








# 6

## In the Countryside

### Objectives and key competences

-  Identify and name features of the countryside
- Learn the grammar table for Unit 6
- Listen and respond to directions
- Give directions
- Say where you like walking
- Read an acrostic poem
- Listen and use everyday classroom language
-  Listen and read about arboreal animals and plants
- Watch a video clip
-  Use the Student's Resource Centre
-  Spell words
- Predict what happens in the story
- Practise pronunciation: /əʊ/ and /ɒ/
- Review, assess and plan your own learning
-  Understand and think about values
-  Make and play with the review sentence 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 for pleasure

### Active language

**Core vocabulary: features of the countryside**  
*bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost*

**Story vocabulary**  
*badger, ghost orchid, list, rare*

**CLIL vocabulary: arboreal animals and plants**  
*beetle, mistletoe, mushroom, squirrel, woodpecker, bird, fungus, insect, mammal, plant, cut down, natural habitat*

**Structures**  
*Turn left at the (bridge). Don't (turn right). Go straight on. Go to the end of the (path).  
Do I/we go straight on?  
Do you know the way to the ... ?  
Where are you? I'm ...  
Remember/Don't forget to take ...  
My ideal holiday destination is ... I want to go to ...*

**Recycled language**  
*You can see ...  
There's a ... There are ...  
dog, fox  
the alphabet*

**Classroom language**  
Main function: giving directions to English-speaking visitors  
*Excuse me. Where's the ... ? Go to the end of the corridor and turn left. The ... is on your right. Let me repeat that. I go ...*

### Receptive language

*branches, broken leg, excursion, map, parasite, tunnel*

### Pronunciation

the /əʊ/ and /ɒ/ sounds (ghost, don't / dog, lost)

### CLIL and Culture

**Natural Science:** Arboreal animals and plants  
**Video clip:** Tiger Street Club Report: My ideal holiday destination

### Values and attitudes

- Interest in naming features of the countryside and learning about animal and plant life.
- Pleasure in doing the *Spelling Bee*
- Enjoyment in an adventure story
- Awareness of the need to respect the countryside
- Interest in learning about holidays
- Satisfaction in preparing and writing your project
- Confidence in using classroom language
- Enjoyment in reading an acrostic poem
- Pleasure in reading a cartoon strip story
- Willingness to review, assess and plan your own learning

# 6 Lesson 1

## Objectives and key competences

- to identify features of the countryside and say *The Tiger Street word rap*
- to listen and draw features of the countryside
- to use the Student's Resource Centre
- to listen and respond to learning objectives
- to spell words in the *Spelling Bee*

## Active language

*bridge, campsite, farm, forest, gate, lake, path, mountain, river, signpost*  
the alphabet  
*I like walking in the countryside.*

## Materials

Flashcards and Word cards: *bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost*, Class Audio CD

## Class Audio for Lesson 1

- Look up, look down ▶ CD 2 Track 46 p190
- See you later, Alligator ▶ CD 2 Track 47 p190

## Student's Book

- In Unit 6 ▶ CD 3 Track 10 p193
- The Tiger Street word rap* ▶ CD 3 Track 11 p193
- Drawing activity ▶ CD 3 Track 12 p193

## Activity Book

## At a Glance Lesson Plan

## Student's Book

### Starting the lesson

- Do the opening routine.  
▶ CD 2 Track 46 p190
- Explain the aims of the lesson.

### Vocabulary presentation

- Present vocabulary with the Unit 6 flashcards and word cards.

### In Unit 6

- Listen, read and look.  
▶ CD 3 Track 10 p193

### Activity 1

- Say *The Tiger Street word rap*.  
▶ CD 3 Track 11 p193

### Activity 2

- Listen and draw.  
▶ CD 3 Track 12 p193

**6 In the Countryside**  
Lesson 1 Vocabulary  
Listen, read and look.

We read a story about some children on a school excursion. We learn about animals and plants that live in trees. We find out about where children in the UK go on holiday. We talk about things you can see in the countryside.

**1 Say The Tiger Street word rap.**

1 mountain 2 river 3 lake 4 forest 5 path  
6 bridge 7 gate 8 signpost 9 farm 10 campsite

**2 Listen and draw. Say.**  
In my picture, it's raining. There's a mountain and a river. There's a bird and a dog.

**3 Do the Spelling Bee.**  
F-O-R-E-S-T

### Activity 3

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

### Ending the lesson

- Review the lesson.
- Do the closing routine.  
▶ CD 2 Track 47 p190

## 6 In the Countryside

### Lesson 1 Vocabulary

#### 1 Find, circle and write.

	e f i x r i s f r c r	
1 river	m o u n t a i n a t a	2
	b r i d g e g u m r x	
3	l e w l v o n f o r m	4
	p s k m z a p h g i c	
5	o t p o q d o m a v u	6
	p a c a m p s i t e z	
7	f h d t t d t s e r l	
	t l a k e h s h e k o	
8		
9		
10		

#### 2 Look. Write the first letter and find the sentence.

80 19 99  
30 66 8

#### 3 Read, write and match.

1 I like being in the mountains (nomaintus). c

2 We love sitting next to the river (versir).

3 I like standing on the bridge (digrebs).

4 I like looking at the trees in the forest (trefos).

### Activity Book

#### Activity 1

- Find, circle and write.

#### Activity 2

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

#### Activity 3

- Read, write and match.

## Detailed Lesson Plan

### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 3: *Look up, look down*. The students follow the instructions.
- **Option:** Volunteers can also give the instructions.
- ▶ **CD 2 Track 46 p190**

#### Explain the aims of the lesson.

- Say **Today we're going to learn words for things we see in the countryside and say *The Tiger Street word rap***. Clarify the meaning of 'countryside'. **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 Vocabulary Tool in the Presentation Kit.
- (Books closed.) The students name things that can be seen in the countryside (*animals, trees, birds, farmer, roads ...*).
- Introduce the new features of the countryside by sticking the flashcards on the board. The students repeat the words once or twice.
- Hold up the word cards in turn. The students read the words. They then match the word cards and flashcards on the board.

### In this unit

#### Listen, read and look.

- ▶ **CD 3 Track 10 p193**
- Say **Let's listen and find out what we do in Unit 6**. Play the CD. The students listen, read and look at the photos.
- Ask questions, such as **Does the story look good? Do you want to find out about where children in the UK go on holiday? Do you think you know about animals and plants that live in trees? Can you talk about things you can see in the countryside?**

### Student's Book Activity 1

#### Say *The Tiger Street word rap*.

##### ▶ **CD 3 Track 11 p193**

- (Books open.) Play the CD. The students listen and point to the things you can see in the countryside.
- Play the CD again. Pause before each feature for the students to say the words.
- Play the CD again. The students say the rap and clap rhythmically.

### Student's Book Activity 2

#### Listen and draw. Say.

##### ▶ **CD 3 Track 12 p191**

- Draw the students' attention to the recycle logo. Explain that this activity gives them an opportunity to use the new words relating to the countryside, as well as language they already know.
- Explain to the students that they are going to draw a picture very quickly. They will listen and draw what they are told to draw. Play the CD. (Be prepared to pause the CD for a few seconds between instructions.) Play the CD again if necessary.
- When the students have finished, they compare and describe their pictures. Invite some students to describe their pictures to the rest of the class. Encourage them to use appropriate language, such as *In my picture, it's raining. There's a mountain and a river. There's a bird and a dog.*

### Student's Book Activity 3

#### Do the *Spelling Bee*.

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

### Activity Book

#### Activity 1

##### Find, circle and write.

- The students find and circle the words in the word search. They then write the words under the corresponding pictures. Check the answers.

