

1

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



- Spell words
- Predict what happens in the story
- Practice pronunciation: /ʌ/ 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 you ... ? 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, lucky, cell phones, MP3 players, policeman, runs away, window cleaner

Pronunciation

the /ʌ/ and /u/ sounds (club, run / do, music)

CLIL and Culture

ICT: How techy are you?

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



Objectives and key competencies

- to identify activities and say *The Tiger Street word rap*
- to play *Copycat chain*
- to use the Student's Practice Kit
- to listen and respond to learning objectives
- to spell words in the *Spelling Bee*

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, draw, read, sing, write the alphabet

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*

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
▶ *CD 1 Track 2 p173*
- Explain the aims of the lesson.

Vocabulary presentation

- Present vocabulary with the unit, flashcards and word cards.

In this unit

- Listen, read and look.
▶ *CD 1 Track 12 p173*

Activity 1

- Say *The Tiger Street word rap*.
▶ *CD 1 Track 13 p174*

Activity 2

- Play *Copycat chain*.

Student's Book

1 A Computer for the Club

Lesson 1 Vocabulary
Listen, read and look.

We read a story about a thief on Tiger Street.
We learn about computers and do a fun quiz.
We find out about how children in the US use computers.
We talk about what we do.

1 Say *The Tiger Street word rap*.

1 play games 2 listen to music 2 watch movies 4 use a computer 5 go on trips
6 take photos 7 help people 8 paint pictures 9 make things 10 play sports

2 Play *Copycat chain*.

3 Do the *Spelling Bee*.

PLAY GAMES

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 1 Track 3 p173*

Class Audio for Lesson 1

Hello, how are you? ▶ *CD 1 Track 2 p173*

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

Activity 2 ▶ *CD 1 Track 14 p174*

Activity Book

1 A Computer for the Club

Lesson 1 Vocabulary and Listening

1 Look, read and write.

computer pictures people movies games music sports trips photos things

1 play games 2 listen to music 3 watch movies 4 use a computer 5 go on trips
6 take photos 7 help people 8 paint pictures 9 make things 10 play sports

2 Listen and number. Write.

1 books 2 stories 3 I draw pictures 4 songs

3 Look and write.

1 I go on trips. 2 3 4 5

Activity Book

Activity 1

- Look, read and write.

Activity 2

- Listen and number. Write.
▶ *CD 1 Track 14 p174*

Activity 3

- Look and write.

Detailed Lesson Plan

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 'quiz'.
- 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 I read b 2 I write c 1 I draw d 4 I sing

Activity 3

Look and write.

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

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

Ending the lesson

Review the lesson.

- Ask **What activities can we say?**

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.

1 Lesson 2

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

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

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.

Lesson 2 A photo story

1 Listen and read. Act out the story.

A Laptop for the Club

1 The Tiger Street Club meets in a shed in Ben's yard. The children listen to music and play games. One day ...

2 Look at this. It's a new magazine called *Tiger Team*.

3 Let's write for it.

4 But we can't. We don't have a computer.

5 Great idea!

6 Or maybe he's a thief!

7 Let's go and find out.

8 The children run to Mrs Jones's house.

9 Look, the window is open.

10 The thief runs away.

11 Look! He has Mrs Jones's laptop.

12 He's a thief!

13 Stop, thief!

14 Give the laptop back.

15 The thief falls over and drops the laptop.

16 Ha ha! Look. A banana. That's lucky!

17 Look! It's a policeman.

18 Stop. Come with me.

19 We can give Mrs Jones her laptop now.

20 Great! Come on.

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

1 The new magazine is called *Tiger Team*.

2 The man on the ladder is a window cleaner.

3 The thief takes Mrs Jones's laptop.

4 Mrs Jones gives her old laptop to the club.

3 Read and reflect.

This story is a comic strip / a photo story / a fairy tale.

I think the story is funny / exciting / scary.

The story ends in a happy / sad way.

My favorite character is Ben / Clare / Ellie / Nasim / Mrs Jones / the thief.

4 Think about it:

- Is it important to help people?
- How do you help other people?

TIGER STREET CLUB VALUES

Activity 5

- Read and say *True or False*.
- Listen and check.
▶ CD 1 Track 16 p174

Tiger Street Club Values

- Think about it: Is it important to help people?
- How do you help other people?
- 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 1 Track 3 p173

Class Audio for Lesson 2

Hello, how are you? ▶ CD 1 Track 2 p173

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

Activity Book

Lesson 2 A photo story

1 Read and number in order. Listen and check.

The thief takes Mrs Jones's laptop.

The children want to write for the *Tiger Team* magazine.

Mrs Jones gives the club a present.

They see a thief at Mrs Jones's house.

The children give Mrs Jones her laptop.

