

Syllabus

Unit	Objectives and Key Competences	Contents
		Lexis
Starter Unit Welcome to the Tiger Street Club!	<ul style="list-style-type: none"> Greet people and say goodbye Meet the course characters Ask for and give personal details Watch a video clip Say the days of the week Recognise and say the letters of the alphabet Ask and say where things are Use the Student's Resource Centre Ask and say how to spell words Review language from <i>Tiger Time 1</i> and <i>2</i> Play the games Sing a song and say a rap 	<p>Core vocabulary</p> <ul style="list-style-type: none"> club, join, project, street the alphabet <p>Receptive vocabulary</p> <ul style="list-style-type: none"> amazing, exciting, fun <p> Recycled vocabulary</p> <ul style="list-style-type: none"> hello, goodbye days of the week numbers Vocabulary from previous levels
1 A Computer for the Club	<ul style="list-style-type: none"> Identify and name activities Learn the grammar table for Unit 1 Ask and say what you do and don't do Read an email Watch video clips Listen and use everyday classroom language Listen and read about using computers Ask and say what you use computers to do Listen and read a report Use the Student's Resource Centre Spell words Predict what happens in the story Practise 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 	<p>Core vocabulary</p> <ul style="list-style-type: none"> do sports, go on excursions, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch films <p>Story vocabulary</p> <ul style="list-style-type: none"> kind, laptop, shed, thief <p>CLIL vocabulary</p> <ul style="list-style-type: none"> blog, document, email, internet, keyboard, mouse, printer, screen <p>Receptive vocabulary</p> <ul style="list-style-type: none"> falls over, drops, lucky, mobile phones, MP3 players, policeman, runs away, window cleaner <p> Recycled vocabulary</p> <ul style="list-style-type: none"> club, draw, family, friends, games, home, listen, present, project, read a book, look at photos, school, sing songs, write stories, study, videos the alphabet
2 Animal World	<ul style="list-style-type: none"> Identify and name animal parts of the body Learn the grammar table for Unit 2 Read public signs Listen and use everyday classroom language Ask about and describe an animal Listen and read about mammals and reptiles Understand differences between mammals and reptiles Listen and read an animal fact file Watch a video clip Use the Student's Resource Centre Spell words Predict what happens in the story Practise pronunciation: /ɪ/ and /i:/ Review, assess and plan your own learning Understand and think about values Make and play with the body part 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 	<p>Core vocabulary</p> <ul style="list-style-type: none"> beak, claws, feathers, fur, scales, shell, tail, teeth, whiskers, wings <p>Story vocabulary</p> <ul style="list-style-type: none"> hare, race, tortoise, winner <p>CLIL vocabulary</p> <ul style="list-style-type: none"> blood, chameleon, mammal, reptile, skin, tongue, warm <p>Receptive vocabulary</p> <ul style="list-style-type: none"> alien, doesn't stop, gentle, get ready, hedgehog, photography, sees, tries, too late, walks by <p> Recycled vocabulary</p> <ul style="list-style-type: none"> the alphabet animals colours babies, body, cold, drink, ears, eat, eggs, email, eyes, fast, head, heavy, legs, live, long, milk, mother, paws, play a computer game, short, slow

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p>Core structures</p> <ul style="list-style-type: none"> • How do you spell ... ? • Where do you live? <p>♻️ Recycled structures</p> <ul style="list-style-type: none"> • What's your name? • How old are you? I'm ... • How are you? I'm fine, thanks. • I live in ... • Where's the ... ? It's in/on/under/behind/next to ... • Language from previous levels 		<ul style="list-style-type: none"> • Video clip: Meet the Tiger Street Club: Welcome to the Tiger Street Club • Interest in learning English • Enjoyment in meeting the course characters • Pleasure in belonging to the Tiger Street Club • Interest in learning the alphabet • Willingness to participate in class • Respect for others in the group • Satisfaction in recalling familiar language 	
<p>Core structures</p> <ul style="list-style-type: none"> • 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 ... <p>Classroom Language</p> <ul style="list-style-type: none"> • Main function: saying you've finished and asking what to do • I've finished. What do I do now? <p>♻️ Recycled structures</p> <ul style="list-style-type: none"> • It's a ... 	<ul style="list-style-type: none"> • /ʌ/ and /u:/ (club, run / do, music) 	<ul style="list-style-type: none"> • Video clip: Tiger Street Club Report: How I use a computer • Interest in naming activities • Pleasure in doing a Spelling Bee • Enjoyment in reading 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 	<ul style="list-style-type: none"> • ICT: How techy are you?
