A Computer for the Club

Objectives and key competencies

- Identify and name activities
- Learn the grammar table for Unit 1
- Ask and say what you do and don't do
- Read an email
- Listen and use everyday classroom language
- Listen and read about using computers
 - Ask and say what you use computers for
 - · Listen and read a report
- Use the Student's Practice Kit Ĩ
- LEARN • Spell words
 - Predict what happens in the story
 - Practice pronunciation: $/\Lambda/$ and /u/
 - · Review, assess and plan your own learning
 - · Understand and think about values
 - Make and sort the activity cut-out cards
 - Play the games
 - Prepare, plan and write your project
- Listen, read, understand and act out the story
 - Sing a song and say a rap
 - Listen and read for pleasure

Active language

Core vocabulary: activities

play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies

Story vocabulary kind, laptop, shed, thief

CLIL vocabulary: ICT blog, document, email, internet, keyboard, printer, screen

Structures

Do vou ... ? Yes, I do./No. I don't. What do you do in your free time? I do ... /I don't ... Are you ... ? Yes, I am./No, I'm not. I use a computer to ... I also ...

Recycle language

club, draw, family, friends, games, home, listen, mouse, present, project, read a book, look at photos, school, sing songs, write stories, study, movies the alphabet It's a ...

Classroom language

Main function: saying you're finished and asking what to do I'm finished. What do I do now?

Receptive language

falls over. drops. luckv. cell phones. MP3 players, policeman, runs away, window cleaner

Pronunciation

the $/\Lambda$ and /u sounds (club, run / do, music)

CLIL and Culture

ICT: How techy are vou? Tiger Street Club Report: How I use a computer

Values and attitudes

- Interest in naming activities
- Pleasure in doing a Spelling Bee
- Enjoyment in a photo story
- Awareness of the value of helping people
- Recognition of people who are kind
- Interest in using computers
- Satisfaction in preparing and writing your project
- Enjoyment in reading an email
- Confidence in using classroom language
- Pleasure in reading a cartoon strip story
- Willingness to review, assess and plan your own learning

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Objectives and key competencies Active language • to identify activities and say The Tiger Street word play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, rap • to play Copycat chain use a computer, watch movies, draw, read, sing, write the alphabet • to use the Student's Practice Kit R

to listen and respond to learning objectives

• to spell words in the Spelling Bee

Materials

Flashcards and Word cards: play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies, Class Audio CD

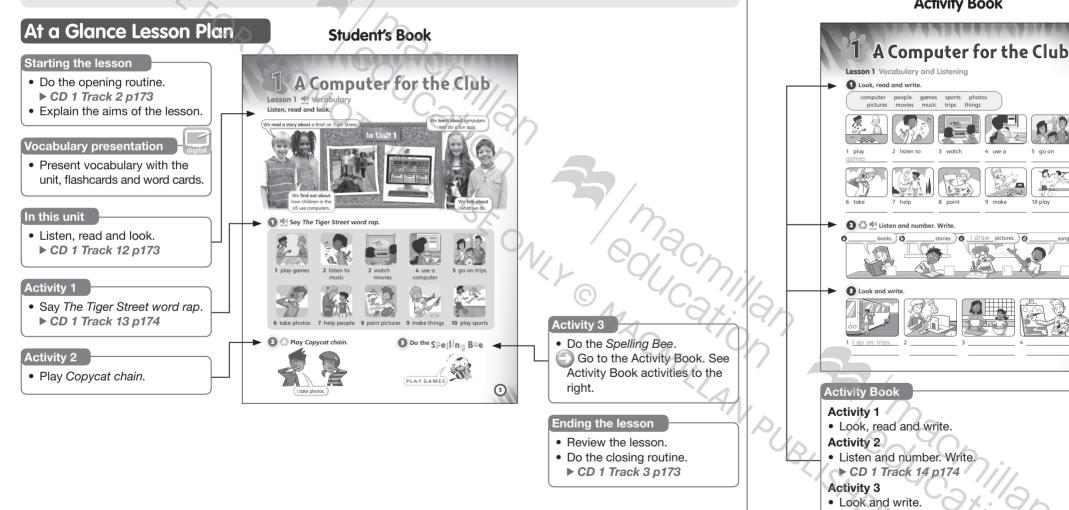


Image: Hello, how are you? ► CD 1 Track 2 p173 Image: Goodbye, goodbye ► CD 1 Track 3 p173 Student's Book ■)) In this unit > CD 1 Track 12 p173 ■)) The Tiger Street word rap > CD 1 Track 13 p174 **Activity Book**

Class Audio for Lesson 1

Activity 2 ► CD 1 Track 14 p174

Activity Book

stories.) 👩 I draw

pictures.) 👩

C.

5

Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups.
- ▶ CD 1 Track 2 p173

Explain the aims of the lesson.

 Say Today we're going to learn words for activities and say The Tiger Street word rap. We're also going to find out what we are going to do in this unit, play a game and do the Spelling Bee.

Vocabulary presentation

Present the vocabulary.

- (Books closed.) The students name activities they know (sing, dance, play, draw, read, write).
- Introduce the new activities by sticking the Unit 1 flashcards on the board. The students repeat the words and phrases once or twice.
- Hold up the Unit 1 word cards in turn. The students read the words. They then match the word cards and flashcards on the board.
- **Note:** You can present the vocabulary with the Picture dictionary in the Presentation Kit.

In this unit

Listen, read and look.

- ► CD 1 Track 12 p173
- Say Let's listen and find out what we do in Unit 1. Play the CD. The students listen, read and look at the photos.
- Explain the meaning of 'thief' and 'guiz'.
- Ask questions such as Does the story sound exciting? Do you want to learn about computers? Do you want to talk about what you do?

Student's Book Activity 1

Say The Tiger Street word rap.

- ▶ CD 1 Track 13 p174
- (Books open.) Play the CD. The students listen and point to the pictures.
- Play the CD again, pausing for the students to say the activities
- Play the CD a third time. The students say the rap and clap rhythmically.

Student's Book Activity 2

Play Copycat chain.

- Draw the students' attention to the recycle logo. Explain that this game gives the students an
- opportunity to use the new words for activities as well as other words they know. Ask them to give you examples (read, write, draw, sing ...).
- Explain and demonstrate the game. One student says a sentence (I take photos) and mimes. Everyone repeats the sentence and copies the mime. The next student does the same (I play sports), and so on. The students then go back to the beginning and repeat all the sentences and mimes.