The thief falls over and drops the laptop.

2 Read and write the answers.

1 Where is the Tiger Street Club? It's in

2 What is the name of the new magazine? It's

3 Who is the man in Mrs Jones's house? He's

4 What is Mrs Jones's present to the club? It's

3 Home-School Link

4 Read and reflect. Circle.

1 I think the thief is good / bad.

2 I think Mrs Jones is kind / scary.

3 I think it is / isn't important to help people.

4 I like / don't like the children in the Tiger Street Club.

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

1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

Activity Book

Activity 4

- Read and number in order. Listen and check.
▶ CD 1 Track 17 p174

Activity 5

- Read and write the answers.

Activity Book: Home-School Link

Activity 6

- Read and reflect. Circle.

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 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.

1 Lesson 3

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

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.

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

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!*

Student's Book

Lesson 3 Grammar and Speaking

7 Listen and say the missing words. Learn.

I watch movies.
I don't paint pictures.
Do you listen to music? Yes, I do.
Do you go on trips? No, I don't.

8 Play *Guess who!*

Do you paint pictures? Yes, I do.
Do you take photos? No, I don't.
Are you Ben? Yes, I am.

	paint pictures	take photos	make things
Ben	✓	✗	✓
Clare	✗	✓	✓
Ellie	✓	✓	✗
Nasim	✗	✓	✗

9 Ask and say what you do.

Do you listen to music? Yes, I do.

Activity 9

- Ask and say what you do.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 1 Track 3 p173**

Class Audio for Lesson 3

Hello, how are you? ► **CD 1 Track 2 p173**

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**

Activity Book

Lesson 3 Grammar and Writing

Grrr... is for Grammar!

1 Read and write. Learn.

- 1 I (✓) _____ movies.
- 2 I (✗) _____ paint pictures.
- 3 Do you listen to music? Yes, I _____.
- 4 Do you go on trips? No, I _____.



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

- 1 you / Do / sports / play / ? Do you play sports? _____
- 2 help / ? / you / people / Do _____
- 3 movies / Do / ? / watch / you _____
- 4 play / ? / Do / games / you _____

10 Look and complete the table. Ask your friends.

✓ = Yes, I do.
✗ = No, I don't.

Name:	Me			

Activity Book

Activity 8

- Read and write. Learn.

Activity 9

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

Activity 10

- Look and complete the table. Ask your friends.

Detailed Lesson Plan

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

Play **Guess who!**

- The students look at the table which shows activities that the members of the Tiger Street Club do (✓) and don't do (✗).
- 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 you (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 you (listen to music)?** (*Yes, I do./No, I don't.*)
- 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 questions.

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?**

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.

Lesson 4

Objectives and key competencies

- to practice pronunciation: /Λ/ 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?*

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

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?*

Student's Book

is for Grammar!
Lesson 4 Grammar, Listening and Speaking

10 Listen and repeat. Say. **Fantastic Phonics**

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.

11 Listen and read. Sing *What do you do in your free time?*

What do you do in your free time?
 What do you do every day?
 Do you help other people?
 Do you study and play?

I play sports and use a computer.
 I read books and listen to music, too.
 I watch movies and paint pictures.
 They're all great fun to do.

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

What do you do in your free time?
 I play sports. I play games.
 I don't take photos.

Is this right?
 Yes, it is!

Activity 12

- Make and sort the activity cut-out cards.
- Play *Arrange the cards*.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 1 Track 3 p173**

Class Audio for Lesson 4

Hello, how are you? ► **CD 1 Track 2 p173**

Goodbye, goodbye ► **CD 1 Track 3 p173**

Student's Book

Fantastic Phonics ► **CD 1 Track 19 p174**

What do you do in your free time? ► **CD 1 Track 20 p174**

Activity Book

Activity 12 ► **CD 1 Track 20 p174**

Activity Book

Lesson 4 Grammar, Listening and Writing

11 Remember, write and say. **Fantastic Phonics**

At the
 Do you

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

What do you do in your free time?
 What do you do every day?
 Do you help other people?
 Do you study and play?

I play sports and
 I and, too.
 I and

They're all great fun to do.

Home-School Link

13 Sing the song at home with your family.

14 Write true sentences.

Things I do Things I don't do

Activity Book

Activity 11

- Fantastic Phonics: Remember, write and say.

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**

Activity Book: Home-School Link

Activity 13

- Sing the song at home with your family.

Activity 14

- Write true sentences.

Detailed Lesson Plan

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 /ʌ/ 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.
- 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 /ʌ/ 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.

1 Lesson 5

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

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
▶ *CD 1 Track 2 p173*
- Review the *What do you do in your free time?* song.
▶ *CD 1 Track 20 p174; CD 1 Track 21 p174*
- Explain the aims of the lesson.