**Answers:** 1 river 2 mountain 3 lake 4 forest 5 path 6 bridge 7 gate 8 signpost 9 farm 10 campsite

#### Activity 2

##### Look. Write the first letter and find the sentence.

- The students name the objects. Remind them that if they write the first letter of each object, a sentence will appear. Check the answer.

**Answer:** I like walking in the countryside.

#### Activity 3

##### Read, write and match.

- The students read the speech bubbles and write the missing words correctly. They then match the speech bubbles to the pictures. Check the answers.

**Answers:** 1 c mountains 2 d rivers 3 a bridges 4 b forest

### Ending the lesson

#### Review the lesson.

- Ask **Can you name some things you can see in the countryside?**

#### Do the closing routine.

- Say **It's time to tidy up and put your books away**.
- Do Closing routine 3: *See you later, Alligator*. The students listen and practise the different ways of saying goodbye.
- ▶ **CD 2 Track 47 p190**
- Say **Goodbye. See you on ...** and name the day of your next lesson.

# 6 Lesson 2

## Objectives and key competences

- to correct sentences about the story
- to use the Student's Resource Centre
- to predict what happens in the story
- to give a personal response and think about values
- to listen, read and act out the story

## Active language

bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost, badger, ghost orchid, list, rare  
 Turn left at the (bridge).  
 Go straight on. Go to the end of the (path). Go round the (farm).

## Materials

Flashcards and Word cards: bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost, Story cards: A Discovery in the Forest, Class Audio CD

## Class Audio for Lesson 2

- Look up, look down ▶ CD 2 Track 46 p190
- See you later, Alligator ▶ CD 2 Track 47 p190
- Student's Book**
- The Tiger Street word rap ▶ CD 3 Track 11 p193
- A Discovery in the Forest ▶ CD 3 Track 13 p193
- Reading comprehension ▶ CD 3 Track 14 p193
- Activity Book**
- Activity 4 ▶ CD 3 Track 15 p194

## At a Glance Lesson Plan

### Starting the lesson

- Do the opening routine. ▶ CD 2 Track 46 p190
- Match the Unit 6 word cards and flashcards.
- Say *The Tiger Street word rap*. ▶ CD 3 Track 11 p193
- 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 3 Track 13 p193
- Listen again (books open).

### Activity 4

- Listen and read. ▶ CD 3 Track 13 p193
- Act out the story.

### Activity 5

- Read and write the correct sentences.
- Listen and check. ▶ CD 3 Track 14 p193

## Student's Book

**Lesson 2 An adventure story**

**1 Listen and read. Act out the story.**

Some children are staying on a campsite with their teacher, Mr Taylor.

Let's go into the forest. I want you to find everything on the list.

I can take photos of everything on the list.

Look! There's a mushroom.

And here's a ghost orchid.

That isn't a ghost orchid. Ghost orchids are very rare.

Look! There's a badger.

Owl! I can't move. I think my leg is broken.

What can we do?

You stay here. We can go back to the campsite for help.

Half an hour later, the children return with the rescue services.

Sorry, Mr Taylor. We can't know the way to the campsite.

What's the matter?

It's my leg. I think it's broken.

Look! You're lying next to a ghost orchid. They're very rare.

The next day ... How are you, Mr Taylor?

I'm feeling much better, thank you.

Look, your photo is in the newspaper. You're famous!

Fantastic! Now we've got photos of everything on the list.

Do you like exploring forests?

**2 Read and write the correct sentences. Listen and check.**

- The children are staying on a farm.
- Ghost orchids are very common.
- Mr Taylor falls when he sees a fox.
- Mr Taylor breaks his arm.
- Mr Taylor is lying next to a black orchid.
- The next day, Mr Taylor's photo is in a magazine.

**3 Read and reflect.**

This story is an adventure story / a photo story / a ghost story.

I think the story is interesting / scary / silly / funny.

The story ends happily / unhappily.

I think the ghost orchid is / isn't a real flower.

What do you think?

**Think about it:** It is important to respect the rules at the countryside.

- Which rules of the countryside do you think are important?

**TIGER STREET CLUB VALUES**

PLEASE SHUT THE GATE

DO NOT PICK FLOWERS

### Tiger Street Club Values

- Think about it: Is it important to respect the rules of the countryside?
- Which rules of the countryside do you think are important?
- Go to the Activity Book. See Activity Book activities to the right.

### Activity 6

- Read and reflect.

### Ending the lesson

- Review the lesson.
- Do the closing routine. ▶ CD 2 Track 47 p190

## Activity Book

**Lesson 2 An adventure story**

**4 Read and match. Listen and check.**

- Some children are staying ... breaks his leg.
- They go into the forest ... a badger.
- They see ... help Mr Taylor.
- Mr Taylor falls and ... on a campsite.
- The children go back ... to a ghost orchid.
- The rescue services ... photo is in the newspaper.
- Mr Taylor is lying next ... to the campsite for help.
- The next day, Mr Taylor's ... with their teacher, Mr Taylor.

**5 Read, write and draw.**

- Go to the end of this path. Turn left.
- Go round the (kale).
- Turn left at the (notgpps).
- That's the way to the (costimpe).

**1 Home-School Link**

**3 Read and reflect. Write.**

- I think forests are (interesting / scary) places.
- I think it is (good / bad) to pick wild flowers in the countryside.
- My favourite moment in the story is \_\_\_\_\_.
- I think the story is \_\_\_\_\_.

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

- \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_
- \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

## Activity Book

### Activity 4

- Read and match. Listen and check. ▶ CD 3 Track 15 p194

### Activity 5

- Read, write and draw.

### 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.

## Detailed Lesson Plan

### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 3: *Look up, look down*. The students follow the instructions.
- **Option:** Volunteers can also give the instructions.
- ▶ **CD 2 Track 46 p190**

#### Match the Unit 6 word cards and flashcards.

- Put the ten word cards from Unit 6 on the board. Point to them in turn; the students say the words.
- Give the Unit 6 flashcards to ten students, who come to the board and take the corresponding word cards.

#### Say *The Tiger Street* word rap.

- Ten students 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 students.
- ▶ **CD 3 Track 11 p193**

#### Explain the aims of the lesson.

- Say **Today we're going to listen to, read and act out a story about a discovery in the forest.**

### Pre-story activities



#### Predict what happens in the story (books closed).

- Hold up story card 1. The students tell you what they see.
- Read the narrative text.
- Ask the students to predict what happens in the story (in L1).

#### Listen with the story cards (books closed).

- ▶ **CD 3 Track 13 p193**
- **Note:** You can tell the story using the Storyteller in the Presentation Kit. Please see TB p24.
- Say **Let's listen and find out if you're right.** Play the CD. Hold up the story cards in turn as the students listen.
- Briefly compare what happens in the story with the students' predictions.

#### Listen again (books open).

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

### Student's Book Activity 4

#### Listen and read. Act out the story.

- ▶ **CD 3 Track 13 p193**
- Play the CD, pausing after each speech bubble for the students to repeat the dialogue.
- Assign roles (Mr Taylor, girls, boy, rescue services, narrator). The students read and act out the story.
- Ask **Do you like exploring forests?**

### Student's Book Activity 5

#### Read and write the correct sentences. Listen and check.

- ▶ **CD 3 Track 14 p193**
- Read the sentences. The students write the correct sentences.
- Play the CD. The students listen and check their answers.

Answers: (See answers in audioscript.)