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 activity (e.g. use a computer).
- Ask another student from the same team **How do you** spell '(computer)'?
- If both students name the activity and spell the word correctly, they score a maximum of four points for their team (one for naming the activity and three for spelling the word and saying the letters correctly).
- Keep score on the board. The team with the most points wins.

Activity Book

Activity 1

Look, read and write.

• The students look at the pictures, read and write the words Check the answers

Answers: 1 games 2 music 3 movies 4 computer 5 trips 6 photos 7 people 8 pictures 9 things 10 sports

Activity 2

Listen and number. Write.

- ▶ CD 1 Track 14 p174
- Say Listen and number the pictures. Play the CD once or twice. The students listen and write the numbers.
- The students write the words. Check the answers. The students say the numbers and spell the words.

Answers: a 3 | read b 2 | write c 1 | draw d 4 | sing

Activity 3

Look and write.

 The students look at the pictures and write a sentence for each one. Check the answers.

Answers: 1 | go on trips. 2 | make things. 3 | help people. 4 | paint pictures.

Ending the lesson

Review the lesson.

Ask What activities can we say?

- Say It's time to clean up and put your books away.
- Do Closing routine 1: Goodbye, goodbye. The students wave and say the chant.
- CD 1 Track 3 p173
- CD 1 Trac.. Say Goodbye. See y... your next lesson.

Objectives and key competencies

- to use the Student's Practice Kit
- to predict what happens in the story
- to give a personal response and think about values
- to listen, read and act out the story
- to answer questions about the story

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
 CD 1 Track 2 p173
- Match the Unit 1 flashcards and word cards.
- Say The Tiger Street word rap.
 CD 1 Track 13 p174
- Explain the aims of the lesson.

Pre-story activities

- Predict what happens in the story (books closed).
- Listen with the story cards (books closed).
 CD 1 Track 15 p174
- Listen again (books open).

Activity 4

- Listen and read.
- ▶ CD 1 Track 15 p174
- Act out the story.

Active language

play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies, kind, laptop, shed, thief

Materials

Flashcards and Word cards: *play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies,* Story cards: *A Laptop for the Club,* Class Audio CD

Student's Book

Lesson 2 A photo story A Laptop 🚺 🐏 Listen and read. Act out the story for the Club B Read and say True or False. 🌗 Liste ind check The new magazine is called Tiger 3 The thief takes Mrs Iones's lantor 2 The man on the ladder is a w Mrs Jones gives her old laptop to the club. G C Read and reflect. a comic strip / a photo ink the story is funny / exciting / scory ds in a happy / sad wav te character is Ben / Clare / Ellie TIGER STREET 6 Activity 5 Activity 4 Read and say True or False. Activity 6 Listen and check. ▶ CD 1 Track 16 p174 · Read and reflect. Activity 5 Tiger Street Club Values Ending the lesson Think about it: Is it important to help people? Activity 6 · Review the lesson. How do you help other people? Do the closing routine. • 🕞 Go to the Activity Book. See Activity Book CD 1 Track 3 p173 Activity 7 activities to the right.

Class Audio for Lesson 2

(I) Hello, how are you? ► CD 1 Track 2 p173
(I) Goodbye, goodbye ► CD 1 Track 3 p173

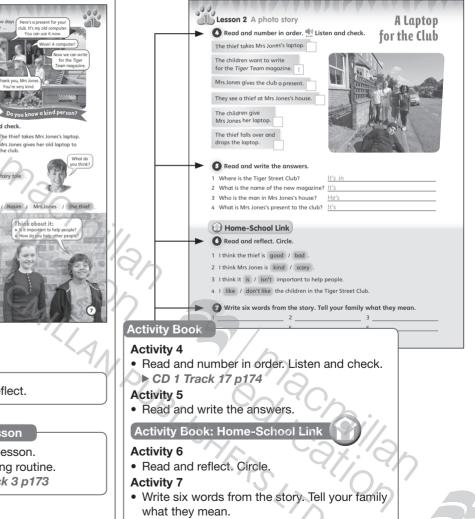
Student's Book

■)) The Tiger Street word rap > CD 1 Track 13 p174

- ■) A Laptop for the Club ► CD 1 Track 15 p174
- ♦ Reading comprehension ► CD 1 Track 16 p174

Activity Book

Activity 4 ► CD 1 Track 17 p174



Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 1: *Hello, how are you?* The students say the chant in groups.
- ► CD 1 Track 2 p173

Match the Unit 1 flashcards and word cards.

• Stick the flashcards and word cards in a random order on the board. The students take turns to draw matching lines between them and say the words.

Say The Tiger Street word rap.

- Ten students stand in a line at the front, each holding a flashcard and the corresponding word card. The rest of the class stands up. Demonstrate miming activities and clap.
- Play the CD. The students hold up the flashcards and word cards in turn. The rest of the class mimes the activities and says the rap learned in Lesson 1. Repeat with ten different students.
- ▶ CD 1 Track 13 p174

Explain the aims of the lesson.

• Say Today we're going to read a story about a thief in Tiger Street.

Pre-story activities

Predict what happens in the story (books closed).

- Read the title of the story. Hold up story card 1 and read the narrative text.
- Remind the students that there's a thief in the story. Ask the students to predict what happens (in L1).

Listen with the story cards (books closed).

- ► CD 1 Track 15 p174
- Say Let's listen and find out. Play the CD. Hold up the story cards in turn. 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 again. The students listen and read the story. Point to the photos to explain 'ladder', 'laptop' and 'window cleaner'.

Student's Book Activity 4

Listen and read. Act out the story.

- ▶ CD 1 Track 15 p174
- Play the CD, pausing for the students to repeat.
- Assign roles to the students. Either assign the role of narrator to a confident student or take this role yourself. The students read and act out the story.
- Ask Do you know a kind person?

Student's Book Activity 5

Read and say *True* or *False*. Listen and check.

