

6

At the Beach

Objectives and key competences



- Identify and name beach activities
- Learn the grammar table for Unit 6
- Ask and say what you are doing
- Say what 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

Active language

Core vocabulary: beach activities

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: Secrets of the sea

crab, jellyfish, rock pool, seahorse, sea urchin, seaweed, starfish

Structures

*What am I doing? You're ...
What are you doing? I'm/We're ...
Are you (running)? Yes, I am./No, I'm not.
I'm/He's/She's/We're/They're (fishing).*

Recycled language

*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
I've got ...
I'm/He's/She's wearing ...
It's ... /It isn't ...
There is/are ...
the alphabet
colours*

Classroom language

*Main function: asking and saying what you're doing
What are you doing? I'm ...*

Receptive language

attack, danger, donkey rides, kite, protect, rescue, safe, shadow

Pronunciation

the /b/ and /v/ sounds (**bat**, **beach/very**, **vest**)

CLIL and Culture

Natural Science: Secrets of the sea

Video clip: Tiger Street Club Report: A holiday postcard

Values and attitudes

- Interest in beach activities and sea life
- Enjoyment in 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

Lesson 1

Objectives and key competences

- to identify beach activities and say *The Tiger Street word rap*
- to play *Mime and guess!*
- to use the Student's Resource Centre
- to listen and respond to learning objectives
- to spell words in the *Spelling Bee*

Active language

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

dive, play football, read a book, run, row, sing, sit, swim

What am I doing? You're (fishing).

the alphabet

Materials

Flashcards and Word cards: 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, Class Audio CD

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
- ▶ *CD 2 Track 43 p184*
- Explain the aims of the lesson.

Vocabulary presentation

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

In this unit

- Listen, read and look.
- ▶ *CD 3 Track 10 p186*

Activity 1

- Say *The Tiger Street word rap*.
- ▶ *CD 3 Track 11 p186*

Activity 2

- Play *Mime and guess*.

Student's Book

Lesson 1 Vocabulary

Listen, read and look.

We read a story about a shark and dolphins.

We learn about secrets of the sea.

In Unit 6

We find out about the seaside.

We talk about things we're doing now.

1 Say *The Tiger Street word rap*.

2 Play *Mime and guess*.

3 Do the *Spelling Bee*.

1 collecting shells 2 making a sandcastle 3 playing volleyball 4 playing Frisbee 5 playing with a bat and ball

6 swimming in the sea 7 fishing 8 snorkelling 9 putting on sun cream 10 lying in the shade

What am I doing? You're swimming in the sea.

F-I-S-H-I-N-G

45

Activity 3

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

Ending the lesson

- Review the lesson.
- Do the closing routine.
- ▶ *CD 2 Track 44 p184*

Class Audio for Lesson 1

- Lift off to English! ▶ *CD 2 Track 43 p184*
- We like English ▶ *CD 2 Track 44 p184*

Student's Book

- In this unit ▶ *CD 3 Track 10 p186*
- The Tiger Street word rap ▶ *CD 3 Track 11 p186*

Activity Book

- Activity 2 ▶ *CD 3 Track 12 p186*

Activity Book

6 At the Beach

Lesson 1 Vocabulary and Listening

1 Look, read and write.

1 collecting shells 2 making a sandcastle 3 playing volleyball 4 playing Frisbee 5 playing with a bat and ball 6 swimming in the sea 7 fishing 8 snorkelling 9 putting on sun cream 10 lying in the shade

2 Listen and number. Write. hopscotch tag hide and seek cards

3 Look and write. 1 I'm fishing. 2 I'm ... 3 I'm ... 4 I'm ...

45

Activity Book

Activity 1

- Look, read and write.

Activity 2

- Listen and number. Write.
- ▶ *CD 3 Track 12 p186*

Activity 3

- Look and write.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 3: *Lift off to English!* The students open both hands to make tens as they count.

► **CD 2 Track 43 p184**

Explain the aims of the lesson.

- Say **Today we're going to learn words for beach 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 that can be done on the beach (*swim, read a book, play football, etc.*).
- Introduce the new beach activities by sticking the flashcards on the board. The students repeat the phrases once or twice.
- Hold up the word cards in turn. The students read the phrases. They then match the word cards and flashcards on the board.
- **Note:** You can present the vocabulary with the Vocabulary Tool in the Presentation Kit.

In this unit

Listen, read and look.

► **CD 3 Track 10 p186**

- Say **Let's listen and find out what we do in Unit 6.** Play the CD. The students listen, read and look at the pictures.
- Explain the meaning of 'shark', 'dolphins' and 'secrets of the sea' (sea life you can find in rock pools).
- Ask questions such as **Do you want to read a story about a shark and dolphins? Do you want to learn about 'secrets' of the sea? Do you want to find out about the seaside?**

Student's Book Activity 1

Say *The Tiger Street* word rap.

► **CD 3 Track 11 p186**

- (Books open.) Play the CD. The students listen and point to the beach activities.
- Play the CD again, pausing before each beach activity for the students to say the phrases.
- Play the CD a third time. The students say the rap and click their fingers or clap rhythmically.

Student's Book Activity 2

Play *Mime and guess*.

- Draw the students' attention to the *recycle* logo. Explain that this game gives the students an opportunity to use the new beach activity phrases and other familiar words for activities.
- Ask the students to give you examples (*play football, dive, run, draw, etc.*).
- Explain and demonstrate the game. Read the speaking model. One student mimes and asks *What am I doing?* The next student copies the mime and says *You're (swimming in the sea).*
- When all the students have had a turn, they go back to the beginning and repeat 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 beach activity (*collecting shells*).
- Ask another student from the same team **How do you spell '(shells)'?**
- If the students name the beach activity and spell the word correctly, they score a maximum of four points for their team (one for naming the beach 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 and complete the phrases. Check the answers.

Answers: 1 shells 2 sandcastle 3 volleyball 4 Frisbee 5 bat and ball 6 sea 7 fishing 8 snorkelling 9 sun cream 10 shade

Activity 2

Listen and number. Write.