<p>Core structures</p> <ul style="list-style-type: none"> • It's got .../It hasn't got ... • Is it a ... ? Yes, it is. • Has it got ... ? Yes, it has./No, it hasn't. • They've got ... <p>Classroom language</p> <ul style="list-style-type: none"> • Main function: asking for and giving information about a website • Look at this website. It's got ... ! Has it got information about ... ? Yes, it has. <p>♻️ Recycled structures</p> <ul style="list-style-type: none"> • Is it a ... ? Yes, it is./No, it isn't. • ... is/are ... • ... live in/eat/drink ... 	<ul style="list-style-type: none"> • /ɪ/ and /i:/ (lizard, pink / cheetah, green) 	<ul style="list-style-type: none"> • Video clip: Tiger Street Club Report: Animal fact file • Interest in animals • Enjoyment in reading a well-known animal fable • Awareness of the value of using your time well • Recognition of the importance of focus • Satisfaction in understanding public signs • Awareness of transferring language learnt to classroom situations • Pleasure in reading a cartoon strip story • Care in completing activities in the book • Satisfaction in researching and writing your project • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • Natural Science: Mammals and reptiles

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3 Sports Star	<ul style="list-style-type: none"> Identify and name sports Learn the grammar table for Unit 3 Ask and say what you and other people can and can't do Understand and respond to instructions in the workout Read a poster Listen and use everyday classroom language Count to a hundred in tens Listen, read and answer questions about workouts Listen and read a report Watch a video clip Use the Student's Resource Centre Spell words Predict what happens in the story Practise pronunciation: /eɪ/ and /ɔ:/ Review, assess and plan your own learning Understand and think about values Make and play with the sports 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 	<p>Core vocabulary</p> <ul style="list-style-type: none"> dive, do judo, do karate, ice skate, play table tennis, ride a bike, ride a horse, rollerblade, row, skateboard numbers 20–100 (in tens) <p>Core vocabulary</p> <ul style="list-style-type: none"> dive, do judo, do karate, ice skate, play table tennis, ride a bike, ride a horse, rollerblade, row, skateboard numbers 20–100 (in tens) <p>Story vocabulary</p> <ul style="list-style-type: none"> coach, goal, match <p>CLIL vocabulary</p> <ul style="list-style-type: none"> concentrate, easy, exercise, fist, fit, healthy, left, on the spot, right, strong, thumb touch, stretch, tap, roll, turn around <p>Receptive vocabulary</p> <ul style="list-style-type: none"> brain, heart, kids, players, press-ups, professional, relax, star, trains, weight Brilliant!, I don't mind <p>Recycled vocabulary</p> <ul style="list-style-type: none"> arms, basketball, boy, brother, climb, dance, favourite, girl, hop, ill, kick a ball, legs, park, play football, run, school, sister, sleep, swim, team, toes, walk days of the week the alphabet
4 Food We Like	<ul style="list-style-type: none"> Identify and name food Learn the grammar table for Unit 4 Ask and say food you like and don't like Say food other people like Talk about ways you and your friends like to eat fruit and vegetables Listen and read a report Watch a video clip Listen and use everyday classroom language Listen and read about five fun ways to eat fruit and vegetables Use the Student's Resource Centre Spell words Predict what happens in the story Practise pronunciation: /ɪ/ and /aɪ/ Review, assess and plan your own learning Understand and think about values Make and play with the food 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 Read a recipe Listen and read for pleasure 	<p>Core vocabulary</p> <ul style="list-style-type: none"> chicken, chocolate, crisps, fruit juice, ice cream, salad, sandwiches, strawberries, water, yoghurt <p>Story vocabulary</p> <ul style="list-style-type: none"> bread, dinner, lunch, meat, slice, Bring me ...! <p>CLIL vocabulary</p> <ul style="list-style-type: none"> fruit salad, ice cube, ice lolly, smoothie, sugar, vegetable stick, vitamin hot/packed lunch, raw, treat <p>Receptive vocabulary</p> <ul style="list-style-type: none"> blender, fibre, ingredients, minerals, nuts, portions, preparation method, recipe a great invention, work very hard <p>Recycled vocabulary</p> <ul style="list-style-type: none"> apples, bananas, biscuits, carrots, cheese, eggs, fruit, meat, milk, peas, potatoes, vegetables eat, delicious, healthy, hungry, play cards the alphabet