- CD 1 Track 16 p174
- Read the sentences. The students say *It's true/false.* They correct the false 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. Encourage the students to say their opinions.
- Explain that the story is a photo story. It shows real people in photos. Ask **Do you like the story?**

Student's Book Tiger Street Club Values

- Say **Think about it! Is it important to help people?** Establish that it is important to help other people when you can.
- Point to the photos and ask questions. Do you help clean the house? Do you help other children?
 Do you help make dinner? The students answer yes or no each time. If you have a confident class, encourage the students to talk about other ways they help people (in L1 if necessary).

Activity Book

Activity 4

Read and number in order. Listen and check.

- ▶ CD 1 Track 17 p174
- The students read and number the sentences in order.
- Play the CD. The students listen and check their answers.

Answers: See answers in audioscript.

Activity 5

Read and write the answers.

• Read the questions. The students say then write the answers. Check the answers.

Answers: 1 It's in a shed in Ben's yard. 2 It's called *Tiger Team magazine*. 3 He's a thief. 4 It's a computer.

Activity Book: Home-School Link

Activity 6

Read and reflect. Circle.

- Read the sentences. The students think about and circle the words that express their opinions.
- The students compare their opinions.

Activity 7

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

• Explain to the students that they should write six key words relating to the story. If the students 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 How do the children get a computer for the club?
- Do the closing routine.
- Say It's time to clean up and put your books away.
- Do Closing routine 1: *Goodbye, goodbye*. The students wave and say the chant.
- ▶ CD 1 Track 3 p173
- Say Goodbye. See you on ... and name the day of your next lesson.

Objectives and key competencies

- to listen and learn the grammar table
- to play Guess who!
 - to ask and say what you do
- to use the Student's Practice Kit

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
 CD 1 Track 2 p173
- Review the A Laptop for the Club story.
- CD 1 Track 15 p174
 Explain the aims of the lesson.

Activity 7

Listen and say the missing words. Learn.
 CD 1 Track 18 p174

Activity 8

• Play Guess who!

Active language

don's - 1

X

X

play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies Do you ...? Yes, I do./No, I don't. Are you ...? Yes, I am./No, I'm not.

Materials

Flashcards: play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies, Class Audio CD

Activity 9

the right.

Ending the lesson

· Review the lesson.

Do the closing routine.
 CD 1 Track 3 p173

Ask and say what you do.

• Go to the Activity Book.

See Activity Book activities to

Oducnik Couconik



(Do you paint pictures?

o you take photos?

(Are you Ben?)

Do you listen to music?

Yes, I do.

Do you listen to music? Yes, I do.

Do you go on trips? No, I don't.

Ask and say what you do

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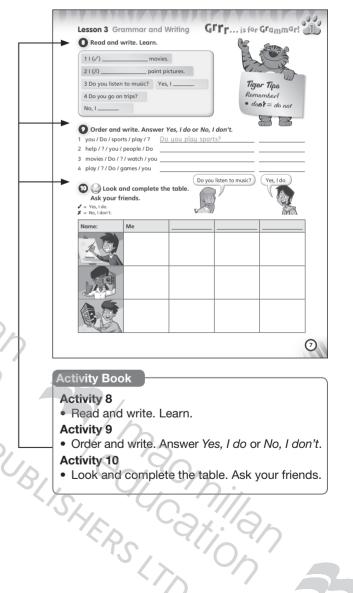
Play Guess who

Class Audio for Lesson 3

(I) Hello, how are you? ► CD 1 Track 2 p173
 (I) Goodbye, goodbye ► CD 1 Track 3 p173

Student's Book

A Laptop for the Club ► CD 1 Track 15 p174
 Grammar table ► CD 1 Track 18 p174



Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups.
- ▶ CD 1 Track 2 p173

Review the A Laptop for the Club story.

- (Books closed.) Ask Can you remember the story? Ask other questions, listening to the students' responses but not confirming if they are correct. Where's the Tiger Street Club? (In a shed in Ben's yard.) What's the new magazine called? (Tiger Team magazine.) Who is the man on the ladder? (A thief.) What does he steal? (Mrs Jones's laptop.) Who takes Mrs Jones her laptop? (Ben, Clare, Nasim and Ellie.) What does Mrs Jones give the Tiger Street Club? (A computer.)
- Play the CD. The students listen, follow the story in their books (SB pages 6 and 7) and check their answers.
- ▶ CD 1 Track 15 p174

Explain the aims of the lesson.

 Say Today we're going to study grammar and play a game to practice what we learn. We're also going to talk about activities that we do.

Student's Book Activity 7

Listen and say the missing words. Learn.

- ► CD 1 Track 18 p174
- Play the CD. The students say the grammar chant. They then listen and read the sentences in the grammar table and say the missing words.
- Read the *Tiger Tips*. Draw the students' attention to the position of the apostrophe.
- The students learn the grammar table and use it for reference and review. They can copy the grammar table into their notebooks.

Student's Book Activity 8

Plav Guess who!

- The students look at the table which shows activities that the members of the Tiger Street Club do (\checkmark) and don't do (X).
- Explain and demonstrate the game. Student A pretends to be one of the members of the Tiger Street Club. Student B asks questions to identify the member.
- Student B: Do vou (paint pictures)? Student A: Yes. I do./No, I don't. Student A: Are you (Ben)? Student B: Yes. I am.
- Play the game with the whole class. The students then play the game in pairs.

Student's Book Activity 9

Ask and say what you do.

- Stick the flashcards on the board. Point to them in turn and ask questions to different students. Do vou (listen to music)? (Yes, I do./No, I don't.)
- , difte. , I do./No, n , (ns to ask and ane _ards. The and con, The grr (drav The students take turns to ask and answer questions about all the flashcards.

Activity Book

Activity 8

Read and write. Learn.

- The students complete the grammar table without looking at the Student's Book. However, allow the students this extra support if needed.
- The students check their answers by looking at the grammar table (SB page 8).
- The students read the sentences in the table. Remind them again of the *Tiger Tips*.

Answers: 1 Watch 2 Don't 3 do 4 don't

Activity 9

Order and write. Answer Yes, I do or No, I don't.

- The students write the questions and true answers.
- Check the answers. The students ask and answer the auestions.

Answers: 1 Do you play sports? Yes, I do./No, I don't. 2 Do you help people? Yes, I do./No, I don't. 3 Do you watch movies? Yes, I do./No, I don't. 4 Do you play games? Yes, I do./No, I don't.

Activity 10

Look and complete the table. Ask your friends.