### Student's Book Activity 6

#### Read and reflect.

- Read the speech bubble, sentences and options. The students think about and share their opinions.
- Establish that the story is an adventure story. Ask **Do you like adventure stories?**

### Student's Book Tiger Street Club Values

- Say **Think about it! Is it important to respect the rules of the countryside?** Establish that it is important to respect the rules.
- Point to the photos and ask questions. **Do you close gates in the countryside? Do you put your litter in the bin? Do you leave the flowers, so that their seeds grow there in the future?** The students answer *yes* or *no*. If you have a confident class, encourage the students to talk about other rules of the countryside they may know and rules they think are important (in L1 if necessary).

### Activity Book

#### Activity 4

##### Read and match. Listen and check.

- ▶ **CD 3 Track 15 p194**
- The students match the two halves of each sentence.
- Play the CD. The students listen and check their answers.

Answers: **1** The children are staying on a campsite. **2** They go into the forest with their teacher, Mr Taylor. **3** They see a badger. **4** Mr Taylor falls and breaks his leg. **5** The children go back to the campsite for help. **6** The rescue services help Mr Taylor. **7** Mr Taylor is lying next to a ghost orchid. **8** The next day, Mr Taylor's photo is in the newspaper.

#### Activity 5

##### Read, write and draw.

- The students write the missing words correctly. They then draw the route to the campsite on the map.

Answers: **1** path **2** lake **3** signpost **4** campsite

### Activity Book: Home-School Link



#### Activity 6

##### Read and reflect. Write.

- The students think about and complete the sentences. They then compare opinions.

#### Activity 7

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

- The students write six key words relating to the story. If they are confident, they can tell their family what the words mean and explain the story in simple terms.

### Ending the lesson

#### Review the lesson.

- Ask **What do the children see in the forest?**

#### Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *See you later, Alligator*. The students listen and practise ways of saying goodbye.
- ▶ **CD 2 Track 47 p190**
- 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 play *Where are you?*
- to give instructions to a friend
- to use the Student's Resource Centre

## Active language

*bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost*  
 Turn left at the (bridge).

## Active language (continued)

*Go to the end of the (path).  
 Don't turn right. Do not go ...  
 Do I go straight on?  
 Do we go over the bridge?  
 Where are you? I'm ...*

## Materials

Class Audio CD

## Class Audio for Lesson 3

- Look up, look down ▶ CD 2 Track 46 p190
- See you later, Alligator ▶ CD 2 Track 47 p190

## Student's Book

- A Discovery in the Forest ▶ CD 3 Track 13 p193
- Grammar table ▶ CD 3 Track 16 p194

## Activity Book

- Activity 9 ▶ CD 3 Track 18 p194

## At a Glance Lesson Plan

### Starting the lesson

- Do the opening routine.  
▶ CD 2 Track 46 p190
- Review the *A Discovery in the Forest* story.  
▶ CD 3 Track 13 p193
- Explain the aims of the lesson.

### Activity 7

- Listen and say the missing words. Learn.  
▶ CD 3 Track 16 p194

### Activity 8

- Play *Where are you?*  
▶ CD 3 Track 17 p194

## Student's Book

Lesson 3 Grammar and Speaking

7 Listen and say the missing words. Learn.

Turn left at the bridge.  
 Don't turn right.  
 Go to the end of the path.  
 Do I go straight on?  
 Do we go over the bridge?

Tiger Tips Remember!  
 • Turn left.  
 • Don't turn right.

8 Listen and play *Where are you?*

Go to the end of the path.  
 Turn left. Go straight on.  
 Turn right at the signpost.  
 Go to the end of the path.

A B C D E F

1  
2  
3  
4

START

9 Give instructions to a friend.

Go to the end of the path.  
 Turn right. Go over the bridge.

48 I'm in square F2.

### Activity 9

- Give instructions to a friend.
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson.
- Do the closing routine.  
▶ CD 2 Track 47 p190

## Activity Book

### Lesson 3 Grammar and Writing

#### 1 Read and write. Learn.

- Turn left (1) at the bridge.  
 (2) Don't turn right.  
 Go to the (3) end of the path.  
 Do I go straight (4) on?  
 (5) Do we go over the bridge?

### Grrr... is for Grammar!

Tiger Tips Remember!  
 • Turn left.  
 • Don't turn right.

#### 2 Order and write. Listen and check.

- |   |                                     |
|---|-------------------------------------|
| 1 right / Turn / tree / at / the<br>Turn right at the tree. | 5 over / Go / the / bridge          |
| 2 to / the / go / end / of / path / the / ? / ! / Do        | 6 bridge / Don't / under / go / the |
| 3 turn / Don't / right                                      | 7 Go / lake / the / round           |
| 4 go / on / straight / we / Do / ?                          |                                     |

#### 10 Look and write.

- 1 Turn left at the river.  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_

10 Look and write.

1 2 3 4 5 6 7 8 9 10

### Activity Book

#### Activity 8

- Read and write. Learn.

#### Activity 9

- Order and write. Listen and check.  
▶ CD 3 Track 18 p194

#### Activity 10

- Look and write.

## Detailed Lesson Plan

### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 3: *Look up, look down*. The students follow the instructions.
- **Option:** Volunteers can also give the instructions.
- ▶ **CD 2 Track 46 p190**

#### Review the **A Discovery in the Forest** story.

- (Books closed.) Ask **Can you remember the story?** Ask other questions, listening to the students' answers but not confirming if they are correct. **What is the story called?** (*A Discovery in the Forest*.) **What's the teacher's name?** (*Mr Taylor*.) **What happens to Mr Taylor?** (*He breaks his leg*.) **What do the children do?** (*They go back to the campsite for help*.)
- Play the CD. The students listen and follow the story in their books (SB pages 46 and 47) and check their answers.
- ▶ **CD 3 Track 13 p193**
- Play *Which frame ... ?* Read a speech bubble from the story. The students say which frame it is from. The students then play the game in pairs or groups of three.

#### Explain the aims of the lesson.

- Say **Today we're going to study grammar, play a game to practise what we learn and give instructions to a friend.**

### Student's Book Activity 7



#### Listen and say the missing words. Learn.

- ▶ **CD 3 Track 16 p194**
- Play the CD. The students listen and read the sentences in the grammar table and say the missing words.
- Read the *Tiger Tips*. Point out that the English here is very easy; you can give instructions to one person or several people and the verb (imperative) stays the same.
- The students 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 in the Presentation Kit. Please see TB p24.

### Student's Book Activity 8

#### Listen and play *Where are you?*

##### ▶ **CD 3 Track 17 p194**

- The students look at the map and say what they see. Ask questions, such as **Where's the boat?** (A1.) **Where are the two farms?** (A4 and E1.)
- Explain the game. The students will listen and follow instructions with their fingers on the map. If they follow the instructions correctly, they will all end up in the same square. Tell them to start in the square marked 'START HERE'.
- Play the CD. Pause after each instruction to give the students time to think and react.
- At the end of each game, the students answer the question **Where are you?** *We're in square (D4).*

Answers: Game 1 B2 Game 2 F1

### Student's Book Activity 9

#### Give instructions to a friend.

- Put the students into groups of three or four.
- Read the speaking model. Nominate a student in each group to give instructions, such as *Turn right. Go over the bridge*. The other students listen, move their fingers on the map and say which square they are in. (*I'm in square (B2).*)
- The students change roles and play again.

### Activity Book

#### Activity 8

##### Read and write. Learn.

- The students complete the grammar table without looking at the Student's Book. However, allow them this extra support if needed.
- The students check their answers by looking at the grammar table (SB page 48).
- The students read the sentences in the table. Remind them again of the *Tiger Tips*.