Activity 13

- Listen and read.
▶ *CD 1 Track 22 p175*

Activity 14

- Listen and read.
▶ *CD 1 Track 23 p175*

Do you know ... ? fact

- Read the fact.

Activity 15

- Play *Question chain*.

Student's Book

Lesson 5 Reading

13 Listen and read.

How techy are you?

True or false?
 You see text and images on the screen.
 You use the keyboard to type.
 You use the mouse to click on the screen.
 You use the printer to print documents.

14 Listen and read.

Now try our quiz!

Answer Yes or No to each question. Check your score!

- 1 Do you play online games?
- 2 Do you watch DVDs?
- 3 Do you watch music videos?
- 4 Do you write emails to your family and friends?
- 5 Do you use the internet to find out interesting facts?
- 6 Do you write for a class or school blog?
- 7 Do you use a computer to do homework projects?
- 8 Do you use a computer to write stories?

Answer YES to 1-3 questions
 Answer YES to 4-6 questions
 Answer YES to 7-8 questions
 Answer YES to 9-10 questions
 You're very techy!
 You're quite techy!
 You're not very techy!

Do you know?
 Cell phones, MP3 players, cameras and some toys have small computers in them!

15 Play Question chain.

Do you write emails?
 Yes, I do. No, I don't.

16 Say what you do and don't do.

I write emails to my family. I don't watch music videos.

10 Explore the internet with your teacher.
 Find out what 'www' stands for.

Explore the internet with your teacher

- Find out what 'www' stands for.
- Go to the Activity Book. See Activity Book activities to the right.

Activity 16

- Say what you do and don't do.

Ending the lesson

- Review the lesson.
- Do the closing routine.
▶ *CD 1 Track 3 p173*

Class Audio for Lesson 5

Hello, how are you? ▶ *CD 1 Track 2 p173*

Goodbye, goodbye ▶ *CD 1 Track 3 p173*

Student's Book

What do you do in your free time? ▶ *CD 1 Track 20 p174*

'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

15 Look, order and write.

screen, keyboard, mouse, printer, paper, ink

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

- 1 Do you play online games?
- 2 Do you watch music videos?
- 3 Do you use a computer to do homework projects?
- 4 Do you write emails to your family and friends?
- 5 Do you use the internet to find out interesting facts?

17 Write questions. Ask a friend.

- 1 Do you use a computer to do projects?
- 2 Do you use a computer to do homework projects?
- 3 Do you use a computer to write stories?
- 4 Do you use a computer to do anything else?

18 Write about what you use a computer to do.

I use a computer to ...

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.

Detailed Lesson Plan

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.

1 Lesson 6

Objectives and key competencies

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

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

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
► CD 1 Track 2 p173
- Review computers and their uses.
- Explain the aims of the lesson.

Activity 17

- Listen and read.
► CD 1 Track 24 p175
- Answer the questions.

Activity 18

- Prepare your project: Think about and say.

Student's Book

Lesson 6 Reading and Writing

17 Listen and read.
Answer the questions.

Tiger Street Club Report
In the US... Many children use a computer at school to learn about different subjects and do projects. Some children also keep a class blog. At home, many children use a computer to do homework and play games.

How I use a computer
I use a computer at home, at school and at the Tiger Street Club. At the club, I use a computer to write emails. I also watch music videos and play online games. At school, I use a computer to write stories and do projects. I also find out about things on the internet. At home, I use Mom and Dad's computer to look at photos and watch DVDs.

18 Prepare your project
Think about and say.
• where you use a computer
• what activities you do on a computer

Plan and write your project → Go to Activity Book page 10.

My words to remember:
screen keyboard document printer internet email

My words to remember

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

Ending the lesson

- Review the lesson.
- Do the closing routine.
► CD 1 Track 3 p173

Class Audio for Lesson 6

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

Goodbye, goodbye ► CD 1 Track 3 p173

Student's Book

Tiger Street Club Report ► CD 1 Track 24 p175

Activity Book

Activity 19 ► CD 1 Track 25 p175

Activity Book

Lesson 6 Listening, Reading and Writing

17 Listen and check (✓). Say what David uses a computer to do.

	write emails	play online games	watch music videos	do projects	learn English
at home	✓				
at school					

20 Read Tania's project.

My notes:
• where I use a computer - at home, at school, at my aunt's house
• what activities I do on a computer - home: emails, DVDs, music videos school: English, internet aunt's house: games

How I use a computer:
I use a computer at home, at school and at my aunt's house. At home, I use a computer to write emails. I also watch DVDs and music videos. At school, I use a computer to learn English. I also find out about things on the internet. At my aunt's house, I use a computer to play online games.