- Divide the class into groups of four. Look at the key and the speaking model. The students then write the names of the three friends in their group.
- The students complete the 'Me' column in the table.
- The students take turns to ask and answer questions and complete the table.
- The groups report back on activities they all do. We (draw pictures).

Ending the lesson

Review the lesson.

• Ask What question and answer have we practiced?

- Say It's time to clean up and put your books away.
- Do Closing routine 1: Goodbye, goodbye. The students wave and say the chant.
- CD 1 Track 3 p173
- Say Goodbye. See you on ... and name the day of your next lesson.

Objectives and key competencies

- to practice pronunciation: $/\Lambda/$ and /u/
- to make and sort the activity cut-out cards
- to play Arrange the cards
- to listen and sing What do you do in your free time?

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
 CD 1 Track 2 p173
- Review the Unit 1 flashcards and word cards.
- Explain the aims of the lesson.

Activity 10

 Fantastic Phonics: Listen and repeat. Say.
 CD 1 Track 19 p174

Activity 11

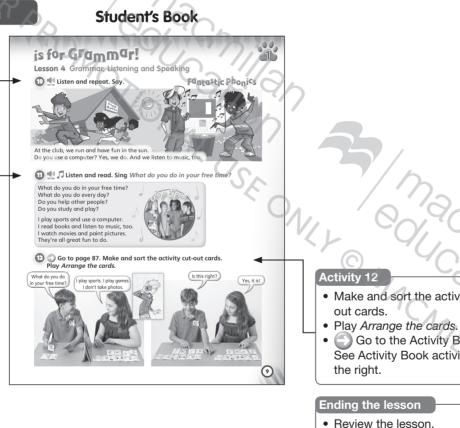
- Pop Spot: Listen and read.
 CD 1 Track 20 p174
- Sing What do you do in your
- free time?

Active language

play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies Do you ...? Yes, I do./No, I don't. What do you do in your free time? I do/don't ...

Materials

Flashcards and Word cards: *play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies,* Class Audio CD, Cut-out Cards, scissors



Class Audio for Lesson 4

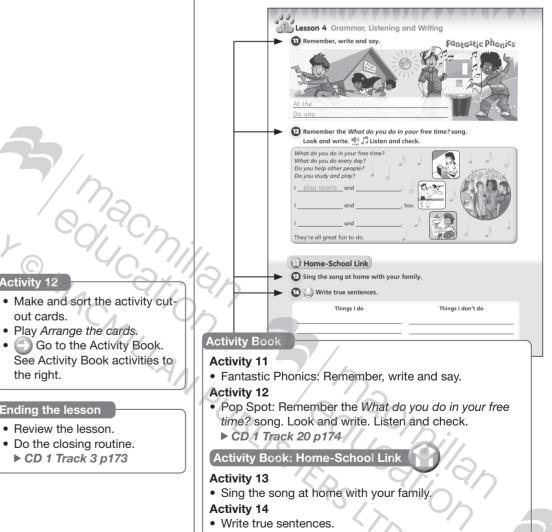
(I) Hello, how are you? ► CD 1 Track 2 p173
(I) Goodbye, goodbye ► CD 1 Track 3 p173

Student's Book

- ■)) Fantastic Phonics > CD 1 Track 19 p174
- (I) What do you do in your free time? ► CD 1 Track 20 p174

Activity Book

■)) Activity 12 ► CD 1 Track 20 p174



Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 1: *Hello, how are you?* The students say the chant in groups.
- ► CD 1 Track 2 p173

Review the Unit 1 flashcards and word cards.

- Play concentration with the Unit 1 flashcards and word cards. Stick the flashcards, face down in a random order, on one side of the board. Number them 1–10. Stick the word cards, face down in a random order, on the other side. Label them A–J.
- Invite a student to say a number. (Six.) Show the student flashcard (6). The student names the activity. Another student says a letter. Show the student the corresponding word card. The student reads the word.
- If the flashcard and word card match, remove them. If not, stick them on the board again, face down. Continue until all the flashcards and word cards have been matched.

Explain the aims of the lesson.

• Say Today we're going to practice pronunciation, sing a song and make, sort and play with the activity cut-out cards.

Student's Book Activity 10

Fantastic Phonics: Listen and repeat. Say.

- ▶ CD 1 Track 19 p174
- Read the sentences. Draw attention to the difference between the / Λ / and /u/ sounds, as highlighted.
- Play the CD. The students listen and repeat the sentences. Repeat once or twice with or without the CD.
- (Optional) The students count how many times they can say the sentences in a minute.
- \bullet Draw the students' attention to the different ways of spelling the /u/ sound in the second line.
- Note: 'to' is often pronounced as /ə/ not /u:/ in 'listen to music'.

Student's Book Activity 11

Pop Spot: Listen and read. Sing *What do you do in your free time?*

- ► CD 1 Track 20 p174
- Ask How many questions does the singer ask? What does the singer do? Play the CD. The students listen and follow in their books. Check the answers. (The singer asks four questions. The singer plays sports, uses a computer, reads books, listens to music, watches movies and paints pictures.)
- Elicit or remind the students of the meaning of 'study'.
- Play the CD again. The students join in singing.
- Ask Do you like the song?

Student's Book Activity 12

Go to Student Book page 87. Make and sort the activity cut-out cards. Play *Arrange the cards.*

- The students cut out and make their cards.
- Arrange your cards in two rows. Explain that in the top row you will put things you do. In the bottom row you will put things you don't do. Say **What do you do in your free time? I play sports. I don't paint pictures.** Place your cards in the corresponding rows.
- Divide the class into pairs. Each pair places a book between them to serve as a screen.
- Demonstrate the game. Student A arranges his or her cards in two rows, following your example. Student B asks *What do you do in your free time?* Student A says

I (play sports). I (play games). I (don't take photos). Student B arranges his or her own cards accordingly.

- The students remove the screen and check their cards are in the same order. Student B asks *Is this right? (Yes, it is!)* They change roles and play again.
- Note: Once finished, the students stick the cards in their notebooks and write sentences. *I (play sports). I don't (make things).* This could also be done in a later lesson or for homework.

Activity Book

Activity 11

Fantastic Phonics: Remember, write and say.

• The students write the sentences from memory. Check the answers by asking the students to say the sentences.

Answers: At the club, we run and have fun in the sun. Do you use a computer? Yes, we do. And we listen to music, too.