► **CD 3 Track 12 p186**

- Play the CD. The students listen and number the pictures.
- The students complete the speech bubbles.
- Check the answers.

Answers: 1 a tag 2 c cards 3 b hopscotch 4 d hide and seek

Activity 3

Look and write.

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

Answers: 1 I'm fishing. 2 I'm snorkelling. 3 I'm putting on sun cream. 4 I'm swimming in the sea.

Ending the lesson

Review the lesson.

- Ask **What beach activities can you name?**

Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *We like English.* The students sing.

► **CD 2 Track 44 p184**

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

Lesson 2

Objectives and key competences

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

Active language

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
dolphin, shark
What are you doing? I'm/We're (fishing).

Materials

Flashcards and Word cards: 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, Class Audio CD, Story cards: Shark Attack!

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
► CD 2 Track 43 p184
- Match the Unit 6 flashcards and word cards.
- Say *The Tiger Street word rap*.
► CD 3 Track 11 p186
- Explain the aims of the lesson.

Pre-story activities

- Predict what happens in the story (books closed).
- Listen with the story cards (books closed).
► CD 3 Track 13 p186-187
- Listen again (books open).

Activity 4

- Listen and read.
► CD 3 Track 13 p186-187
- Act out the story.

Activity 5

- Read and answer the questions.
- Listen and check.
► CD 3 Track 14 p187

Student's Book

Lesson 2 An adventure story

Listen and read. Act out the story.

1 It's summer. Some children are having fun on the beach.
2 Two children, Liam and Sam, are snorkelling in the sea.
3 Suddenly, Liam and Sam see a shadow in the water.
4 Hey! What's that?
5 I don't know. It's big. I'm scared!
6 Suddenly, three dolphins appear.
7 Listen, Sam! The dolphins are making noises to scare the shark.
8 Oh, wow! They're protecting us. I can't believe it. And look. The shark is swimming away.

Read and answer the questions. Listen and check.

1 What are Sam and Lia doing in the sea?
2 What is the shadow in the water?
3 What are the dolphins doing?

Read and reflect.

This story is a myth / an adventure story / a detective story.
I think the story is interesting / scary / funny.
The shark is friendly / dangerous.
Dolphins protect sharks / people.

TIGER STREET CLUB VALUES

Think about it:
Is it important to keep safe?
What do you do to keep safe?

Activity 6

- Read and reflect.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► CD 2 Track 44 p184

Class Audio for Lesson 2

- Lift off to English! ► CD 2 Track 43 p184
- We like English ► CD 2 Track 44 p184

Student's Book

- The Tiger Street word rap ► CD 3 Track 11 p186
- Shark Attack! ► CD 3 Track 13 p186-187
- Reading comprehension ► CD 3 Track 14 p187

Activity Book

Lesson 2 An adventure story

Read and match.

1 Some children are having fun ...
2 Sam and Lia are snorkelling ...
3 The shark is swimming towards ...
4 The dolphins are swimming and ...
5 Sam and Lia ...

jumping in the water. are safe. on the beach. Sam and Lia. in the sea.

Look and write.

1 I'm making a sandcastle.
2 I'm ...
3 We're ...
4 We're ...

Home-School Link

Read and reflect. Circle and write.

1 I think Sam and Lia are lucky / clever / to escape.
2 I want to learn more about sharks / dolphins.
3 In this story, I like ...
4 My favourite character is ...

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

1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____

Activity Book

Activity 4

- Read and match.

Activity 5

- Look and write.

Home-School Link

Activity 6

- Read and reflect. Circle and write.

Activity 7

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

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 3: *Lift off to English!* The students open both hands to make tens as they count.
- **CD 2 Track 43 p184**

Match the Unit 6 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.
- Play the CD. The students hold up the flashcards and word cards in turn. The rest of the class dances and says the rap (learnt in Lesson 1). Repeat with ten different students.

► **CD 3 Track 11 p186**

Explain the aims of the lesson.

- Say **Today we're going to listen to, read and act out a story about a shark and dolphins.**

Pre-story activities



Predict what happens in the story (books closed).

- Read the title of the story. Explain the meaning of 'attack'.
- The students predict what happens in the story (in L1).

Listen with the story cards (books closed).

- **CD 3 Track 13 p186-187**
- **Note:** You can tell the story using the Storyteller in the Presentation Kit. Please see TB p24.
- Say **Let's listen and find out if you're right.** Play the CD. Hold up the story cards. 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 pictures and explain vocabulary such as 'protect', 'rescue' and 'dangerous'.

Student's Book Activity 4

Listen and read. Act out the story.

- **CD 3 Track 13 p186-187**
- Play the CD, pausing for the students to repeat.
- Assign roles (three children, Lia, Sam, Mum, narrator). The students read and act out the story.
- Ask **Do you like dolphins?**

Student's Book Activity 5

Read and answer the questions. Listen and check.

- **CD 3 Track 14 p187**
- Read the questions. The students answer.
- Play the CD. The students check their answers.

Answers: (See answers in audioscript.)

Student's Book Activity 6

Read and reflect.

- Read the speech bubble, sentences and options. The students think about and say their opinions.
- Explain that an adventure story is often based on real life events. Ask **Do you like the story?**

Student's Book Tiger Street Club Values

- Say **Think about it! Is it important to keep safe?** Establish that it is important, especially when doing activities independently of adults – either alone or with other children.
- Point to the photos and ask questions. **Do you cross the road safely? Do you wear a helmet when you ride your bike? Do you only go swimming when it's safe to do so?** The students answer *yes* or *no*. If you have a confident class, encourage them to talk about other things they do to keep safe (in L1 if necessary).

Activity Book

Activity 4

Read and match.

- The students read and match the sentence halves. Check the answers.

Answers: 1 on the beach 2 in the sea 3 Sam and Lia 4 jumping in the water 5 are safe

Activity 5

Look and write.

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

Answers: 1 making a sandcastle 2 collecting shells 3 playing volleyball 4 snorkelling

Home-School Link



Activity 6

Read and reflect. Circle and write.