Answers: 1 at 2 Don't 3 end 4 on 5 Do

#### Activity 9

##### Order and write. Listen and check.

##### ▶ **CD 3 Track 18 p194**

- The students look at the pictures, put the words in order and write the sentences.
- Play the CD. The students listen and check their answers.

Answers: (answers in audioscript.)

#### Activity 10

##### Look and write.

- The students look at the signs and write the

Answers: 1 Don't go over the bridge. 2 Go round the forest. 3 Don't turn left. 4 Turn left at the river.

### Ending the lesson

#### Review the lesson.

- Ask **Can you give instructions, such as 'Turn left'?**

#### Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *See you later, Alligator*. The students listen and practise the different ways of saying goodbye.
- ▶ **CD 2 Track 47 p190**
- Say **Goodbye. See you on ...** and name the day of your next lesson.

# 6 Lesson 4

## Objectives and key competences

- to practise pronunciation: /əʊ/ and /ɒ/
- to make the review cut-out cards
- to play *Sentence bingo*
- to sing *The way to the campsite*

## Active language

bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost  
 Turn left at the (river). Go straight on. Go to the end of the (path). Go round the (farm).  
 Don't ... Do not ...  
 Do you know the way to ... ?

## Materials

Flashcards and Word cards: *bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost*, Class Audio CD, Cut-out cards (one set prepared in advance, optional – AB page 95), scissors, dice

## At a Glance Lesson Plan

### Starting the lesson

- Do the opening routine.  
▶ *CD 2 Track 46 p190*
- Review the Unit 6 flashcards and word cards.
- Explain the aims of the lesson.

### Activity 10

- Fantastic Phonics: Listen and repeat. Say.  
▶ *CD 3 Track 19 p194*

### Activity 11

- Pop Spot: Listen and read.  
▶ *CD 3 Track 20 p194*
- Sing *The way to the campsite*.

## Student's Book

**is for Grammar!**  
 Lesson 4 Grammar, Listening and Speaking  
 Fantastic Phonics

**10** Listen and repeat. Say.

A ghost under a signpost says, 'Don't go over the bridge'.  
 A dog on a rock says, 'Do not get lost in the forest'.

**11** Listen and read. Sing *The way to the campsite*.

Excuse me. We're lost  
 And it's a very dark night.  
 Do you know the way to the campsite?  
 Go straight on.  
 Go to the end of the path.  
 Don't go over the bridge.  
 Go round the farm.  
 Turn left at the river  
 And then turn right.  
 That's the way to the campsite.  
 Yes, that's the way to the campsite.

**12** Go to Activity Book page 95. Make the review sentence cut-out cards. Play *Sentence bingo*.

Turn right at the end of the road. Go straight on. Go straight on.  
 Yes! I've got it. I've got it. Bingo!

### Activity 12

- Go to Activity Book page 95. Make the review sentence cut-out cards.
- Play *Sentence bingo*.
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson.
- Do the closing routine.  
▶ *CD 2 Track 47 p190*

## Class Audio for Lesson 4

- Look up, look down ▶ *CD 2 Track 46 p190*
- See you later, Alligator ▶ *CD 2 Track 47 p190*

## Student's Book

- Fantastic Phonics ▶ *CD 3 Track 19 p194*
- The way to the campsite ▶ *CD 3 Track 20 p194*

## Activity Book

- Activity 12 ▶ *CD 3 Track 20 p194*
- Activity 14 ▶ *CD 3 Track 22 p194*

## Activity Book

**Lesson 4 Grammar, Listening and Writing**

**11** Remember, write and say.

**12** Remember *The way to the campsite* song. Read and write.  
 Listen and check.

Excuse me. We're \_\_\_\_\_  
 And it's a very dark \_\_\_\_\_.  
 Do you \_\_\_\_\_ the way to the campsite?  
 Go to the \_\_\_\_\_ on.  
 Go to the \_\_\_\_\_ of the path.  
 Don't go over the \_\_\_\_\_ the river.  
 Go \_\_\_\_\_ the farm.  
 Turn left \_\_\_\_\_ the river.  
 And then turn \_\_\_\_\_ to the campsite.  
 That's the \_\_\_\_\_ to the \_\_\_\_\_.  
 Yes, that's the way to the \_\_\_\_\_.

**Home-School Link**

**13** Practise the song at home with your family.

**14** Look, read and write. Listen and check. Order.

a That's the way to the \_\_\_\_\_ farm.  
 b Go round the \_\_\_\_\_  
 c Go straight on and turn right at the \_\_\_\_\_  
 d Yes, I can. Go to the end of this \_\_\_\_\_ and turn right.  
 e Excuse me, can you tell me the way to the \_\_\_\_\_?  
 f Go over the \_\_\_\_\_ and then turn left.  
 Don't turn right.

### Activity Book

#### Activity 11

- Fantastic Phonics: Remember, write and say.

#### Activity 12

- Pop Spot: Remember the *The way to the campsite* song. Read and write. Listen and check.  
▶ *CD 3 Track 20 p194*

### Activity Book: Home-School Link

#### Activity 13

- Practise the song at home with your family.

#### Activity 14

- Look, read and write. Listen and check. Order.  
▶ *CD 3 Track 22 p194*



## Detailed Lesson Plan

### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 3: *Look up, look down*. The students follow the instructions. (Optional) Volunteers can also give the instructions.

#### ► CD 2 Track 46 p190

#### Review the Unit 6 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 student from Team A asks for a flashcard. *Can we have flashcard (6), please?* Show the team the flashcard and ask **What is it?** Another student from the same team asks for a word card. *Can we have word card (B), 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 board game.**

### Student's Book Activity 10

#### Fantastic Phonics: Listen and repeat. Say.

#### ► CD 3 Track 19 p194

- Read the sentences. Draw attention to the difference between the /əʊ/ and /ɒ/ sounds, as highlighted.
- Play the CD. The students listen and repeat the sentences.
- Repeat once or twice, with or without the CD.
- **Option:** The students count how many times they can say the sentences in a minute.

### Student's Book Activity 11

#### Pop Spot: Listen and read. Sing *The way to the campsite*.

#### ► CD 3 Track 20 p194

- (Books closed.) Stick the Unit 6 flashcards on the board. Check comprehension of the song title. Point to the flashcards and say **Listen. How many of these things in the countryside can you hear in the song?** Play the CD. The students listen. Check the answer. (*Path, campsite, bridge, farm and river.*)
- (Books open.) Play the CD again. The students listen and follow in their books.
- Practise the song. Divide the class into two groups. Assign the first verse to Group A and the second verse to Group B. Play the CD again. The groups join in singing. They then change roles and sing again.
- Ask **Do you like the song?**

### Student's Book Activity 12

#### ➔ Go to Activity Book page 95. Make the review sentence cut-out cards. Play *Sentence bingo*.

- The students cut out and make their Unit 6 review sentence cards.
- Demonstrate the game. The students choose six cards and lay them face up. Read the sentences in random order. **Go to the campsite. Go straight on.** ... The students turn over their cards when they hear the corresponding sentences. The first student to turn over all six cards says *Bingo!* and is the winner.
- The students play the game again in groups of four, five or six students.
- **Note:** Once the students have finished, they stick the review sentence cards in their notebooks. This can also be done in a later lesson or for homework.

### Activity Book

#### Activity 11

#### Fantastic Phonics: Remember, write and say.

- The students recall the tongue twisters and complete the sentences. They then say the sentences.

**Answers:** A ghost under a signpost says: Don't go over the bridge.  
A dog on a rock says: Do not get lost in the forest.