Activity 12

Pop Spot: Remember the *What do you do in your free time*? song. Look and write. Listen and check.

- ▶ CD 1 Track 20 p174
- The students look at the pictures and write the missing lyrics. They check their answers by listening to the CD.

Answers: (See answers in audioscript.)

Activity Book: Home-School Link

Activity 13

Sing the song at home with your family.

• Encourage the students to sing the *What do you do in your free time*? song at home.

Activity 14

Write true sentences.

• The students write true sentences about things they do and don't do in their free time.

Ending the lesson

- Review the lesson.
- Ask What words have the $/ \! \Lambda /$ and $/ \! u /$ sounds? How can we ask people what they do in their free time?
- Do the closing routine.
- Say It's time to clean up and put your books away.
- Do Closing routine 1: *Goodbye, goodbye*. The students wave and say the chant.
- ► CD 1 Track 3 p173
- Say Goodbye. See you on ... and name the day of your next lesson.

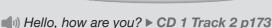
Objectives and key competencies

- to play Question chain
- to listen and read 'How techy are you?'
- to answer questions in a quiz
 - to say ways you use and don't use a computer
- to explore the internet with your teacher

Active language

blog, document, email, internet, keyboard, printer, screen, family, find out, friends, games, play, stories, watch, write, videos Do you ... ? Yes, I do./No, I don't. I do ... /don't ...

Materials Class Audio CD



Class Audio for Lesson 5

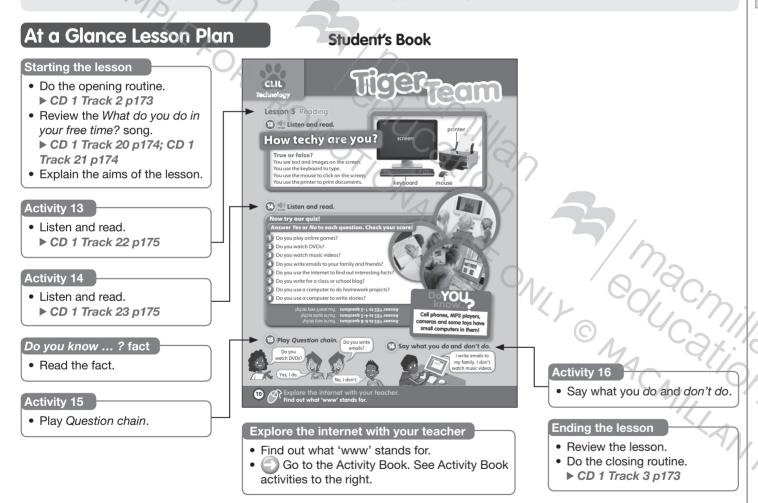
■)) Goodbye, goodbye > CD 1 Track 3 p173

Student's Book

- (ii) What do you do in your free time? ► CD 1 Track 20 p174
- (I) 'How techy are you?' ► CD 1 Track 22 p175
- (Now try our quiz!' ► CD 1 Track 23 p175

Activity Book Lesson 5 Reading, Writing and Speaking CLIL D Look, order and write. rniptre soemu ybradoek rences ctoudmne Ó G 0 💭 Write. Answer Yes, I do or No, I don't. 1 Do you play online game 2 Do you watch music 3 Do vou use a to do homework projects? to your family and friends? 4 Do vou write to find out interesting facts? 🔞 🎧 Write questions. Ask a friend. Do you use a compute to do projects 1 Do you use a computer to <u>do pro</u> 2 Do you us 🔞 🎧 Write about what you use a computer to do. use a comp 0 Activity Book Activity 15 · Look, order and write. Activity 16 • Write. Answer Yes, I do or No, I don't. Activity 17 • Write questions. Ask a friend.

- Activity 18
- Write about what you use a computer to do.



Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 1: *Hello, how are you?* The students say the chant in groups.
- CD 1 Track 2 p173

Review the What do you do in your free time? song.

- Ask Can you remember the What do you do in your free time? song? What does the singer say? (See answers in audioscript.)
- Say Let's listen and find out if you're right! Play the CD. The students listen and check their answers.
- ► CD 1 Track 20 p174
- Play the karaoke version. The students sing. (Optional) They can look at the lyrics (SB page 9).
- ► CD 1 Track 21

Explain the aims of the lesson.

• Say Today we're going to do a quiz about computers and find out how 'techy' we are. Explain that 'techy' is short for 'technological'. Elicit examples of ways to use computers. (*Play online games, watch music videos ...*)

Student's Book Activity 13

Listen and read.

- ▶ CD 1 Track 22 p175
- (Books closed.) If there's a computer in the classroom, use it to pre-teach 'screen', 'keyboard' and 'mouse'.
- (Books open.) The students look at the labeled photo.
- Play the CD. The students listen and read the sentences and say if they are true or false (*they're all true*).
- Explain other vocabulary such as 'images' and 'documents', as necessary.

Student's Book Activity 14

Listen and read.

- ▶ CD 1 Track 23 p175
- Say Let's do a quiz. Play the CD. The students read and listen to the questions. Use the pause button for the students to write their answers. If necessary, check understanding of vocabulary such as 'online'.
- The students add up their score to find out how techy they are and report back to the class.
- Play the CD again. The students listen and call out Yes or No in response to each question.

Do you know ... ? fact

• Make the students aware that very small computers are embedded in many things we use every day.

Student's Book Activity 15

Play Question chain.

- Demonstrate the game. Ask a student Do you (watch DVDs)? They respond and ask a question to another student. Yes, I do./No, I don't. Do you (write emails)? That student responds and asks a question to the next student.
- Note: The question chain can either go round the class or the students choose who to ask.
- The game finishes when all the students have asked and answered at least one question. (Optional) The students can also play the game in groups.

Student's Book Activity 16

Say what you do and don't do.

• The students say true sentences about what they use a computer to do. *I (write emails to my family). I (don't watch music videos).*

Explore the internet with your teacher

Find out what 'www' stands for.

 Read the instructions as a class. The children research with the teacher what 'www' stands for on the internet.

Answer: world wide web

Activity Book

Activity 15

Look, order and write.

• The students look at the pictures then put the letters in order and write the words. Check the answers.

Answers: 1 screen 2 document 3 printer 4 keyboard 5 mouse

Activity 16

Write. Answer Yes, I do or No, I don't.