- The students read and think about the sentences. They circle words and complete the sentences.
- The students take turns to read the sentences and compare 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 **Why are Sam and Lia in danger? Who rescues them?**

Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *We like English.* The students sing.
- **CD 2 Track 44 p184**
- Say **Goodbye. See you on ...** and name the day of your next lesson.

Lesson 3

Objectives and key competences

- to listen and learn the grammar table
- to play *Guess who!*
- to ask and say what other people are doing
- to use the Student's Resource Centre

Active language

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, T-shirt colours

What are you doing? I'm (fishing).
Are you wearing ... ? Yes, I am./No, I'm not.
He's/She's making/wearing ...

Materials

Class Audio CD

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
► **CD 2 Track 43 p184**
- Review the *Shark Attack!* story.
► **CD 3 Track 13 p186-187**
- Explain the aims of the lesson.

Activity 7



- Listen and say the missing words. Learn.
► **CD 3 Track 15 p187**

Activity 8

- Play *Guess who!*

Student's Book

Lesson 3 Grammar and Speaking

7 Listen and say the missing words. Learn.

What are you doing? I'm making a sandcastle.
Are you playing volleyball? Yes, I am.
Are you fishing? No, I'm not.
He's lying in the shade. She's fishing.
We're swimming. They're playing Frisbee.

Tiger Tips Remember!

- I'm = I am
- You're = You are
- He's = He is
- She's = She is
- We're = We are
- They're = They are

8 Play Guess who!

What are you doing? I'm playing volleyball.
Are you wearing a red T-shirt? Yes, I am.
Are you Tom? Yes, I am.

9 Look and say.

Jan is making a sandcastle.
She's wearing a blue T-shirt.
Ed is wearing a red T-shirt.
He's collecting shells.

Activity 9

- Look and say.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 2 Track 44 p184**

Class Audio for Lesson 3

- Lift off to English! ► **CD 2 Track 43 p184**
- We like English ► **CD 2 Track 44 p184**
- Student's Book
- Shark Attack! ► **CD 3 Track 13 p186-187**
- Grammar table ► **CD 3 Track 15 p187**

Activity Book

Lesson 3 Grammar and Writing **Grrr... is for Grammar!**

9 Read and write. Learn.

1 What are you doing? I'm (✓) _____ a sandcastle.
2 Are you playing volleyball? Yes, I _____.
3 _____ you fishing? No, I'm not.
He's lying in the shade. 4 (✓) S _____'s fishing.
We're swimming. 5 (✓) T _____'re playing Frisbee.

Tiger Tips Remember!

- I'm = I am
- You're = You are
- He's = He is
- She's = She is
- We're = We are
- They're = They are

10 Order and write. Look and answer.

1 you / Are / ? / shells / collecting
Are you collecting shells? No, I'm not.
2 swimming / ? / Are / in / you / sea / the
3 the / lying / ? / you / shade / in / Are

11 Look and write.

1 What are you doing?
I'm playing volleyball.

2 What?
I'm _____.

3 He _____.

4 They _____.

Activity Book

Activity 8

- Read and write. Learn.

Activity 9

- Order and write. Look and answer.

Activity 10

- Look and write.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 3: *Lift off to English!* The students open both hands to make tens as they count.

► **CD 2 Track 43 p184**

Review the *Shark Attack!* story.

- (Books closed.) Ask **Can you remember the story?** Ask other questions, listening to the answers but not confirming if they are correct. **At the start of the story, what are Lia and Sam doing?** (*They're snorkelling in the sea.*) **What do they see?** (*A shark.*) **What's the shark doing?** (*It's swimming towards them.*) Use gesture. **What suddenly appear?** (*Three dolphins.*) **What are the dolphins doing?** (*They're making noises. They're protecting Sam and Lia.*) **What's the shark doing?** (*It's swimming away.*) Use gesture. **Are Sam and Lia safe now?** (Yes.) **Do dolphins protect people when they are in danger?** (Yes.)
- Play the CD. The students listen and follow the story in their books (SB pages 46 and 47) and check their answers.

► **CD 3 Track 13 p186-187**

Explain the aims of the lesson.

- Say **Today we're going to study grammar and play a game to practise what we learn. We're also going to talk about what people on the beach are doing.**

Student's Book Activity 7



Listen and say the missing words. Learn.

► **CD 3 Track 15 p187**

- 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 attention to the position of the apostrophes. Explain that it is more natural to use the contracted forms when we speak.
- The students learn the grammar table and use it for reference and revision. They can copy the grammar table into their notebooks.
- **Note:** You can present and extend the grammar table using the Grammar Tool in the Presentation Kit. Please see TB p24.

Student's Book Activity 8

Play *Guess who!*

- The students look at the picture of the beach scene.
- Explain and demonstrate the game. Student A pretends to be one of the children on the beach. Student B asks questions to identify the child. *What are you doing? (I'm playing volleyball.) Are you wearing a red T-shirt? (Yes, I am.) Are you Tom? (Yes, I am.)*
- Play the game with the whole class. The students then play the game in pairs.

Student's Book Activity 9

Look and say.

- The students look at the beach scene again. They say sentences about what the children are doing and what they are wearing, based on the examples. (*Jan is (making a sandcastle). She's wearing (a blue T-shirt). (Ed) is wearing (a red T-shirt). He's (collecting shells).*)

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 48).
- The students read the sentences in the grammar table.
- Remind them again of the *Tiger Tips*.

Answers: 1 making 2 am 3 Are 4 She's 5 They

Activity 9

Order and write. Look and answer.

- The students order the words and write the questions. They look at the picture and write *Yes, I am* or *No, I'm not*. Check the answers.

Answers: 1 Are you collecting shells? No, I'm not. 2 Are you swimming in the sea? No, I'm not. 3 Are you lying in the shade? Yes, I am.

Activity 10

Look and write.

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

Answers: 1 What are you doing? I'm playing volleyball. 2 What are you doing? I'm fishing. 3 He's making a sandcastle. 4 They're playing Frisbee.

Ending the lesson

Review the lesson.