### Activity 12

#### Pop Spot: Remember the *The way to the campsite* song. Read and write. Listen and check.

#### ► CD 3 Track 20 p194

- The students recall the song and write the lyrics.
- Play the CD. The students listen and check their answers.
- The students read the lyrics and sing the song.

**Answers:** (See answers in audioscript.)

### Activity Book: Home-School Link

#### Activity 13

#### Practise the song at home with your family.

- Encourage the students to practise the *The way to the campsite* song at home with their family.

#### Activity 14

#### Look, read and write. Listen and check. Order.

#### ► CD 3 Track 22 p194

- The students look, read, then write the words.
- Play the CD. The students listen and check their answers.
- Play the CD again. The students order the sentences. Check the answers.

**Answers:** (See answers in audioscript.)

### Ending the lesson

#### Review the lesson.

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

#### Do the closing routine.

- Do Closing routine 3: *See you later, Alligator*. The students listen and practise ways of saying goodbye.

#### ► CD 2 Track 47 p190

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

# 6 Lesson 5

## Objectives and key competences

- to listen and read 'Arboreal animals and plants'
- to answer questions on the text
- to say where you prefer walking
- to explore the internet with your teacher
- to play *Read and change*

## Active language

beetle (insect), mistletoe (plant), mushroom (fungus), squirrel (mammal), woodpecker (bird)  
 Don't cut down trees  
 Respect and protect trees  
 natural habitat

## Materials

Class Audio CD

## Class Audio for Lesson 5

- Look up, look down ▶ CD 2 Track 46 p190
- See you later, Alligator ▶ CD 2 Track 47 p190

## Student's Book

- The way to the campsite ▶ CD 3 Track 20 p194
- 'Arboreal animals and plants' ▶ CD 3 Track 23 p194
- Reading comprehension ▶ CD 3 Track 24 p194

## At a Glance Lesson Plan

### Starting the lesson

- Do the opening routine.  
▶ CD 2 Track 46 p190
- Review the *The way to the campsite* song.  
▶ CD 3 Track 20 p194; ▶ CD 3 Track 21
- Explain the aims of the lesson.

### Activity 13

- Listen and read.  
▶ CD 3 Track 23 p194

### Do you know ... ? fact

- Read the fact.

### Activity 14

- Read and answer the questions.
- Listen and check.  
▶ CD 3 Track 24 p194

### Activity 15

- Play *Read and change*.

## Student's Book

**Lesson 5 Reading Arboreal animals and plants**

**13 Listen and read.**

1 This is mistletoe. It grows on tree branches. The plant is a parasite. It takes water and nutrients from the tree. But mistletoe is important because many birds and animals eat it.

2 This bird is called a woodpecker because it pecks tree trunks. It makes holes in the trunk. Its babies live in the hole. Woodpeckers eat insects that live in trees.

3 Some mushrooms grow on tree trunks, but don't eat them. Some of them are poisonous.

4 Squirrels live in nests all trees. They build their nests high in the tree for protection from predators. Their favourite food is nuts.

5 These beetles lay their eggs in dead trees. When the larvae are born, they eat the dead wood.

6 When we cut down trees and forests, we destroy the natural habitat of many animals and plants.

**Do you know...?** Squirrels shake their tails to communicate.

**14 Read and answer the questions. Listen and check.**

- Which photos show a mammal, a fungus, a bird, an insect and a plant?
- Which animals eat dead wood?
- Which animals eat insects?
- Why is mistletoe important?
- Where do some mushrooms grow?
- Which animals eat nuts?

**15 Play Read and change.**

This bird is called a parrot ...  
 Stop! This bird is called a woodpecker ...

**16 Think and say what you prefer.**

I like walking in the mountains, but I prefer walking in the forest.

**50 Explore the internet with your teacher.**  
 Find out what a toadstool is.

### Explore the internet with your teacher

- Find out: what is a toadstool.
- Go to the Activity Book. See Activity Book activities to the right.

### Activity 16

- Think and say what you prefer.

### Ending the lesson

- Review the lesson.
- Do the closing routine.  
▶ CD 2 Track 47 p190

## Activity Book

### Lesson 5 Reading, Writing and Grammar

#### 13 Read and write.

A squirrel A mushroom Mistletoe insect plant mammal  
 A woodpecker A beetle bird fungus

- 1 A squirrel is a mammal. \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_

#### 14 Read and write true sentences.

- 1 Mistletoe grows on tree leaves. \_\_\_\_\_  
 Mistletoe grows on tree branches. \_\_\_\_\_
- 2 Beetles lay their eggs in tall trees. \_\_\_\_\_
- 3 All mushrooms grow on tree trunks. \_\_\_\_\_
- 4 Squirrels live in houses in trees. \_\_\_\_\_
- 5 Woodpeckers eat mushrooms. \_\_\_\_\_

#### 17 Order and write.

S E E T R C P N D A R P E O T T C S S O E T R F

R e s p e c t

O T N ' D U C T W D N O E E T S R

#### 18 Write sentences about what you prefer.

I like walking in the forest, but I prefer walking in the mountains.

### Activity Book

#### Activity 15

- Read and write.

#### Activity 16

- Read and write true sentences.

#### Activity 17

- Order and write.

#### Activity 18

- Write sentences about what you like.

## Detailed Lesson Plan

### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 3: *Look up, look down*. The students follow the instructions.
- **Option:** Volunteers can also give the instructions.
- ▶ **CD 2 Track 46 p190**

#### Review the *The way to the campsite* song.

- Ask **Can you remember the things in the *The way to the campsite* song? There's a campsite. There's a ...** The students name the other things in the song.
- Play the CD. The students listen and sing.
- ▶ **CD 3 Track 20 p194**
- Play the karaoke version. The students sing.
- **Option:** They can look at the lyrics (SB page 49).
- ▶ **CD 3 Track 21**

#### Explain the aims of the lesson.

- Say **Today we're going to listen and read about animals and plants that live in and on trees.**

### Student's Book Activity 13

#### Listen and read.

- ▶ **CD 3 Track 23 p194**
- (Books closed.) Ask the students to predict which animals and plants might be in the text.
- (Books open.) The students say what they see in the photos.
- Play the CD. The students listen and read.
- Use the photos to clarify understanding of new vocabulary. Point out that 'arboreal' means 'about trees'.
- Read the animals' placards.
- Play the CD again. Pause the CD once or twice and ask the students for the next word.

### Do you know ...? fact

#### Think. Say what you prefer.

- Ask a volunteer to read the fact. Check comprehension.

### Student's Book Activity 14

#### Read and answer the questions. Listen and check.

##### ▶ **CD 3 Track 24 p194**

- Read the questions as a class. The students give their answers.
- Play the CD. The students listen and check their answers.

Answers: (See answers in audioscript.)

### Student's Book Activity 15

#### Play Read and change.

- Demonstrate the game. Read the *Tiger Team Magazine* article aloud, but change a word in a sentence; for example **This bird is called a parrot.** The students identify the word that has changed and repeat the sentence correctly, saying, for example, *Stop! This bird is called a woodpecker.*
- The students play the game in pairs.

### Student's Book Activity 16

#### Think and say what you prefer.

- Ask **Do you go on excursions to the mountains/ forest? Do you like walking in the mountains/ forest?** The students think about and say what they prefer. *I like walking (in the mountains), but I prefer walking (in the forest).*

### Explore the internet with your teacher

#### Find out: what is a toadstool.

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

Answer: A toadstool is a mushroom.

### Activity Book

#### Activity 15

##### Read and write.

- The students look at the model sentence and write four more sentences, using a word from each box. Check the answers.

