop, hit Cross-curricular: Music: Music in the USA	I was (rich). It wasn't (easy). Was she (a teacher)? Yes, she was./No, she wasn't. Were you (lucky)? Yes, I was./No, I wasn't. Who was (George Washington)? What was (Adam's favourite food)?
<p>5 Pastimes</p>	I help at home, I walk to school, I visit my grandparents, I watch TV, I look after my pet, I talk to my friends, I use a computer, I listen to music, I work hard at school, I share things with my friends castle, dungeon, moat, drawbridge, tower, gate Cross-curricular: Social Science: Life in the past	I went (to Loch Ness). He visited (the museum). We had (a good time). They didn't go (to Scotland). Did they go (to Edinburgh)? Yes, they did./No, they didn't.
<p>6 Fruit and vegetables</p>	pineapple, cherries, plums, raspberries, grapes, avocado, spinach, aubergine, red pepper, cauliflower seeds, stone nutrient, vitamin, mineral, calcium, fibre, disease Cross-curricular: Natural Science: Healthy eating	There is a (stone). There are some (small seeds). There isn't a (stone). There aren't any (small seeds). Is there a (pineapple)? Are there any (strawberries)? Yes, there is/are. / No, there isn't/aren't.
<p>7 Holiday in the city</p>	jeans, jacket, fleece, trainers, sandals, dress, cap, cropped trousers, short-sleeved shirt, top portrait, landscape, oils, still life, water colours, realistic, abstract Cross-curricular: Arts and Crafts: Responding to paintings	He wants (a jacket). He wants to (see Big Ben). She doesn't want (a cap). She doesn't want to (go shopping). Does she want (a dress)? Does she want to (buy a top)? Yes, she does./No, she doesn't.
<p>Technology</p> 	<p>cave paintings, Gutenberg printing press, typewriter, telephone, email, social media content, images, platform, heading, domain name drone, android, self-driving, housework, self-flying</p> <p>Learning outcomes: Social Science: read and find out about the history of communication ICT: listen and find out how to create a web page</p>	<p>You can (send short messages). You could (print books quickly). first, next, then, finally; Add (a heading). Don't put (too much information). You can (do this on your website platform). You should (think of something original). I (don't) think there are going to be (holidays to the moon).</p> <p>ICT: write your predictions for the future Collaborative task: design a web page and present it to your class</p>
<p>Families around the world</p> 	<p>grandchildren, uncle, aunt, cousins wall, garden, roof, cushion log cabin, tree house, apartment, cave house</p> <p>Learning outcomes: Citizenship: read about a family and make a family tree Social Science: listen and find out about living in a Japanese home</p>	<p>They're going to (visit me). I'm going to (watch her). in the morning/afternoon/evening/summer/winter, on weekdays, at the weekend, once a (week), every (month) It's near/next to/above/below/around the (living room). He's on my left/right.</p> <p>Arts and Crafts: write creatively about someone in a family portrait Collaborative task: design a home and present it to your class</p>
<p>Festivals</p>	<p>Halloween: parties, festivals, traditions, ghosts, fancy dress</p> <p>Christmas and New Year: stockings, reindeer, hang up, get together, fireworks, midnight, good luck</p> <p>Carnival: parade, float, mask, necklace</p>	