5 Things We Do Every Day <i>(continued on next page)</i>	<ul style="list-style-type: none"> Identify and name daily routines Learn the grammar table for Unit 5 Say what other people do every day Listen and use everyday classroom language Listen and read about time zones Listen and read a report Watch a video clip Use the Student's Resource Centre Spell words Predict what happens in the story Practise pronunciation: /æ/ and /ɑ:/ Review, assess and plan your own learning 	<p>Core vocabulary</p> <ul style="list-style-type: none"> brush your teeth, get up, go home, go to bed, go to school, have a shower, have breakfast, have dinner, have lunch, put on your pyjamas ... o'clock, half past ... every day <p>Story vocabulary</p> <ul style="list-style-type: none"> clock, genie, gold, greedy, king, princess, wish <p>CLIL vocabulary</p> <ul style="list-style-type: none"> midday, dark, light, hour, night, time zone <p>Receptive vocabulary</p> <ul style="list-style-type: none"> go away, hairbrush, hug, koala, meets, more important than, never mind, time difference

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p>Core structures</p> <ul style="list-style-type: none"> • Can you ... ? Yes, I can./No, I can't. • I/He/She can/can't ... • What can you do? <p>Classroom language</p> <ul style="list-style-type: none"> • Main function: asking for help • I can't do ... Can you help me, please? Yes, all right. I think the answer is ... Can you repeat that, please? Yes, of course. It's ... <p>♻️ Recycled vocabulary</p> <ul style="list-style-type: none"> • I play... • Let's... 	<ul style="list-style-type: none"> • /eɪ/ and /ɔ:/ (play, skate / football, horse) 	<ul style="list-style-type: none"> • Video clip: Tiger Street Club Report: My exercise • Interest in and enjoyment of sport and exercise • Enjoyment in reading a story about football • Awareness of equal opportunities • Awareness of the value of practising and making an effort • Respect for what people can and can't do • Confidence in using classroom language • Pleasure in reading a cartoon strip story • Enjoyment in planning, preparing, writing and presenting your project • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • PE: Workouts for kids
<p>Core structures</p> <ul style="list-style-type: none"> • I like ... /I love ... /I don't like ... • Do you like ... ? Yes, I do./No, I don't. • I like ..., but I don't like ... • He/She likes ... <p>Classroom language</p> <ul style="list-style-type: none"> • Main function: asking what a word means • Sorry, I don't understand. What does ... mean? <p>♻️ Recycled structures</p> <ul style="list-style-type: none"> • Are you ...? Yes, I am./No, I'm not. • My favourite is ... 	<ul style="list-style-type: none"> • /ɪ/ and /aɪ/ (biscuit, chicken / likes, nice) 	<ul style="list-style-type: none"> • Video clip: Tiger Street Club Report: Lunch at my school • Interest in food • Pleasure in reading a legend about the origin of a word • Respect for other people's likes and dislikes • Enjoyment in interacting with others • Awareness of sounds and spelling • Interest in learning fun ways to eat fruit and vegetables • Enjoyment in reading a recipe • Confidence in using classroom language • Pleasure in reading a cartoon strip story • Enjoyment in preparing, planning, writing and presenting your project • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • Social Science: Five-a-day the fun way!