Answers: **1** A squirrel is a mammal. **2** A mushroom is a fungus. **3** Mistletoe is a plant. **4** A woodpecker is a bird. **5** A beetle is an insect.

#### Activity 16

##### Read and write true sentences.

- The students read the sentences and identify the mistakes. They then write the sentences correctly. Check the answers.

Answers: **1** Mistletoe grows on tree branches. **2** Beetles lay their eggs in dead trees. **3** Some mushrooms grow on tree trunks. **4** Squirrels live in nests in trees. **5** Woodpeckers eat insects.

#### Activity 17

##### Order and write.

- The students re-arrange the letters of each word and write the sentences. Check the answer.

Answer: Respect and protect forests. Don't cut down trees.

#### Activity 18

##### Write sentences about what you like.

- The students read the model sentence. They think about where they like walking and write sentences.
- The students read and compare their sentences.

### Ending the lesson

#### Review the lesson.

- Say **When you go walking in the countryside, remember to take ...**

#### Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *See you later, Alligator*. The students listen and practise the different ways of saying goodbye.

##### ▶ **CD 2 Track 47 p190**

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

# 6 Lesson 6

## Objectives and key competences

- to use the Student's Resource Centre
- to prepare, plan and write your project
- to watch the video clip
- to listen and read a report

## Active language

*My ideal holiday destination is ...*  
*I like (dancing).*  
*There's/There are ...*  
*Remember to take ...*  
*Don't forget to take ...*  
*I want to go to the mountains.*

## Materials

Class Audio CD

## Class Audio and Video for Lesson 6

- Look up, look down ▶ CD 2 Track 46 p190
- See you later, Alligator ▶ CD 2 Track 47 p190

## Student's Book

- Video clip ▶ p195
- Tiger Street Club Report ▶ CD 3 Track 25 p195

## Activity Book

- Activity 19 ▶ CD 3 Track 26 p195
- Activity 20 ▶ CD 3 Track 27 p195

## At a Glance Lesson Plan

## Student's Book

### Starting the lesson

- Do the opening routine.  
▶ CD 2 Track 46 p190
- Review arboreal animals and plants.
- Explain the aims of the lesson.

### Activity 17



- Watch the video clip.  
▶ p195

### Activity 18

- Listen and read.  
▶ CD 3 Track 25 p195
- Answer the questions.

**Magazine** Culture • Project

Lesson 6 Video, Reading and Writing

17 Watch the video clip.

18 Listen and read. Answer the questions.

**Tiger Street Club Report**

**In the UK...** School finishes at the end of July. The summer holidays are six weeks long. Many children go to the beach or to campsites. Some children stay with their grandparents. Some children go to other countries with their family. Everyone's holiday is different.

**My ideal holiday destination**

Our family goes to a holiday camp for the summer holidays. It's great fun! We go to a campsite in Sherwood Forest. People stay in cabins or tree houses. There are lots of things to do. There's crazy golf and a climbing wall. There's also an incredible swimming pool. When you go to a holiday camp, remember to take your swimming things.

On holiday, I like exploring the forest with my brother, Zach. You can see amazing plants and animals in the forest. When you go, don't forget to take a camera. It's a great place for taking photos.

19 Prepare your project

Think about and say.

- where you want to go
- what's there and what you like doing there

Plan and write your project. Go to Activity Book page 50.

Learning to LEARN My words to remember: mistletoe beetle woodpecker mushroom cut down natural habitat

### My words to remember

- Learning to Learn: Make sentences.
- Go to the Activity Book. See Activity Book activities to the right.

### Activity 19

- Prepare your project: Think about and say.

### Ending the lesson

- Review the lesson.
- Do the closing routine.  
▶ CD 2 Track 47 p190

## Activity Book

Lesson 6 Listening, Reading and Writing

19 Listen and match.

1 Billy Tessa Kate Dan

2 Come to the beach this summer. Don't forget your sun cream.

3 Come to the campsite this summer. There's lots of wildlife to see.

4 Come to London by bus this summer. Remember to bring your camera.

5 Relax on one of England's canals.

20 Read. Listen and find the differences. Say stop.

**My notes:**

- where I want to go – Brighton, UK
- what's there and what I like doing there – the beach, shops, cafes, friends, campsite, swimming

**Remember!**

- There's a café. = There is a café.

**My ideal holiday destination:**

I want to go to Brighton for the summer holiday. Brighton is a city by the sea. It's 45 minutes from London by train. There are lots of shops and cafes in Brighton. There's a beach. We like swimming in the sea. The water is cold, but it's a lot of fun. We stay in a tent at a campsite. I've got friends there.

by Annabel.

Now write your notes and project in your notebook.

Home-School Link

21 Use technology to extend your project.

## Activity Book

### Activity 19

- Listen and match. ▶ CD 3 Track 26 p195

### Activity 20

- Read. Listen and find the differences. Say stop. Now write your notes and project in your notebook.  
▶ CD 3 Track 27 p195

## Activity Book: Home-School Link

### Activity 21

- Use technology to extend your project.

## Detailed Lesson Plan

### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 3: *Look up, look down*. The students follow the instructions.
- **Option:** Volunteers can also give the instructions.
- ▶ **CD 2 Track 46 p190**

#### Review arboreal animals and plants.

- Ask the students if they can remember five things that can live in a tree. (*Squirrels, beetles, mistletoe, mushrooms, woodpeckers.*) Ask what the students can remember about each one. 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 clip. We're then going to read and listen to the Tiger Street Club Report for the Tiger Team Magazine and Zach and Clare's description of their ideal holiday destination. We're also going to prepare, plan and write our projects.**

### Student's Book Activity 17



#### Watch the video clip.

- ▶ **p195**
- Read Nasim's speech bubble.
- Tell the students that they are going to watch members of the Tiger Street Club asking students about their holiday destinations.
- Ask **Where does Oliver go for his holidays?** Play the first sequence of the video clip.
- Check the answer. (*Oliver goes to France.*)
- Tell the students that they are now going to watch other children talking about their favourite holiday destinations. Ask **How many different destinations do you hear?** Play the rest of the video clip. Check the answers after watching. (*the beach, the mountains, in a campsite, Spain, grandparents' house.*) Ask **Where does Nassim go for his holidays?** (*his cousins in the countryside*)
- Ask **Where do you go for your holidays?**
- **Note:** The video clip is in the Presentation Kit.

### Student's Book Activity 18

#### Listen and read. Answer the questions.

##### ▶ **CD 3 Track 25 p195**

- Ask the students to predict how long the school summer holiday is in the UK. Play the first part of the CD. The students listen and read.
- Check the answer. (*Six weeks long.*) Ask **Where do some children go during their summer holiday?** (*To the beach, to campsites, to stay with grandparents or to other countries.*)
- Play the second part of the CD. The students listen and read.
- Ask **What's Zach's ideal holiday destination?** (*A holiday camp*) Why does he like it? (*There are lots of things to do, such as wall climbing, swimming and playing crazy golf.*) Ask **What does Clare like doing?** (*Exploring the forest with her brother.*)
- Play the CD again, pausing three or four times for the students to give you the next word.

### Student's Book Activity 19

#### Prepare your project: Think about and say.

- Explain that the students are going to plan and write their individual project (a description of their ideal holiday destination). They will first do a speaking activity in preparation.
- Read the bullet points and the speaking model as a class.
- The students then talk about where they want to go, what's there and what they would like to do there.
- 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 students then make sentences using the words.