- Ask **What language do we use to ask and say what we're doing now?**

Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *We like English*. The students sing.
- **CD 2 Track 44 p184**
- Say **Goodbye. See you on ...** and name the day of your next lesson.

Lesson 4

Objectives and key competences

- to practise pronunciation: /b/ and /v/
- to make the beach cut-out cards
- to play *Say and arrange*
- to sing *It's summer time!*

Active language

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
I'm/He's/She's/They're (fishing).

Materials

Flashcards and Word cards: 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, Class Audio CD, Cut-out Cards, scissors

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
▶ **CD 2 Track 43 p184**
- Review the Unit 6 flashcards and word cards.
- Explain the aims of the lesson.

Activity 10

- Fantastic Phonics: Listen and repeat. Say.
▶ **CD 3 Track 16 p187**


Activity 11

- Pop Spot: Listen and read.
▶ **CD 3 Track 17 p187**
- Sing *It's summer time!*

Student's Book

is for Grammar!
Lesson 4 Grammar, Listening and Speaking

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




Becky is playing with a bat and ball on the beach. She's wearing brown boots.
Victor is playing volleyball. He's wearing a very colourful vest.

11 Listen and read. Sing *It's summer time!*

It's summer time for everyone.
We're playing on the beach, we're having fun.
I'm collecting shells.
He's swimming in the sea.
She's putting on sun cream.
They're sitting under a tree.
I'm making a sandcastle.
She's playing volleyball.
He's reading a book.
They're doing nothing at all.

12 Go to Activity Book page 95. Make the beach cut-out cards.
Play *Say and arrange*.



Number two. They're playing volleyball.
Number five. They're snorkelling.
OK! Let's check.

Activity 12

- Go to Activity Book page 95. Make the beach cut-out cards.
- Play *Say and arrange*.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson.
- Do the closing routine.
▶ **CD 2 Track 44 p184**

Class Audio for Lesson 4

- Lift off to English! ▶ **CD 2 Track 43 p184**
- We like English ▶ **CD 2 Track 44 p184**

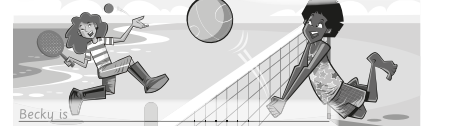
Student's Book

- Fantastic Phonics ▶ **CD 3 Track 16 p187**
- It's summer time! ▶ **CD 3 Track 17 p187**

Activity Book

Lesson 4 Grammar, Listening and Writing

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



Becky is _____
Victor is _____


12 Remember the *It's summer time!* song. Write. Listen and check.

It's summer time for everyone.
We're playing on the beach,
we're having fun.
I'm _____ collecting _____ shells.
He's _____ in the sea.
She's _____ on sun cream.
They're _____ under a tree.
I'm _____ a sandcastle.
She's _____ volleyball.
He's _____ a book.
They're doing nothing at all.


Home-School Link

13 Sing the song at home with your family.


14 Look and write.




1 He's _____ snorkelling.



2 _____



3 They're _____



4 _____

Activity Book

Activity 11

- Fantastic Phonics: Remember, write and say.

Activity 12

- Pop Spot: Remember the *It's summer time!* song. Write. Listen and check.

Activity Book: Home-School Link

Activity 13

- Sing the song at home with your family.

Activity 14

- Look and write.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 3: *Lift off to English!* The students open both hands to make tens as they count.

► **CD 2 Track 43 p184**

Review the Unit 6 flashcards and word cards.

- Play board pelmanism with the Unit 6 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 of the board. Label them A–J.
- Invite a student to say a number. (*Five.*) Show the student flashcard (5). The student names the beach 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 from the board. 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 practise pronunciation, sing a song, and make and play with the beach cut-out cards.**

Student's Book Activity 10

Fantastic Phonics: Listen and repeat. Say.

► **CD 3 Track 16 p187**

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

Student's Book Activity 11

Pop Spot: Listen and read. Sing *It's summer time!*

► **CD 3 Track 17 p187**

- Ask **What are people doing in the song?** Play the CD. The students listen and read the lyrics.
- The students say what the people are doing.
- Play the CD again. The students join in singing.
- Ask **Do you like the song?**

Student's Book Activity 12

Go to Activity Book page 95. Make the beach cut-out cards. Play *Say and arrange*.

- The students cut out and make their cards.
- Divide the class into pairs. The students put a book between them to serve as a screen.
- Demonstrate the game. Student A chooses five cards and arranges them in a row. He or she dictates the order of cards to Student B. *Number (one). They're (playing volleyball). Number (two). They're collecting shells ...* Student B listens and lays out his or her own cards. When the cards are in position, the partners check that their cards are in the same order, and Student B says *OK! Let's check.*
- The students change roles and play again.
- **Note:** Once the students have finished the game, they stick their beach cut-out cards in their notebooks and write sentences. *She's putting on sun cream. He's snorkelling.* This can 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. The students say the sentences then count the target sounds.

Answers: Becky is playing with a bat and ball on the beach. She's wearing brown boots.

Victor is playing volleyball. He's wearing a very colourful vest.

Activity 12

Pop Spot: Remember the *It's summer time!* song. Write. Listen and check.

► **CD 3 Track 17 p187**

- The students write the missing song lyrics.
- Play the CD. The students listen and check their answers.

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 *It's summer time!* song at home.

Activity 14

Look and write.

- The students write sentences. Check the answers.

Answers: 1 He's snorkelling. 2 She's fishing. 3 They're playing volleyball. 4 They're playing Frisbee.

Ending the lesson

Review the lesson.

- Ask **What words have the /b/ and /v/ sounds? How can we say what other people are doing now?**

Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *We like English.* The student's sing.

► **CD 2 Track 44 p184**

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

Lesson 5

Objectives and key competences

- to listen and read 'Secrets of the sea'
- to answer questions on the text
- to explore the internet with your teacher
- to play *Name the animal*

Active language

collecting shells, fishing, lying in the shade, making a sandcastle, playing Frisbee, playing volleyball, playing with a bat and ball, putting on sun cream, snorkelling, swimming in the sea, crab, jellyfish, rock pool, seahorse, sea urchin, seaweed, starfish, catch, hide, live, look, walk
It's (resting in the pool).
It's the ...