Syllabus



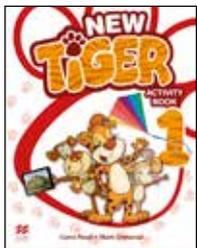
	Key vocabulary	Key structures
Welcome back to the TTSLN	Wales, New Zealand, Jamaica, Ireland, England, Canada sporty, artistic, scientific, creative, imaginative, techie, musical, adventurous	What type of person are you? What are you interested in? What do you want to do in the future?
1 In your free time	go to pop concerts, do puzzles, collect things, play the drums, juggle, use the internet, make things, play chess, go fishing, practise a foreign language letters of an alphabet, characters, gender, conjugate verbs, Japanese, Welsh Cross-curricular: Language and Literature: Languages around the world	I like (swimming). She likes (playing the drums). I don't like (going fishing). He doesn't like (juggling). Do they like (playing chess)? Yes, they do./No, they don't. Does he like (doing puzzles)? Yes, he does./No, he doesn't.
2 Geographical wonders	volcano, glacier, cliff, waterfall, mountain range, cave, rainforest, desert, island, valley base, summit, volcanic rock, lava, eruption, magma Cross-curricular: Social Science: Different volcanoes	Which is (the highest mountain) in the world? I'm (the tallest) person in my family. Are you (the oldest)? Yes, I am./No, I'm not.
3 Recipes and food	coconuts, salt, coffee, spices, beans, citrus fruits, rice, honey, sugar, olives medicines, cork, oxygen, chewing gum, paper, natural rubber Cross-curricular: Natural Science: How trees help us	There is/isn't an (egg). There are some/aren't any (apples). There is some/isn't any (flour). Is there an (egg)? Are there any (apples)? Yes, there is/are./No, there isn't/aren't.
4 Around the city	airport, botanical garden, sports stadium, post office, port, bank, theme park, shopping centre, main square, tourist information office wifi zone, online shopping, app, go online, chat, smartphone Cross-curricular: Natural Science: Technology in the city	Where were you/was he at (three o'clock)? I was/wasn't (at the airport). You were/weren't (at school). Was he (at home)? Yes, he was./No, he wasn't. Were they (at the bank)? Yes, they were./No, they weren't.
5 Ingenious inventions	light bulb, stamps, umbrella, dishwasher, plasters, paper clip, microwave, microscope, bilingual dictionary, digital thermometer image, flat screen, clear, channels, television programmes, at the beginning of the 20th century Cross-curricular: Social Science: The development of TV	Where did you (live)? What did they (do)? When did she (die)? Did he (discover vaccination)? Yes, (he) did./No (he) didn't. He (invented television). She didn't (live in England).
6 Helping people	do the washing up, put your clothes away, make your bed, tidy up, clean the windows, take out the rubbish, feed the pets, water the plants, sweep the floor, wash the car retirement home, charity, pick up litter, elderly neighbour, walk the dog, pensioner Cross-curricular: Citizenship: Volunteering	I (took out the rubbish). He (did the washing up). I didn't (sweep the floor). He didn't (water the plants). Did you (make your bed)? Yes, I did./No, I didn't.
7 A camping trip	waterproof jacket, blanket, sleeping bag, tent, torch, first aid kit, towel, toothbrush and toothpaste, penknife, map and compass hailstorm, thunder, lightning, weather forecast, tornado, heatwave Cross-curricular: Social Science: Meteorology	I'm going to (study new subjects). He's going to (make new friends). They're going to (have new teachers). I'm not going to (play football). He isn't going to (read a book). Is she going to (go to a concert)? Yes, she is./No, she isn't.
Around the world 	polar, Mediterranean, desert, Equatorial, snowy, temperate injection, sun hat, sunscreen put in boxes, pick, ship overseas	There's enough (sun to grow grapes). The (climate) is too (cold). You must/mustn't (take a raincoat). You need/don't need to (pack light clothes). They will (take nine months to grow).
	Learning outcomes: Social Science: read about different climates Natural Science: listen and find out how to stay healthy on holiday Natural Science: write about how food is grown Collaborative task: make a leaflet and present it to your class	
All about the arts 	novel, comedy, fantasy, science fiction string, brass, woodwind, percussion landscape painting, black and white photograph, ceramic vase, origami bird	Charlie was (walking home) when he (found some money). I was (laughing so loudly) that my baby sister (woke up). They are/aren't made of (wood). You blow into them gently. You don't usually play melodies with them. I've (painted lots of pictures). I've never (painted a landscape).
	Learning outcomes: Language and Literature: read book reviews Music: listen and find out about instrument families Arts and Crafts: answer an arts and crafts survey Collaborative task: design a poster for an event and present it to your class	
Festivals	Thanksgiving, Advent and Christmas: celebrate, harvest, roast turkey, decorate, prawns	Pancake Day and Carnival: fillings, frying pan, toss, reggae, calypso St Patrick's Day and April Fools' Day: patron saint, parade, emblem, practical joke, trick

KEY COMPONENTS

For Pupils



Pupil's Book



Activity Book



Essential Activity Book



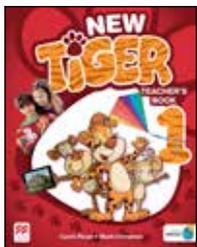
Digital Pupil's Book, Digital Activity Book & Essential Activity Book (levels 3-6)



Pupil's App on Navio



For Teachers



Teacher's Book



Puppet (levels 1-2)



Story cards (levels 1-4)



Macmillan Education Teacher's App



Class CDs



Word cards



Flashcards



New videos and animations



A wide range of Premium services and digital tools exclusive to Macmillan users.