- The students complete the questions.
- The students write true answers.
- The students take turns to ask and answer the questions.

Answers: 1 games 2 videos 3 computer 4 emails 5 internet

Activity 17

Write questions. Ask a friend.

- Read the speech bubbles. The students write questions of their choice.
- The students take turns to ask and answer the questions with a friend.

Activity 18

Write about what you use a computer to do.

• The students complete the sentence. Ask a few students to read their sentence to the class.

Ending the lesson

Review the lesson.

- Ask Can you name the parts of a computer? How techy are you?
- Do the closing routine.
- Say It's time to clean up and put your books away.
- Do Closing routine 1: *Goodbye, goodbye*. The students wave and say the chant.
- CD 1 Track 3 p173
- Say **Goodbye. See you on ...** and name the day of your next lesson.

Objectives and key competencies

- to read and listen to a report 00
- to use the Student's Practice Kit
- to prepare, plan and write your project

At a Glance Lesson Plan

Starting the lesson • Do the opening routine. ▶ CD 1 Track 2 p173 Lesson & Reading and Wri Review computers and their D Listen and read. uses. Answer the questions · Explain the aims of the lesson. Tiger Street Club Report Manu children use a comput at school to learn about Activity 17 different subjects and do jects Some children also keer Listen and read. a class blog. At home, many children use a computer to do homework and ▶ CD 1 Track 24 p175 play games. Answer the questions. How I use a computer uter at home. at school nd at the Tiger Street Club. At the club I use a computer to write emails. I also watch music videos and play online Activity 18 games. At school, I use a computer o write stories and do projects. I also find out about things on the internet. At home, I use Mom and Dad's comp Prepare your project: Think to look at photos and watch DVDs. about and say. by Ber Prepare your project Think about and say. where you use a comput what activities you do on a compute Plan and write your project 🕤 Go to Activity Book page 10

Learning to

My words to remember

Active language

blog, document, email, internet, keyboard, printer, screen, family, find out, games, home, photos, play, projects, school, stories, videos, watch, write At ... I use a computer to ... I also ...

Materials Class Audio CD

Come and meet the children at our se

Student's Book

Class Audio for Lesson 6

Image: Hello, how are you? ► CD 1 Track 2 p173 Image: Goodbye, goodbye ► CD 1 Track 3 p173

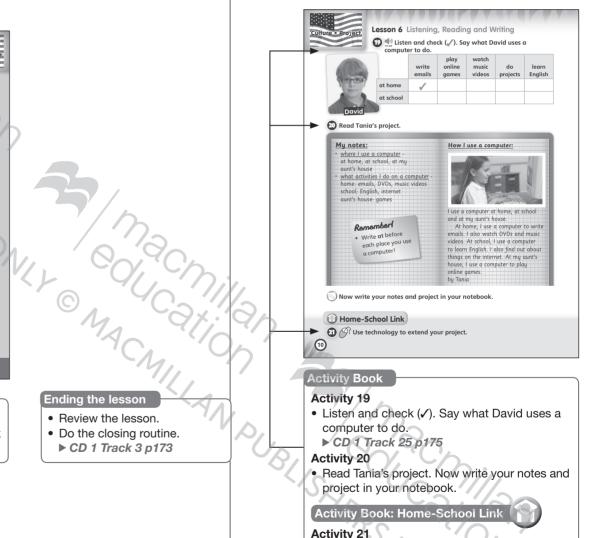
Student's Book

Itiger Street Club Report ► CD 1 Track 24 p175

Activity Book

Activity 19 ► CD 1 Track 25 p175

Activity Book



· Use technology to extend your project.

Ending the lesson

(11)

• Review the lesson.

Do the closing routine.

► CD 1 Track 3 p173

• 🔄 Go to the Activity Book. See Activity Book activities to the right.

· Learning to Learn: Make sentences.



Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups.
- ▶ CD 1 Track 2 p173

Review computers and their uses.

 Ask Can you name the parts of a computer? Can you name five ways to use a computer?

Explain the aims of the lesson.

 Say Today we're going to read and listen to the Tiger Street Club Report for the Tiger Team magazine and Ben's description of how he uses a computer. We're also going to plan and write our projects.

Student's Book Activity 17

Listen and read. Answer the questions.

- ▶ CD 1 Track 24 p175
- Say Let's listen to the Tiger Street Club Report for the Tiger Team magazine! Play the first part of the CD (In the US ...) The students listen and read.
- Ask What do children in the US use a computer to do at school/at home? (They learn about different subjects, do projects, sometimes keep a class blog, do homework, play games.)
- Ask What does Ben use a computer to do at the club/at school/at home? Play the second part of the CD. The students listen and read. (He writes emails. watches music videos, plays online games, writes stories, does projects, finds out about things on the internet, looks at photos on his parents' computer and watches DVDs.)

Student's Book Activity 18

Prepare your project: Think about and say.

- Explain that the students are going to plan and write their individual project (a description of how they use a computer). They will first do a speaking activity in preparation.
- Read the bullet points and speaking model as a class. The students then talk about where they use a computer and the activities they do.
- · Explain that they will shortly make notes and write their project in their notebook.

My words to remember

Learning to Learn: Make sentences.

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

Suggested answers: You see text on the screen. You use the keyboard to type. You use the printer to print documents. You find things out on the internet. I write emails to my grandmother.

Activity Book

Activity 19

Listen and check (\checkmark). Say what David uses a computer to do.

- ▶ CD 1 Track 25 p175
- Say Listen and check what David uses a computer to do at home and at school. Play the CD once or twice. Check the answers.

Answers: At home: write emails, play online games, watch music videos, learn English; At school: do projects, learn English

Activity 20

Read Tania's project. Now write your notes and project in your notebook.

• The students read Tania's project. Draw attention to the Remember! tip. The students write notes in their notebooks to plan their project. Using Tania's text as a model, and their own notes, the students write their project in their notebooks.

Project extension

• Go to Teacher's Notes page 26 for ideas on how to extend the students' projects.

Activity Book: Home-School Link

Use technology to extend your project.

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

Ending the lesson

Review the lesson.