Materials

Class Audio CD

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
► **CD 2 Track 43 p184**
- Review the *It's summer time!* song.
► **CD 3 Track 17 p187; CD 3 Track 18**
- Explain the aims of the lesson.

Activity 13

- Listen and read.
► **CD 3 Track 19 p187**

Do you know ... ? fact

- Read the fact.

Activity 14

- Read and say *True or False*.
- Listen and check.
► **CD 3 Track 20 p187**

Student's Book

CLIL Natural Science

TigerTeam

Secrets of the sea

Lesson 5 Reading

13 Listen and read.

Rock pools are small pools of sea water. Rock pools are full of exciting sea life. You need to wear shoes to explore rock pools. Here are some secrets of the sea you can discover in rock pools.

This is a crab. It's walking sideways and it's looking for food.

This is seaweed. Lots of little fish are hiding in the seaweed.

This is a starfish. It's resting in the rock pool. It's safe from the waves.

This is a sea urchin. It's got sharp spikes. Be careful not to touch it.

This is a jellyfish. It's catching tiny animals with its tentacles.

This is a little seahorse. It's swimming in the rock pool.

Do you know...?
Baby seahorses are born from their father.

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

- 1 Rock pools are big pools of sea water.
- 2 You need to wear shoes to explore rock pools.
- 3 The crab has got sharp spikes.
- 4 The jellyfish is catching tiny animals.
- 5 The seahorse is swimming in the rock pool.

15 Play *Name the animal*.

It's walking sideways.
It's the crab.

50 Explore the internet with your teacher.
Find out how many stomachs a starfish has got.

Explore the internet with your teacher

- Find out how many stomachs a starfish has got.
- Go to the Activity Book. See Activity Book activities to the right.

Activity 15

- Play *Name the animal*.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD 2 Track 44 p184**

Class Audio for Lesson 5

- Lift off to English! ► **CD 2 Track 43 p184**
- We like English ► **CD 2 Track 44 p184**

Student's Book

- It's summer time! ► **CD 3 Track 17 p187**
- 'Secrets of the sea' ► **CD 3 Track 19 p187**
- Reading comprehension ► **CD 3 Track 20 p187**

Activity Book

Lesson 5 Reading, Writing and Speaking

15 Look and match.

- 1 starfish
- 2 seahorse
- 3 crab
- 4 seaweed
- 5 sea urchin
- 6 jellyfish

16 Go to Student's Book page 50. Read and write.

- 1 It's walking sideways. It's the crab.
- 2 Lots of little fish are hiding here. It's the seaweed.
- 3 It's resting in the rock pool. _____
- 4 It's got sharp spikes. _____
- 5 It's catching tiny animals. _____
- 6 It's swimming in the rock pool. _____

17 Write your opinion. Tell a friend.

I like ... I don't like ...

18 Choose and write about your favourite animal.

Activity Book

Activity 15

- Look and match.

Activity 16

- Go to Student's Book page 50. Read and write.

Activity 17

- Write your opinion. Tell a friend.

Activity 18

- Choose and write about your favourite animal.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 3: *Lift off to English!* The students open both hands to make tens as they count.
- ▶ **CD 2 Track 43 p184**

Review the *It's summer time!* song.

- Ask **Can you remember the *It's summer time!* song? What are people doing in the song?** The students recall the lyrics.
- Say **Let's listen and find out if you're right!** Play the CD. The students listen and check their answers.
- ▶ **CD 3 Track 17 p187**
- Play the karaoke version. The students sing. **Option:** They can look at the lyrics (SB page 49).
- ▶ **CD 3 Track 18**

Explain the aims of the lesson.

- Say **Today we're going to listen and read about rock pools.**

Student's Book Activity 13

Listen and read.

- ▶ **CD 3 Track 19 p187**
- (Books closed.) Read the title of the text. Ask **What are 'secrets' of the sea?** Listen to the students' responses and explain that the 'secrets' refer to the amazing animal and plant life. You can see this at the beach when you look at rock pools.
- (Books open.) The students look at the photo of a rock pool.
- Play the CD. The students listen and read the text.
- Explain the meaning of new vocabulary such as 'sideways', 'spikes' and 'tentacles'.
- Play the CD again.

Do you know ... ? fact

- Read the fact as a class. Check understanding and discuss.

Student's Book Activity 14

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

▶ **CD 3 Track 20 p187**

- 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 15

Play *Name the animal*.

- Make statements about the animals in the 'Secrets of the sea' text. The students identify and name the animal.
- Individual students then say sentences about the animals for the rest of the class to name. *It's walking sideways. (It's the crab.)*

Explore the internet with your teacher

Find out how many stomachs a starfish has got.

- Read the instruction as a class. The students do the research on the internet (how many stomachs a starfish has got) with their teacher.

Answer: Two.

Activity Book

Activity 15

Look and match.

- The students match the pictures and words. Check the answers.

Answers: 1 c 2 d 3 e 4 f 5 a 6 b

Activity 16

➔ Go to Student's Book page 50. Read and write.

- The students read the sentences and identify the sea life, referring to Student's Book page 50. Check the answers.

Answers: 1 It's the crab. 2 It's the seaweed. 3 It's the starfish. 4 It's the sea urchin. 5 It's the jellyfish. 6 It's the seahorse.

Activity 17

Write your opinion. Tell a friend.

- The students write sentences about what they like and don't like in the rock pool.
- The students take turns to say their sentences to a friend.

Activity 18

Choose and write about your favourite animal.

- The students write a sentence about their favourite animal in rock pools.
- A few students read their sentences to the class.

Ending the lesson

Review the lesson.

- Ask **What is a rock pool? What can you find in rock pools?**

Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *We like English*. The student's sing.
- ▶ **CD 2 Track 44 p184**
- Say **Goodbye. See you on ...** and name the day of your next lesson.