<p>Core structures</p> <ul style="list-style-type: none"> • I ... at ... What about you? Me too! • Do you ... at ...? Yes, I do./No, I don't. • He/She has lunch/goes to school ... • What do you do every day? I ... • What time is it? <p>Classroom language</p> <ul style="list-style-type: none"> • Main function: asking about the time • What time is it, please? It's time to ... Have I got time to ... ? <p>♻️ Recycled structures</p> <ul style="list-style-type: none"> • It's (nine o'clock). 	<ul style="list-style-type: none"> • /æ/ and /ɑ:/ (snack, cat / car past) 	<ul style="list-style-type: none"> • Video clip: Tiger Street Club Report: A day in the life ... • Interest in your and other people's daily routines • Awareness of the importance of loving your family and not being greedy • Awareness that the world has got different time zones • Enjoyment in a myth and in finding out about children around the world • Satisfaction in writing your project • Pleasure in learning bedtime rhymes 	<ul style="list-style-type: none"> • Geography: Time zones

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		Lexis
<p><i>(continued)</i></p> <p>5 Things We Do Every Day</p>	<ul style="list-style-type: none"> Understand and think about values Make and play with the daily routine 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 Read traditional bedtime rhymes Listen and read for pleasure 	<ul style="list-style-type: none"> Recycled vocabulary afternoon, clock, do homework, evening, hungry, love, morning, play, read a book, rich, sleep, study, use a computer, wash my face/hands, watch TV the alphabet numbers
<p>6 At the Beach</p>	<ul style="list-style-type: none"> Identify and name beach activities Learn the grammar table for Unit 6 Ask and say what you and other people are doing Read a poem Listen and use everyday classroom language Listen and read about rock pools Listen and read a report Watch a video clip Use the Student's Resource Centre Spell words Predict what happens in the story Practise pronunciation: /b/ and /v/ Review, assess and plan your own learning Understand and think about values Make and play with the beach 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 	<ul style="list-style-type: none"> Core vocabulary collecting shells, fishing, lying in the shade, making a sandcastle, playing Frisbee, playing volleyball, playing with a bat and ball, putting on sun cream, snorkelling, swimming in the sea beach, seaside Story vocabulary dolphin, shark CLIL vocabulary crab, jellyfish, rock pool, seahorse, sea urchin, seaweed, star fish Receptive vocabulary attack, danger, donkey rides, kite, protect, rescue, safe, shadow Recycled vocabulary cloudy, dive, fish and chips, hot, jump, live, look, play football, raining, read a book, ride, row, run, sing, sit, sunny, swim, T-shirt, walk, weather the alphabet colours
<p>7 Tiger Street Club Review</p>	<ul style="list-style-type: none"> Identify and name theatre vocabulary Listen and read a report Watch a video clip Read a programme Listen and use everyday classroom language Use the Student's Resource Centre Predict what happens in the play Revise language from Units 1–6 Practise pronunciation: /s/ before a consonant Review, assess and plan your own learning Understand and think about values Listen and read about teamwork for a show Make and play with the review sentence cut-out cards Play the games Prepare, plan and write your project Listen, read, understand and act out the play Sing a song and say a rap Listen and read for pleasure 	<ul style="list-style-type: none"> Core vocabulary actor, audience, costume, lights, make-up, poster, programme, script, stage, ticket Story vocabulary hiker, knock, plate, stove, village CLIL vocabulary design, job, rehearse, show, teamwork Receptive vocabulary dinnertime, charity, end-of-year show, mountains, narrator, pot, share Wait a minute, Remember Recycled vocabulary Vocabulary that has been previously introduced