- Ask Where do you use a computer? What do you use a computer to do?
- Do the closing routine.
- Say It's time to clean up and put your books away.
- Do Closing routine 1: Goodbye, goodbye. The students wave and say the chant.
- ► CD 1 Track 3 p173
- Say Goodbye. See you on ... and name the day of your next lesson.

Objectives and key competencies Active language • to listen and use everyday classroom language to read an email use a computer. watch movies • to use the Student's Practice Kit Ã I'm finished. What do I do now? to review the main vocabulary and grammar in Do you ... ? Yes, I do./No, I don't. Unit 1 What do you do in your free time? I (don't) (help people). to listen and read for pleasure 俞 **Materials** Class Audio CD At a Glance Lesson Plan Student's Book Starting the lesson Lesson 7 Consolidation and Ext Do the opening routine. 🗊 🖤 Listen and 🙆 👥 Read and listen ▶ CD 1 Track 2 p173 repeat. Act out. EADING CO Review Tiger Street Club activities.

12

• Explain the aims of the lesson.

Activity 19

- Class Chit-Chat: Listen and repeat. ▶ CD 1 Track 26 p175
- · Repeat.
- Act out.

play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos,

Activity 20

listen.

Activity 21

read.

the right.

unit.

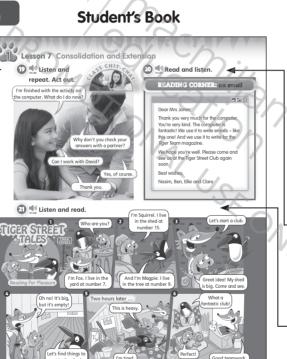
Ending the lesson

• Do the closing routine.

▶ CD 1 Track 3 p173

CD 1 Track 27 p175

CD 1 Track 28 p175



Go to Activity Book page 11. Do the Lesson 7 and Lesson 8 Unit 1 F

Class Audio for Lesson 7

Image: Hello, how are you? ► CD 1 Track 2 p173 Image: Goodbye, goodbye ► CD 1 Track 3 p173

Student's Book

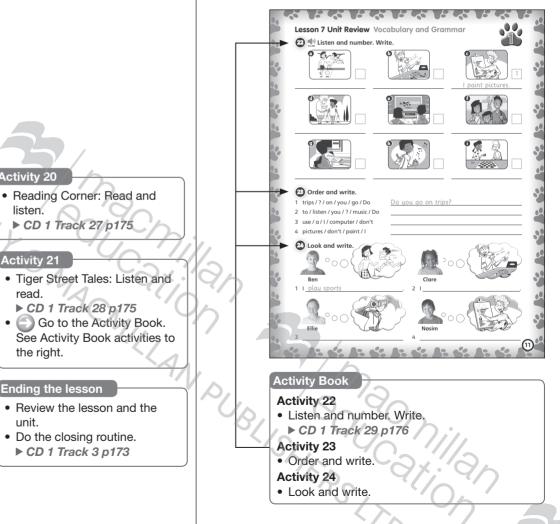
■)) Class Chit-Chat > CD 1 Track 26 p175

■) Reading Corner: an email > CD 1 Track 27 p175

■)) Tiger Street Tales > CD 1 Track 28 p175

Activity Book

Activity 22 ► CD 1 Track 29 p176



Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups.
- ▶ CD 1 Track 2 p173

Review Tiger Street Club activities.

 Ask Can you remember what Ben. Clare. Ellie and Nasim use the computer at the Tiger Street Club to do? (Write emails, play online games, watch music videos, read about sports, find out interesting facts.)

Explain the aims of the lesson.

 Say Today we're going to practice classroom language. We're also going to listen to and read a Tiger Street Tale and an email, and review vocabulary and grammar in the unit.

Student's Book Activity 19

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

- ▶ CD 1 Track 26 p175
- Note: You can present the dialogue using the Dialogue Builder in the Presentation Kit.
- (Books closed.) Say It's time for Class Chit-Chat! Explain that Class Chit-Chat helps the students use English to communicate in class.
- Say Listen to the dialogue. What guestions does the student ask? Play the CD. The students listen.
- Check the answers. (What do I do now? Can I work with David?) Elicit or remind the students of the meaning of 'partner'.
- (Books open.) Play the CD again. The students listen and read the dialogue.
- Explain that 'I'm finished' is a phrase the students can say when they've completed their work.
- Divide the class into two groups, one to take each part. Play the CD a third time, pausing for the groups to repeat the exchanges.
- Divide the class into pairs. The partners read the dialogue.
- Establish that you expect the students to say they've finished and ask what to do in English from now on.

Student's Book Activity 20

Reading Corner: Read and listen.

- ▶ CD 1 Track 27 p175
- Refer to the story on Student's Book pages 6 and 7 and ask Can you remember what Mrs Jones gives the Tiger Street Club? (A computer.)
- Say Ben, Clare, Ellie and Nasim write Mrs Jones an email to say 'thank you'.
- Play the CD. The students listen and read the email.
- Check understanding. Draw attention to the way the email starts and ends.
- Play the CD again.

• Ask Do you ever write emails to say 'thank you'?

Student's Book Activity 21

Tiger Street Tales: Listen and read.

- CD 1 Track 28 p175
- Explain that the Tiger Street Tales are funny stories about three animals who also live in Tiger Street: a fox, a squirrel and a magpie.
- 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.
- in). unny? Wh. Ası. Wr v Ask Do you think the story is funny? Who is your favorite character?

Activity Book

Activity 22

Listen and number. Write.

- ▶ CD 1 Track 29 p176
- Explain that the students are going to review the main vocabulary and grammar in the unit.
- Play the CD. The students number the pictures.
- The students complete the sentences. Check the answers. They say the numbers and spell key words.

Answers: 1 c | paint pictures. 2 b | make things. 3 f | go on trips. 4 h | listen to music. 5 i I play games. 6 a I play sports. 7 g I use a computer. 8 e I watch movies. 9 d I help people.

Activity 23

Order and write.

• The students order the words and write the sentences. Check the answers.

Answers: 1 Do you go on trips? 2 Do you listen to music? 3 I don't use a computer. 4 I don't paint pictures.

Activity 24

Look and write.

 The students look at the activities and write sentences. Check the answers.

Answers: Ben: I play sports. Clare: I make things. Ellie: I take photos. Nasim: I paint pictures.

Ending the lesson

Review the lesson and the unit.