Lesson 6

Objectives and key competences

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

Active language

collecting shells, fishing, lying in the shade, making a sandcastle, playing Frisbee, playing volleyball, playing with a bat and ball, putting on sun cream, snorkelling, swimming in the sea, crab, jellyfish, rock pool, seahorse, sea urchin, seaweed, starfish, beach, countryside, hostel, seaside, weather
I'm/We're (fishing).
It's ... It isn't ...
There is/are ...

Materials

Class Audio CD

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
▶ CD 2 Track 43 p184
- Review rock pools.
- Explain the aims of the lesson.

Activity 16

- Watch the video clip.
p188

Activity 17

- Listen and read.
▶ CD 3 Track 21 p188
- Answer the questions.

Activity 18

- Prepare your project: Think about and say.

Student's Book

Magazine

Lesson 6 Video, Reading and Writing

16 Watch the video clip. Listen and read. Answer the questions.

Tiger Street Club Report

In the UK... Many children go to the seaside in the summer. It's sometimes cloudy or raining, but there are lots of fun things to do on the beach. You can go for donkey rides and eat fish and chips. You can also write postcards to your family at home, like this one.

A holiday postcard

Dear Aunt Rasha,
I hope you're well. I'm having a great time at the seaside. We're staying in a bed and breakfast near the beach. It's fantastic! Today it's cloudy and raining. We're visiting a search and rescue centre. It's lots of fun. I don't want the holiday to end.
See you soon,
Love from Nasim

18 Prepare your project

Think about and say.

- where you are and where you're staying
- the weather
- what you and your friends are doing

I'm having a great time at the beach. I'm staying at a campsite ...

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

Learning to LEARN My words to remember: starfish seahorse crab seaweed sea urchin

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 2 Track 44 p184

Class Audio and Video for Lesson 6

- Lift off to English! ▶ CD 2 Track 43 p184
- We like English ▶ CD 2 Track 44 p184

Student's Book

- Video clip ▶ p18
- Tiger Street Club Report ▶ CD 3 Track 21 p188

Activity Book

- Activity 19 ▶ CD 3 Track 22 p188

Activity Book

Lesson 6 Listening, Reading and Writing

19 Listen and tick (✓).

1 seaside <input type="checkbox"/>	countryside <input checked="" type="checkbox"/>
2 camp <input type="checkbox"/>	bed and breakfast <input type="checkbox"/>
3 cloudy and raining <input type="checkbox"/>	sunny and hot <input type="checkbox"/>
4 walking <input type="checkbox"/>	riding a horse <input type="checkbox"/>
5 birds <input type="checkbox"/>	flowers <input type="checkbox"/>

20 Read James's project.

My notes:

- where I am and where I'm staying – the countryside, bed and breakfast
- the weather – cloudy and raining
- what my friends and I are doing – me: waiting to go for a walk with Mick, Simon: playing on the computer, Amy: reading

A holiday postcard:

Dear Uncle Harry,
I hope you're well. I'm having a great time in the countryside. We're staying in a bed and breakfast. It's brilliant! Today it's cloudy and raining. I'm waiting to go for a walk with Mick. Simon is playing on the computer. Amy is reading. There are lots of birds, animals and flowers. It's interesting and fun. I don't want the holiday to end! See you soon!
Love from
James

Greetings from England

Remember!

- Start Dear and end Love from when you write to someone in your family!

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 tick (✓).
▶ CD 3 Track 22 p188

Activity 20

- Read James's project. Now write your notes and project in your notebook. Project extension.

Activity Book: Home-School Link

Activity 21

- Use technology to extend your project.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 3: *Lift off to English!* The students open both hands to make tens as they count.

► **CD 2 Track 43 p184**

Review rock pools.

- Ask **What's a rock pool? What do you need to wear to explore rock pools? What can you find in rock pools?**

Explain the aims of the lesson.

- Say **Today we're going to watch a video clip. We're then going to read and listen to the Tiger Street Club Report for the *Tiger Time Magazine* and read the postcard Nasim writes to his aunt from the seaside. We're also going to plan and write our projects.**

Student's Book Activity 16



Watch the video clip.

► **p188**

- Read Nasim's speech bubble. Tell the students that they are going to watch the Tiger Street Club members at the seaside. Ask **What's Nasim doing? Where are the children staying?**
- Play the first sequence of the video clip. Check the answers. (*He's writing a postcard. They are staying near the beach at a bed and breakfast.*)
- Tell the students that they are now going to watch the children and their teacher go to three different places. Ask **What places do they go to?** Play the second sequence of the video clip then check the answers. (*They go to the beach (with donkeys), the information centre and the search and rescue centre.*)
- Ask **What do children do at the seaside in your country?**
- **Note:** The video clip is available in the Presentation Kit.

Student's Book Activity 17

Listen and read. Answer the questions.

► **CD 3 Track 21 p188**

- Play the first part of the CD (*In the UK ...*). The students listen and read.
- Use the photo of Burnham-on-Sea to explain the meaning of 'donkey rides'. Remind them of the video.
- Ask **What can you do at the seaside in the UK?** (*You can go for donkey rides, eat fish and chips and write postcards.*)
- Ask the students to predict what Nasim has written in his holiday postcard to his aunt. Play the second part of the CD. The students follow in their books.
- Ask questions such as **Where's Nassim staying?** (*He's staying in a bed and breakfast near the beach.*) **What does Nasim say about the weather?** (*It's cloudy and raining.*) **Is Nassim having a nice time?** (*Yes, he is.*)

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 holiday postcard). They will first do a speaking activity in preparation.
- Read the bullet points and the speaking model as a class.
- The students then talk about what they will include in their postcard.
- Explain that they will shortly make notes and write their project in their notebook. By following the bullet points in the Student's Book, the outcome will be a well-structured postcard.

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: The starfish is resting in the rock pool. The seahorse is swimming in the rock pool. The crab is walking sideways and it's looking for food. Lots of little fish are hiding in the seaweed. The sea urchin has got sharp spikes.

Activity Book

Activity 19

Listen and tick (✓).

► **CD 3 Track 22 p188**

- Read the options. Say **Listen and tick the correct information.** Play the CD once or twice. The students listen and tick. Check the answers.