<p>Festivals</p>	<ul style="list-style-type: none"> Identify items relating to festivals Ask and say what you have got in your lunchbox Use the Student's Resource Centre Play a game Make a paper lunchbox, do a survey and make a book mark Listen and read about festivals Identify healthy foods Identify different kinds of books Compare your culture with UK culture Sing the songs and say the chants Ask and say your favourite kind of book 	<ul style="list-style-type: none"> Core vocabulary healthy, unhealthy, packed lunch, lunchbox, fruit adventure, far away, places, look after book token, fact, fairy tale, legend, myth, poem Receptive vocabulary crunch celebrate, win celebrate, special Recycled vocabulary apple, carrot, strawberry, orange, banana, peas, celery, yoghurt, fruit juice, chicken, mushroom, potato play games, walk, park, book, read, shop, weather

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
		<ul style="list-style-type: none"> Confidence in using classroom language Pleasure in reading a cartoon strip story Willingness to review, assess and plan your own learning 	
<p>Core structures</p> <ul style="list-style-type: none"> What am I doing? You're ... What are you doing? I'm/We're ... Are you (fishing)? Yes, I am./No, I'm not. I'm/He's/She's/We're/They're (fishing). <p>Classroom language</p> <ul style="list-style-type: none"> Main function: asking and saying what you're doing What are you doing? I'm ... <p>Recycled structures</p> <ul style="list-style-type: none"> I've got ... I'm/He's/She's wearing ... It's ... /It isn't ... There is/are ... 	<ul style="list-style-type: none"> /b/ and /v/ (bat, beach / very, vest) 	<ul style="list-style-type: none"> Video clip: Tiger Street Club Report: A holiday postcard Interest in beach activities and sea life Enjoyment in reading an adventure story Awareness that it's important to keep safe Willingness to take turns Recognition that you can find things out by close observation Satisfaction in writing your project Pleasure in reading a poem Confidence in using classroom language Enjoyment in reading a cartoon strip story Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> Natural Science: Secrets of the sea
<p>Core structures</p> <ul style="list-style-type: none"> Structures that have been previously introduced <p>Classroom language</p> <ul style="list-style-type: none"> Main function: giving and following stage directions Can you ... ? Like this? Yes, that's it! Perfect! Then what do I do? <p>Recycled structures</p> <ul style="list-style-type: none"> Structures that have been previously introduced 	<ul style="list-style-type: none"> /s/ before a consonant (stage, script) 	<ul style="list-style-type: none"> Video clip: Tiger Street Club Report: <i>Stone Soup</i>: A review Interest in learning theatre vocabulary Pleasure in acting out a well-known story as a play Pleasure in demonstrating what you can do in a board game Enjoyment in reviewing what you have learnt in a quiz Awareness of the work involved in putting on a show Recognition of the value of teamwork and sharing Satisfaction in writing your project Interest in reading a programme Confidence in using classroom language Enjoyment in reading a cartoon strip story Willingness to review, assess and plan your own learning Satisfaction with learning in <i>Tiger Time 3</i> 	<ul style="list-style-type: none"> Citizenship: Teamwork for a show
<p>Core structures</p> <ul style="list-style-type: none"> Structures that have been previously introduced <p>Recycled structures</p> <ul style="list-style-type: none"> I'm a ... I've got don't ... Do you ... ? Yes, I do./No, I don't. It's ... /It's got ... Has it got ... ? Yes, it has!/No, it hasn't! I love/like ... Me too! What's your favourite ... ? It's ... 		<ul style="list-style-type: none"> Festivals: World Food Day in the UK Festivals: Grandparent's Day in the UK Festivals: World Book Day in the UK Pleasure in learning about World Book Day, Grandparent's Day and World Book Day in the UK Interest in comparing World Book Day, Grandparent's Day and World Book Day in the UK and in your country Awareness that some foods are healthy Awareness that grandparents are important Awareness of the pleasure that books and reading gives Enjoyment in singing songs and saying chants about World Book Day, Grandparent's Day and books 	