Ask What classroom language have you learned? What are the animals in the Tiger Street Tales? What vocabulary for activities do you know? What grammar do you know?

- Say It's time to clean up and put your books away.
- Do Closing routine 1: Goodbye, goodbye. The students wave and say the chant.
- ► CD 1 Track 3 p173
- Say Goodbye. See you on ... and name the day of your next lesson.

Objectives and key competencies

- to complete the Picture Dictionary and Grammar Reference Bank for Unit 1
- to review CLIL and culture in the unit
- to self-assess work in the unit
- to complete the Progress Journal for Unit 1

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
 CD 1 Track 2 p173
- Review the Unit 1 flashcards and word cards.
- Explain the aims of the lesson.
- Play Twelve sentences!

Activity Book

Activity 25Find and circle. Write.

Activity 26

- Listen and read. Write the correct sentences in your notebook.
- CD 1 Track 30 p176

Activity 27

• Complete the Picture Dictionary for Unit 1.

Activity 28

Listen and say Yes or No.
 CD 1 Track 31 p176

Active language

blog, document, email, internet, keyboard, printer, screen family photos, find out, friends, home, play games, projects, school, watch video, write stories

Materials

Flashcards and Word cards: *play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies,* Class Audio CD, Picture Dictionary (AB page 61), Grammar Reference Bank (SB page 65), Progress Journal pages 3–5

Activity Book



At school, I use a computer to write stories.
 At the club, I use a computer to watch music videos.
 At Granny's house, I use a computer to play online games.
 Complete the Picture Dictionary for Unit 1. I can name activitii

Listen and say Yes or No.

Do an activity from your Learning Plan and complete your Pr

Home-School Link
 Complete your *Tiger Team* score card.

My Tiger Team score card

OK

(12)

Very goo

Journal for Unit 1

Jnit 1 is: My Learning Plan 1 plan to: a read Unit 1 again write a list of words to remember learn the grammar table d ot he online activities

Learning to

Activity Book: Home School Link Activity 29 • Complete your American Tiger score card.

Activity 30 • Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 1. 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 1 Track 3 p173

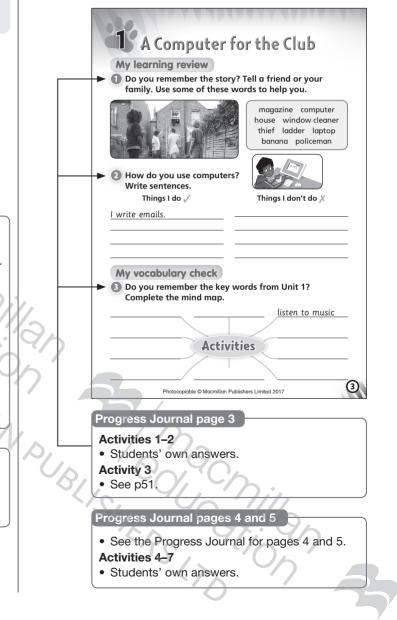
Class Audio for Lesson 8

Hello, how are you? ► CD 1 Track 2 p173
 Goodbye, goodbye ► CD 1 Track 3 p173

Activity Book

Activity 26 ► CD 1 Track 30 p176
 Activity 27 ► CD 1 Track 31 p176

Progress Journal



Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 1: *Hello, how are you?* The students say the chant in groups.
- ► CD 1 Track 2 p173

Review the Unit 1 flashcards and word cards.

- Stick the word cards on the board and cover them 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.
- 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 1.

Play Twelve sentences!

• Challenge the students to say twelve sentences about computers. Keep score on the board.

Example answers: You see text and images on a screen. You use a keyboard to type. You use a printer to print documents. I use a computer at home/at school/at my granny's house. I use a computer to write emails and play online games. You use a computer to watch music videos, do projects and look at family photos.

Activity Book

Activity 25

Find and circle. Write.

 The students find and circle the words in the word snake and then write the words. Check the answers.

Answers: 1 keyboard 2 mouse/screen 3 printer/documents 4 internet

Activity 26

Listen and read. Write the correct sentences in your notebook.

- ▶ CD 1 Track 30 p176
- Explain that the students will listen to Ellie, read then write the correct sentences. Play the CD, pausing between tracks to give the students time to write. Check the answers.

Answers: (See answers in audioscript.)

Activity 27

Complete the Picture Dictionary for Unit 1.

• The students complete the Picture Dictionary for Unit 1, either during the lesson or for homework.

Activity 28

Listen and say Yes or No.

- CD 1 Track 31 p176
- Read the speech bubbles. Say Say 'Yes' to what you can do in Unit 1!
- Play the CD. The students listen and respond in the pauses. 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.

Learning to Learn

• Explain that *Learning to Learn* helps the students become better learners by giving them an opportunity to say what they can do, and to assess and plan their learning.

Activity Book: Home-School Link

Activity 29

Complete your American Tiger 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 color the stars to self-assess their work.
- Read the heading and text in the second column. Clarify meaning if necessary. The students check (✓) what they plan to do.

• Endorse the students' self-assessment and Learning Plan with a check 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 30

Do an activity from your Learning Plan and complete your Progress Journal for Unit 1.

- The students do an activity from their Learning Plan.
- The students complete their Progress Journal for Unit 1, either during the lesson or for homework.
- They can also complete their Grammar Reference Bank for Unit 1 (Student Book page 65).

Progress Journal page 3

Activities 1–2 answers: Students' own answers.

Activity 3 answers: play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies

Progress Journal pages 4 and 5

Activities 4–7 answers: Students' own answers.

Student Book Grammar Reference Bank page 65

Activity 1 answers: 1 I don't listen to music. 2 They don't play sports. 3 We don't play games. 4 You don't use a computer. 5 I don't paint pictures.

Activity 2 answers: 1 Yes, I do. 2 No, they don't. 3 Yes, we do. 4 No, I don't. 5 Yes, I do.

Ending the lesson

Review the lesson and the unit.

• Ask (using L1 as necessary) What have you learned in Unit 1? What have you enjoyed? Which activities have helped you learn? How? What do you plan to do to remember what you have learned?

- Say It's time to clean up and put your books away.
- Do Closing routine 1: *Goodbye, goodbye*. The students wave and say the chant.
- ► CD 1 Track 3 p173
- Say Goodbye. See you on ... and name the day of your next lesson.