**Suggested answers:** At Christmas, we decorate our house with mistletoe. Some beetles lay their eggs in trees. I like woodpeckers. Some mushrooms are poisonous. If you cut down trees, you can destroy the natural habitat of some animals and plants.

### Activity Book

#### Activity 19

##### Listen and match.

##### ▶ **CD 3 Track 26 p195**

- Play the CD. The students listen and match the children to their ideal holiday destination. Check the answers.

**Answers:** (See answers in audioscript.)

#### Activity 20

##### Read. Listen and find the differences. Say stop. Now write your notes and project in your notebook.

##### ▶ **CD 3 Track 27 p195**

- The students read Annabel's project.
- Play the CD. The students say *stop* when they hear a difference between the recording and the text. Pause the CD to check each answer (*village/town; boat/train; hot/cold*).
- Draw attention to the *Remember!* tip.
- The students plan their project in their notebooks.
- The students write their project in their notebooks. Monitor and help as necessary.

#### Project extension

- Go to Teacher's Notes page 000 for ideas on how to extend the students' projects.

### Activity Book: Home-School Link



#### Activity 21

##### Use technology to extend your project.

- You may choose to ask the students to type their project on a computer and bring it to the next lesson.

### Ending the lesson

#### Review the lesson.

- Ask **Which holiday do you think sounds the best?**
- #### Do the closing routine.

- Do Closing routine 3: *See you later, Alligator*. The students listen and practise ways of saying goodbye.
- ▶ **CD 2 Track 47 p190**
- Say **Goodbye. See you on ...** and name the day of your next lesson.

# 6 Lesson 7

## Objectives and key competences

- to listen and use everyday classroom language
- to read an acrostic poem
- to use the Student's Resource Centre
- to review the main vocabulary and grammar in Unit 6
- to listen and read for pleasure

## Active language

bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost  
 Don't ...  
 Excuse me. Where's the school library? Go to the end of the corridor and turn left. The library is on your right. Let me repeat that. I go ...

## Materials

Class Audio CD

## Class Audio for Lesson 7

- Look up, look down ▶ CD 2 Track 46 p190
- See you later, Alligator ▶ CD 2 Track 47 p190

## Student's Book

- Class Chit-Chat ▶ CD 3 Track 28 p195
- Reading Corner: A poem ▶ CD 3 Track 29 p195
- Tiger Street Tales ▶ CD 3 Track 30 p195

## At a Glance Lesson Plan

## Student's Book

## Activity Book

### Starting the lesson

- Do the opening routine. ▶ CD 2 Track 46 p190
- Review ideal holiday destinations.
- Explain the aims of the lesson.

### Activity 21

- Reading Corner: Read and listen. ▶ CD 3 Track 29 p195

### Activity 20

- Class Chit-Chat: Listen and repeat. ▶ CD 3 Track 28 p195
- Act out.

Lesson 7 Consolidation and Extension

20 Listen and repeat. Act out.

Excuse me. I'm new. Where's the school library?

Go to the end of the corridor and turn left. The library is on your right.

No, the library is on your right.

Let me repeat that. I go to the end of the corridor, I turn left and the library is on my left.

OK. I've got it. Thank you.

READING CORNER: a poem

I don't go to school. I stay at home. I play games. I watch films. I see my friends. I go to the beach. I'm happy. It's sunny and warm.

22 Listen and read.

1 I want to go to the countryside.

2 The map says go to the end of the tunnel, then turn right.

3 I've got a map. Let's go to the forest.

4 Turn left and then go straight on.

5 Here we are.

6 Look, we're in a campsite.

7 Look at all this food.

8 I love picnics.

9 It's a campsite in the forest. Perfect!

10 What a fantastic holiday!

52 Go to Activity Book page 51. Do the Lesson 7 and Lesson 8 Unit 6 Review.

### Activity 22

- Tiger Street Tales: Listen and read. ▶ CD 3 Track 30 p195
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson and the unit.
- Do the closing routine. ▶ CD 2 Track 47 p190

Lesson 7 Unit Review Vocabulary and Grammar

22 Look and write.

23 Look, write and match.

1 Don't turn right.

2 left at the river.

3 Don't go over the

4 Go straight

5 Go the bridge.

6 Go the end of the path.

7 Go the forest.

8 Turn right the tree.

51

### Activity Book

- Activity 22 Look and write.
- Activity 23 Look, write and match.

## Detailed Lesson Plan

### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 3: *Look up, look down*. The students follow the instructions. (Optional) Volunteers can also give the instructions.

#### ► CD 2 Track 46 p190

#### Review ideal holiday destinations.

- Ask **Can you remember? Where does Nasim spend his holidays? What activities does he do?** (*with his cousins in the countryside. Swimming in the river and walking in the forest.*)

#### Explain the aims of the lesson.

- Say **Today we're going to practise classroom language. We're then going to listen to and read a poem and a Tiger Street Tale and we're also going to review the vocabulary and grammar from Unit 6.**

### Student's Book Activity 20



- **Note:** The dialogue builder activity is also available in the Presentation Kit as an interactive activity. Students listen and read the dialogue, then there is a practice activity in which they reconstruct the dialogue.

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

#### ► CD 3 Track 28 p195

- (Books closed.) Say **Listen to the dialogue between a boy and a visitor to the school. Where's the library?** Play the CD. The students listen. Check the answer. (*If you go to the end of the corridor and turn left, the library is on your right.*)
- (Books open.) Play the CD again. The students listen and read the dialogue. Clarify the meaning of 'it's on your/my right/left'.
- Divide the class into two groups. Play the CD a third time, pausing for the groups to repeat the exchanges.
- Divide the class into pairs. The partners read the dialogue.
- Ask the students if English visitors ever come to their school. If they do, say that you hope the students will try to speak English to them.

### Student's Book Activity 21

#### Reading Corner: Read and listen.

#### ► CD 3 Track 29 p195

- Ask **What sort of text is this? Is it an email? Is it a postcard?** Confirm or explain that it is a poem.
- Play the CD. The students listen and read.
- Check understanding. Explain that there are many types of poem. This is an acrostic poem, where a letter in each sentence spells out a word. The sentences are aligned so that the word 'holidays' appears vertically.
- Play the CD again.
- Ask **Do you ever write poems?**

### Student's Book Activity 22

#### Tiger Street Tales: Listen and read.

#### ► CD 3 Track 30 p195

- The students look at the pictures and read the story.
- Ask **Would you like to listen to the story?** Play the CD. The students listen and follow in their books.
- Ask **Do you think the story is funny?**

### Activity Book

#### Activity 22

#### Look and write.

- The students look at the pictures and complete the crossword. Check the answers.

**Answers:** 1 farm 2 signpost 3 bridge 4 mountain 5 lake 6 campsite  
7 forest 8 river 9 path 10 gate

#### Activity 23

#### Look, write and match.

- The students look at the signs and match them to the sentences. They then write the missing words. Check the answers.

**Answers:** 1 e Don't 2 d Turn 3 f bridge 4 g on 5 a over 6 c to  
7 b round 8 h at

### Ending the lesson

#### Review the lesson and the unit.

- Ask **Can you name ten things you can see in the countryside? Can you ask for and give instructions?**
- Congratulate the students on their achievement.

#### Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *See you later, Alligator*. The students listen and practise the different ways of saying goodbye.
- CD 2 Track 47 p190
- Say **Goodbye. See you on ...** and name the day of your next lesson.

# 6 Lesson 8

## Objectives and key competences

- to complete the Picture Dictionary and Grammar Reference Bank for Unit 6
- to review CLIL and culture in the unit
- to self-assess work in the unit
- to complete the Progress Journal for Unit 6

## Active language

beetle (insect), mistletoe (plant), mushroom (fungus), squirrel (mammal), woodpecker (bird)  
 holiday destinations  
 Don't cut down trees.  
 Respect and protect trees.