Answers: 1 countryside ✓ 2 camp ✓ 3 sunny and hot ✓ 4 walking ✓ 5 birds ✓ flowers ✓

Activity 20

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

- The students read James's project and the *Remember!* tip.
- The students make notes in their notebook to plan their project. Monitor and help as necessary.
- Using James's text as a model, and their own notes, the students write their project in their notebook.

Project extension

- Go to Teacher's Notes page 27 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 **What is there to do at the seaside? What can you write on a holiday postcard?**

Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *We like English.* The students sing.

► **CD 2 Track 44 p184**

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

Lesson 7

Objectives and key competences

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

Active language

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
 What are you doing? I'm ...
 Are you (fishing)? Yes, I am./No, I'm not.
 I'm/He's/She's/They're (fishing).

Materials

Flashcards: 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, Class Audio CD

At a Glance Lesson Plan

Starting the lesson

- Do the opening routine.
► CD 2 Track 43 p184
- Review the Unit 6 flashcards.
- Explain the aims of the lesson.

Activity 19



- Class Chit-Chat: Listen and repeat.
- CD 3 Track 23 p188
- Act out.

Student's Book

Lesson 7 Consolidation and Extension

Listen and repeat. Act out.

Read and listen.

READING CORNER: a poem

Shell

A shell is lying
 On the wet rock.
 It's small and round,
 Grey and brown,
 Smooth and shiny.
 A tiny animal is living
 In its perfect home.

Listen and read.

TIGER STREET TALES

What a lovely day! Maggie is happy. He's singing.

Suddenly ...

Uh-oh! Look! There's a kite.

Oh no! Help!

Quick! I'm scared.

Don't panic! Here I am. I'm cutting the string with my teeth.

Help, Maggie. I'm flying!

Hurry up!

Don't worry, Squirrel. I'm coming.

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

Activity 20

- Reading Corner: Read and listen.
- CD 3 Track 24 p188

Activity 21

- Tiger Street Tales: Listen and read.
- CD 3 Track 25 p188
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson and the unit.
- Do the closing routine.
► CD 2 Track 44 p184

Class Audio for Lesson 7

- Lift off to English! ► CD 2 Track 43 p184
- We like English ► CD 2 Track 44 p184

Student's Book

- Class Chit-Chat ► CD 3 Track 23 p188
- Reading Corner: a poem ► CD 3 Track 24 p188
- Tiger Street Tale ► CD 3 Track 25 p188

Activity Book

- Activity 22 ► CD 3 Track 26 p188

Activity Book

Lesson 7 Unit Review Vocabulary and Grammar

22 Listen and number. Write.

I'm collecting shells.

23 Write and answer for you.

1 Are you reading? 2

3 4

24 Look and write.

1 He's 2 3 4

Activity Book

Activity 22

- Listen and number. Write.
- CD 3 Track 26 p188

Activity 23

- Write and answer for you.

Activity 24

- Look and write.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 3: *Lift off to English!* The students open both hands to make tens as they count.
- **CD 2 Track 43 p184**

Review the Unit 6 flashcards.

- Hold up the flashcards in turn. The students mime and say a sentence for each one.

Explain the aims of the lesson.

- Say **Today we're going to practise classroom language. We're also going to listen to and read a poem and a Tiger Street Tale, and review vocabulary and grammar in the unit.**

Student's Book Activity 19



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

- **Note:** You can present the dialogue using the Dialogue Builder in the Presentation Kit.
- **CD 3 Track 23 p188**
- (Books closed.) Say **Listen to the dialogue. What are the children doing?** Play the CD then check the answers. (*Reading a poem, looking for a pen.*)
- (Books open.) Play the CD again. The students listen and read the dialogue.
- 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 ask each other questions about what they're doing in English from now on.

Student's Book Activity 20

Reading Corner: Read and listen.

► **CD 3 Track 24 p188**

- Explain that the students are going to read a poem about a shell. Play the CD. The students listen and read the poem.
- Clarify the meaning of vocabulary, as necessary. Play the CD again.
- Ask **Do you like the poem? Do you know any poems in your language?**

Student's Book Activity 21

Tiger Street Tales: Listen and read.

► **CD 3 Track 25 p188**

- 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 **Which animal gets stuck in the tree? How does Squirrel cut the string?**

Activity Book

Activity 22

Listen and number. Write.

► **CD 3 Track 26 p188**

- Explain that the students are going to review the main vocabulary and grammar in the unit.
- Play the CD. The students listen and number the pictures. They then write the sentences. Check the answers.

Answers: 1 b I'm collecting shells. 2 c I'm fishing. 3 d I'm making a sandcastle. 4 a I'm lying in the shade. 5 f I'm playing with a bat and ball. 6 e I'm playing volleyball.

Activity 23

Write and answer for you.

- The students write the questions and answers. Check the answers.

Answers: 1 Are you reading? Yes, I am. 2 Are you swimming? Yes, we are. 3 Are you playing Frisbee? Yes, we are. 4 Are you writing? Yes, I am.

Activity 24

Look and write.

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

Answers: 1 He's making a sandcastle. 2 She's snorkelling. 3 They're playing volleyball. 4 He's putting on sun cream.

Ending the lesson

Review the lesson and the unit.

- Ask **How can you ask what someone is doing? Who's flying in the Tiger Street Tale? What vocabulary do you know to talk about what people are doing on the beach? What grammar do we use to talk about what people are doing on the beach?**

Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *We like English.* The students sing.
- **CD 2 Track 44 p184**
- Say **Goodbye. See you on ...** and name the day of your next lesson.

Lesson 8

Objectives and key competences

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

Active language

collecting shells, fishing, lying in the shade, making a sandcastle, playing Frisbee, playing volleyball, playing with a bat and ball, putting on sun cream, snorkelling, swimming in the sea, crab, jellyfish, rock pool, seahorse, sea urchin, seaweed, starfish, weather
I'm/We're (fishing).
It's ...
There is/are ...