Remember!
• Write at before each place you use a computer!

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 check (✓). Say what David uses a computer to do.
► CD 1 Track 25 p175

Activity 20

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

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 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 (✓). 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



Activity 21

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.

Lesson 7

Objectives and key competencies

- to listen and use everyday classroom language
- to read an email
- to use the Student's Practice Kit
- to review the main vocabulary and grammar in Unit 1
- to listen and read for pleasure

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
I'm finished. What do I do now?
Do you ... ? Yes, I do./No, I don't.
What do you do in your free time?
I (don't) (help people).

Materials

Class Audio CD

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
► **CD 1 Track 2 p173**
- Review Tiger Street Club activities.
- Explain the aims of the lesson.

Activity 19

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

Student's Book

Lesson 7 Consolidation and Extension

19 Listen and repeat. Act out.
I'm finished with the activity on the computer. What do I do now?
Why don't you check your answers with a partner?
Can I work with David?
Yes, of course.
Thank you.

20 Read and listen.
READING CORNER: an email
Dear Mrs Jones,
Thank you very much for the computer. You're very kind. The computer is fantastic! We use it to write emails - like this one! And we use it to write for the Tiger Team magazine.
We hope you're well. Please come and see us at the Tiger Street Club again soon.
Best wishes,
Nasim, Ben, Ellie and Clare.

21 Listen and read.
TIGER STREET TALES
1 Who are you?
2 I'm Squirrel. I live in the shed at number 15.
3 Let's start a club.
4 Great idea! My shed is big. Come and see.
5 Oh no! It's big, but it's empty!
6 Two hours later ...
7 This is heavy.
8 What a fantastic club!
9 Let's find things to put in the shed.
10 I'm tired.
11 Perfect!
12 Good teamwork.

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

Activity 20

- Reading Corner: Read and listen.
► **CD 1 Track 27 p175**

Activity 21

- Tiger Street Tales: Listen and read.
► **CD 1 Track 28 p175**
- 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 1 Track 3 p173**

Class Audio for Lesson 7

Hello, how are you? ► **CD 1 Track 2 p173**

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**

Activity Book

Lesson 7 Unit Review Vocabulary and Grammar

22 Listen and number. Write.

1 I paint pictures.
2 I play sports.
3 I listen to music.
4 I write emails.
5 I go on trips.
6 I use a computer.
7 I don't paint.
8 I don't listen to music.
9 I don't go on trips.
10 I don't use a computer.

23 Order and write.
1 trips / ? / on / you / go / Do
2 to / listen / you / ? / music / Do
3 use / a / I / computer / don't
4 pictures / don't / paint / I
Do you go on trips?

24 Look and write.
Ben 1 I play sports
Clare 2 I
Ellie 3
Nasim 4

Activity Book

- Activity 22**
• Listen and number. Write.
► **CD 1 Track 29 p176**

- Activity 23**
• Order and write.

- Activity 24**
• Look and write.

Detailed Lesson Plan

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 questions 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.
- 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 I paint pictures. 2 b I make things. 3 f I go on trips. 4 h I 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?**

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.

1 Lesson 8

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

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

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

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 25

- Find 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

Activity Book

Lesson 8 Unit Review CLIL, Culture and Self-assessment

25 Find and circle. Write.

documents mouse keyboard internet printer screen

1 You use the _____ to type.
2 You use the _____ to click on the _____.
3 You use the _____ to print documents.
4 You use the _____ to find out interesting facts.

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

1 At home, I use a computer to write emails.
At home, I use a computer to play online games.
2 At school, I use a computer to write stories.
3 At the club, I use a computer to watch music videos.
4 At Granny's house, I use a computer to play online games.

27 Complete the Picture Dictionary for Unit 1. I can name activities.

28 Listen and say Yes or No.

Home-School Link

29 Complete your *Tiger Team* score card.

My Tiger Team score card

My work in Unit 1 is:

OK ☐ Good ☐ Very good ☐ Excellent ☐

My Learning Plan

I plan to:

☐ read Unit 1 again
☐ write a list of words to remember
☐ learn the grammar table
☐ do the online activities

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

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

Progress Journal

1 A Computer for the Club

My learning review

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



magazine computer
house window cleaner
thief ladder laptop
banana policeman

- 2** How do you use computers? Write sentences.

Things I do ✓



Things I don't do ✗

I write emails.

My vocabulary check

- 3** Do you remember the key words from Unit 1? Complete the mind map.



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Progress Journal page 3

Activities 1–2

- Students' own answers.

Activity 3

- See p51.

Progress Journal pages 4 and 5

- See the Progress Journal for pages 4 and 5.

Activities 4–7

- Students' own answers.

Detailed Lesson Plan

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?**

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.



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