## Materials

Flashcards and Word cards: *bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost*, Class Audio CD, Picture Dictionary (AB page 66), Grammar Reference Bank (AB page 72), Progress Journal pages 18–20

## Class Audio for Lesson 8

- Look up, look down ▶ CD 2 Track 46 p190
- See you later, Alligator ▶ CD 2 Track 47 p190

## Activity Book

- Activity 25 ▶ CD 3 Track 31 p196
- Activity 26 ▶ CD 3 Track 32 p196

## At a Glance Lesson Plan

### Starting the lesson

- Do the opening routine. ▶ CD 2 Track 46 p190
- Review the Unit 6 flashcards and word cards.
- Explain the aims of the lesson.
- Play *Do/Don't!*

### Activity Book

#### Activity 24

- Look and write.
- Activity 25**
- Read and write. Listen and check.

▶ CD 3 Track 31 p196

#### Activity 26

- Complete the Picture Dictionary for Unit 6.

#### Activity 27

- Listen and say *Yes!* or *No!*
- ▶ CD 3 Track 32 p196

## Activity Book

**Lesson 8 Unit Review** CLIL, Culture and Self-assessment

**24** Look and write.

**25** Read and write. Listen and check.

In the UK ...  
 School finishes at the beginning of (1) July (July).  
 The summer holiday is (2) \_\_\_\_\_ (xis) weeks long. Many children go to the (3) \_\_\_\_\_ (cheab) or to a (4) \_\_\_\_\_ (pitescam). Some children stay with their (5) \_\_\_\_\_ (parentsdrang). Some children go to other (6) \_\_\_\_\_ (ountcries) with their family. Everyone's holiday is (7) \_\_\_\_\_ (ferident).

**26** Listen and say *Yes* or *No*.

**27** Complete the Picture Dictionary for Unit 6.

**Home-School Link**

**28** Complete your *Tiger Time* score card.

**My Tiger Time score card**

My work in Unit 6 is:	My Learning Plan
OK <input type="checkbox"/>	I plan to:
Good <input type="checkbox"/>	<input type="checkbox"/> read Unit 6 again
Very good <input type="checkbox"/>	<input type="checkbox"/> write a list of words to remember
Excellent <input type="checkbox"/>	<input type="checkbox"/> learn the grammar table
	<input type="checkbox"/> do the online activities

**29** Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 6.

## Activity Book: Home-School Link

### Activity 28

- Complete your *Tiger Time* score card.

### Activity 29

- Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 6. Complete your Grammar Reference Bank.
- Go to the Progress Journal. See Progress Journal activities to the right.

## Ending the lesson

- Review the lesson and the unit.
- Do the closing routine. ▶ CD 2 Track 47 p190

## Progress Journal

### 6 In the Countryside

#### My learning review

- 1** Do you remember the story? Tell a friend or your family. Use some of these words to help you.



campsite forest list take photos  
 ghost orchid badger broken leg  
 rescue services newspaper

- 2** What animals and plants live in or grow on trees? Draw and write the words.



mushrooms

#### My vocabulary check

- 3** Do you remember the key words from Unit 6? Look and write.



river



## Progress Journal page 18

### Activities 1–2

- Students' own answers.

### Activity 3

- See Teacher's Notes page 141.

## Progress Journal pages 19 and 20

- See the Progress Journal for pages 19 and 20.
- Activities 4–7**
- Students' own answers.



## Detailed Lesson Plan

### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 3: *Look up, look down*. The students follow the instructions.
- **Option:** Volunteers can also give the instructions.
- ▶ **CD 2 Track 46 p190**

#### Review the Unit 6 flashcards and word cards.

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

#### Explain the aims of the lesson.

- Say **Today we're going to review CLIL 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 6.**

#### Play Do/Don't!

- Explain and demonstrate the game. Ask the students to follow your instructions and mime the actions. If you say *don't* do something, they should fold their arms and do nothing.
- Ask the students to imagine they are in the countryside. Give instructions, such as **Walk in the forest. Look at the trees. Look at the flowers. Don't pick the flowers. Stop. Open your bag. Take out your bottle of water. Open your bottle of water. Drink. Don't drop the bottle on the path. Put it in your bag.**
- **Walk up the mountain. It's hot. It's very sunny. Stop. Take out your sun cream. Put on some sun cream. Put the sun cream in your bag. Walk down the mountain.**
- **Look! There's a signpost. Read the signpost. Don't turn left. Turn right. Look there's a river. Walk over the bridge.**
- **Option:** Ask the students to write five instructions in pairs or small groups. Then they read them aloud for the other students to follow and mime.

### Activity Book

#### Activity 24

##### Look and write.

- The students look at the pictures and write the words. Check the answers.

**Answers:** 1 beetle 2 mushroom 3 woodpecker 4 squirrel 5 mistletoe

#### Activity 25

##### Read and write. Listen and check.

▶ **CD 3 Track 31 p196**

- The students read the sentences, work out the anagrams and write the words.
- Play the CD. The students listen and check their answers.

**Answers:** (See answers in audioscript.)

#### Activity 26

##### Listen and say Yes or No.

▶ **CD 3 Track 31 p196**

- Read the speech bubbles. Say **Say 'Yes!' to what you can do in Unit 6.**
- Play the CD. The students listen and respond. Pause the track to give them time to answer. Clarify the meaning of the statements.
- **Note:** Unless the students have been absent they should be able to say 'yes' to all the statements.
- Encourage the students to feel positive about what they can do.

#### Activity 27

##### Complete the Picture Dictionary for Unit 6.

- The students complete the Picture Dictionary for Unit 6, either during the lesson or for homework.

**Activity Book: Home-School Link**



#### Activity 28

##### Complete your Tiger Time score card.

- Read the heading and options in the first column. The students look back through their work in the unit.
- The students circle or colour the stars to self-assess their work.
- Read the heading and text in the second column. Clarify meaning if necessary. The students tick (✓)

what they plan to do.

- Endorse the students' self-assessment and Learning Plan with a tick and/or a comment, your signature and the date. If relevant, note your own assessment of their work and suggestions for their Learning Plan.

#### Activity 29

##### Do an activity from your Learning Plan and complete your Progress Journal for Unit 6.

- The students do an activity from their Learning Plan.
- The students complete their Progress Journal for Unit 6, either during the lesson or for homework.
- They can also complete their Grammar Reference Bank for Unit 6 (Activity Book page 72).

**Tiger Street Club Progress Journal page 18**

**Activities 1–2 answers:** Students' own answers.

**Activity 3 answers:** river, signpost, farm, campsite, forest, mountain, gate, bridge, lake, path

**Tiger Street Club Progress Journal pages 19 and 20**

**Activities 4–7 answers:** Students' own answers.

**Activity Book Grammar Reference Bank page 00**

**Activity 1 answers:** 1 Don't turn right. 2 Don't go over the bridge. 3 Go straight on. 4 Go round the lake. 5 Go over the bridge. 6 Go right at the tree.

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

### Ending the lesson

#### Review the lesson and the unit.

- Ask (using L1 as necessary) **What have you learnt in Unit 6? 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.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *See you later, Alligator*. The students listen and practise the different ways of saying goodbye.
- ▶ **CD 2 Track 47 p190**
- Say **Goodbye. See you on ...** and name the day of your next lesson.

# My teaching notes

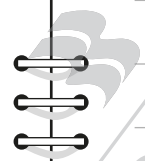


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