Materials

Flashcards and Word cards: 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, Class Audio CD, Picture Dictionary (AB page 66), Grammar Reference Bank (AB page 72), Progress Journal pages 18–20

Class Audio for Lesson 8

- Lift off to English! ▶ CD 2 Track 43 p184
- We like English ▶ CD 2 Track 44 p184

Activity Book

- Activity 26 ▶ CD 3 Track 27 p188
- Activity 28 ▶ CD 3 Track 28 p188

At a Glance Lesson Plan

Activity Book

Starting the lesson

- Do the opening routine.
▶ CD 2 Track 43 p184
- Review the Unit 6 flashcards and word cards.
- Explain the aims of the lesson.
- Play *Sentence chain!*

Activity Book

Activity 25

- Go to Student's Book page 50. Read and write the answers.

Activity 26

- Listen and read. Write the correct sentences in your notebook.
▶ CD 3 Track 27 p188

Activity 27

- Complete the Picture Dictionary for Unit 6.

Activity 28

- Listen and say Yes or No.
▶ CD 3 Track 28 p188

Lesson 8 Unit Review CLIL, Culture and Self-assessment

25 Go to Student's Book page 50. Read and write the answers.

1 What's the crab looking for? It's _____

2 Where are little fish hiding? _____

3 Where is the starfish? _____

4 What's the jellyfish doing? _____

5 What has the sea urchin got? _____

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

1 I'm having a great time in the countryside.
I'm having a great time at the seaside.

2 We're staying at a camp near the beach.

3 Today it's cloudy and raining.

4 I'm playing volleyball on the beach.

5 My friend is collecting shells.

27 Complete the Picture Dictionary for Unit 6.

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 6 is:

OK ☐ Good ☐ Very good ☐ Excellent ☐

My Learning Plan

I plan to:

☐ read Unit 6 again

☐ write a list of words to remember

☐ learn the grammar table

☐ write postcards in English

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

Activity Book: Home School Link

Activity 29

- Complete your *Tiger Time* score card.

Activity 30

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

Ending the lesson

- Review the lesson.
- Do the closing routine.
▶ CD 2 Track 44 p184

Progress Journal

6 At the Beach

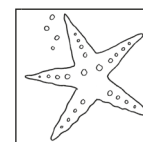
My learning review

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



snorkelling sea shadow shark
swimming scared dolphins
protecting safe

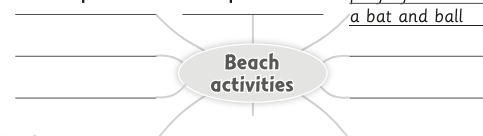
- 2 What things can you find in rock pools? Draw and write the words.



starfish

My vocabulary check

- 3 Do you remember the key words from Unit 6? Complete the mind map.



Progress Journal page 18

Activities 1–2

- Students' own answers.

Activity 3

- See TN p141.

Progress Journal pages 19 and 20

- See the Progress Journal for pages 19 and 20.

Activities 4–7

- Students' own answers.

Detailed Lesson Plan

Starting the lesson

Do the opening routine.

- Greet the students. Do Opening routine 3: *Lift off to English!* The students open both hands to make tens as they count.

► **CD 2 Track 43 p184**

Review the Unit 6 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 phrases 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 phrases with you in chorus.

Explain the aims of the lesson.

- Say **Today we're going to review CLIL and culture in the unit and focus on Learning to Learn. We're also going to complete our Picture Dictionary, Grammar Reference Bank and Progress Journal for Unit 6.**

Play Sentence chain!

- Either play with the whole class or divide the class into groups of four.
- Explain and demonstrate the game. One student says *I'm (reading a book)*. The next student says *He's/She's (reading a book)*. And *I'm (collecting shells)*. The next student says *He's/She's (reading a book)*. *He's/She's (collecting shells)*. And *I'm (playing volleyball)*. Challenge the class or groups to remember a number of sentences, perhaps 6–10.

Activity Book

Activity 25

➡ **Go to Student's Book page 50. Read and write the answers.**

- The students read the questions and write the answers, referring to Student's Book page 50. Check the answers.

Possible answers: 1 It's looking for food. 2 They're hiding in the seaweed. 3 It's in the rock pool. 4 It's catching tiny animals. 5 It's got sharp spikes.

Activity 26

Listen and read. Write the correct sentences.

► **CD 3 Track 27 p188**

- Play the CD. The students listen. Pause the CD to give the students time to write the correct sentences.
- Check the answers. The students read their sentences.

Answers: (See answers in audioscript.)

Activity 27

Complete the Picture Dictionary for Unit 6.

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

Activity 28

Listen and say Yes or No.

► **CD 3 Track 28 p188**

- Read the speech bubbles. Say **Say 'Yes!' to what you can do in Unit 6!**
- Play the CD. The students listen and respond in the pauses. Clarify the meaning of statements, as necessary. (**Note:** Unless the students have been absent they should be able to say 'yes' to all the statements.)
- Encourage the students to feel positive about what they can do.

Activity Book: Home-School Link



Activity 29

Complete your Tiger Time score card.

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

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

Activity 30

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

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

Progress Journal page 18

Activity 1 answers: Students' own answers. **Activity 2 answers:** Students' own answers **Activity 3 answers:** 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

Progress Journal pages 19 and 20

Activities 4–7 answers: Students' own answers.

Activity Book Grammar Reference Bank page 72

Activity 1 answers: 1 They're playing volleyball. 2 He's making a sandcastle. 3 She's swimming in the sea. 4 They're playing with a bat and ball. 5 He's collecting shells. **Activity 2 answers:** 1 Are you collecting shells? No, I'm not. 2 Are you making a sandcastle? Yes, we are. 3 Are you putting on sun cream? Yes, I am. 4 Are you fishing? No, I'm not.

Ending the lesson

Review the lesson and the unit.

- Ask (using L1 as necessary) **What have you learnt in Unit 6? Which activities have you enjoyed? Which activities have helped you learn? How? What do you plan to do to help you remember what you have learnt?**

Do the closing routine.

- Say **It's time to tidy up and put your books away.**
- Do Closing routine 3: *We like English.* The students sing.

► **CD 2 Track 44 p184**

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

