

Syllabus

Unit	Objectives and Key Competences	Contents
		Lexis
Starter Unit Welcome Back to the Tiger Street Club!	<ul style="list-style-type: none"> Greet people and say goodbye Become reacquainted with the course characters Ask for and give information about what's new Say the months of the year Watch video clips Count in tens to 100 Ask and say where things are Use the Pupil's Online Materials Ask and say how to spell words Review language from Levels 1, 2 and 3 Play a game Act out a dialogue Make, order and play with the month cut-out cards Sing a song and say a chant 	<p>Core vocabulary</p> <ul style="list-style-type: none"> good friends, go to school together, meet after school, mobile phone, noticeboard, school bag, sports bag, T-shirt autumn, winter, spring, summer months of the year <p>Receptive Vocabulary</p> <ul style="list-style-type: none"> I'm sorry. capital letter <p> Recycled vocabulary</p> <ul style="list-style-type: none"> hello, goodbye numbers the alphabet Vocabulary from previous levels
1 A New School Year	<ul style="list-style-type: none"> Identify and name school subjects Learn the grammar table for Unit 1 Ask and say what subjects you have on your timetable Play the games Say sentences about your school Watch video clips Listen and use everyday classroom language Read a leaflet for an after-school science club Use the Pupil's Online Materials Spell words Practise pronunciation: /dʒ/ and /g/ Predict what happens in the story Review, assess and plan your own learning Understand and think about values Make and play with the subject cut-out cards Prepare, plan and write your project Listen, read, understand and act out the story Sing a song Listen and read about three different schools in the UK Listen and read for pleasure 	<p>Core vocabulary</p> <ul style="list-style-type: none"> art and design, drama, English, geography, history, ICT, maths, music, PE, science timetable times of the day study, canteen, assembly <p>Story vocabulary</p> <ul style="list-style-type: none"> music book, musical instrument, recorder <p>CLIL vocabulary</p> <ul style="list-style-type: none"> after-school club, dance class, extra classes, island, pupils, school of performing arts <p>Receptive vocabulary</p> <ul style="list-style-type: none"> You're good at (art). noise, owner, primary schools, welcome <p> Recycled vocabulary</p> <ul style="list-style-type: none"> days of the week canteen, classroom, finish, football, gym, playground, study, swimming
2 Describing People	<ul style="list-style-type: none"> Identify and name hair and facial features Learn the grammar table for Unit 2 Ask for and give descriptions of people Listen and use everyday classroom language Read a poster in a library Use the Pupil's Online Materials Spell words Predict what happens in the story Practise pronunciation: /eə/ and /ɪə/ Review, assess and plan your own learning Understand and think about values Make and play with the photo fit cut-out cards Play the games Prepare, plan and write your project Listen, read, understand and act out the story Sing a song Listen and read about characters in children's literature Choose and say what your favourite books are Watch a video clip Listen and read for pleasure 	<p>Core vocabulary</p> <ul style="list-style-type: none"> beard, curly hair, dark hair, fair hair, glasses, long hair, moustache, ponytail, short hair, straight hair <p>Story vocabulary</p> <ul style="list-style-type: none"> coat, hat, flute, park, thief <p>CLIL vocabulary</p> <ul style="list-style-type: none"> beautiful, brave, cruel, imaginative, lucky, poor, strong, tall, kind, clever <p>Receptive vocabulary</p> <ul style="list-style-type: none"> author, description, join the library, novel, title, type of book <p> Recycled vocabulary</p> <ul style="list-style-type: none"> eyes, mouth, nose the alphabet colours clothes

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p>Core structures</p> <ul style="list-style-type: none"> • Welcome back. It's good to see you again. • We've/I've got a new ... • When's your birthday? • When's ...'s birthday? It's in (+ month). • Can you repeat that? <p> Recycled structures</p> <ul style="list-style-type: none"> • How do you spell ... ? • What about you? • Where's ... ? It's in/on/under/behind/next to ... • Language from previous levels 		<ul style="list-style-type: none"> • Video clip: Welcome back to the Tiger Street Club • Interest in learning English • Enjoyment in becoming reacquainted with the course characters • Pleasure in belonging to the Tiger Street Club • Interest in remembering the alphabet • Interest in finding out about other people's birthdays • 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"> • Have we got (English) today? Yes, we have./No, we haven't. • What have we got at (quarter to eleven)? We've got (ICT). • We've got (music) at (quarter past ten). • We haven't got (PE). • Can you (play a musical instrument)? I can/can't (play the recorder). I also ... • My favourite subjects are ... <p>Classroom Language</p> <ul style="list-style-type: none"> • Main function: talking about subjects you've got and haven't got and offering to share • I haven't got my (science) book. Don't worry. You can share mine. <p> Recycled structures</p> <ul style="list-style-type: none"> • On (Mondays), I've got (science) at (nine) o'clock/half past (two). • I (don't) like ... 	<ul style="list-style-type: none"> • /dʒ/ and /g/ (geography, gym / got, grammar) 	<ul style="list-style-type: none"> • Video clip: After school activities • Tiger Street Club Report: A day at school • Interest in naming subjects • Pleasure in doing a Spelling Bee • Enjoyment in reading a photo story • Awareness of the importance of returning lost property • Awareness of the need to welcome new pupils at school • Interest in learning about other types of school • Satisfaction in preparing and writing your project • Enjoyment in reading a leaflet • 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"> • Social Science: Three different schools
<p>Core structures</p> <ul style="list-style-type: none"> • He's/She's got ... • Has he/she got ... ? Yes, he/she has. No, he/she hasn't. • He's/She's wearing ... <p>Classroom language</p> <ul style="list-style-type: none"> • Main function: asking for things and describing people • Have you got (the dictionary)? (Lydia's) got it. Who's (Lydia)? • She's over there. She's got ... and she's wearing ... <p> Recycled structures</p> <ul style="list-style-type: none"> • He's/She's (+ adjective) • I (don't) like ... • My favourite ... is/are ... • Are you ... ? Yes, I am. 	<ul style="list-style-type: none"> • /eə/ and /ɪə/ (there, hair / ear, here) 	<ul style="list-style-type: none"> • Video clip: The library • Tiger Street Club Report: My favourite book • Interest in describing people • Pleasure in doing the Spelling Bee • Enjoyment in reading a story • Awareness of the need to tell an adult when you see something suspicious • Interest in learning about books and English literature • Satisfaction in preparing and writing your project • Confidence in using classroom language • Enjoyment in reading a poster • Pleasure in reading a cartoon strip story • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • Literature: Four great books for children

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3 Around the Town	<ul style="list-style-type: none"> Identify and name buildings in a town Learn the grammar table for Unit 3 Ask and say what buildings are in your town Listen and read about types of transport in cities Use the Pupil's Online Materials Spell words Predict what happens in the story Practise pronunciation: /z/ and /s/ Review, assess and plan your own learning Understand and think about values Read and understand public signs Listen and use everyday classroom language Play the games Make and play with the places cards Prepare, plan and write your project Listen, read, understand and act out the story Sing a song Watch a video clip Listen and read for pleasure 	<p>Core vocabulary</p> <ul style="list-style-type: none"> bus stop, café, cinema, hospital, museum, newsagent's, police station, shops, supermarket, train station city, town, village <p>Story vocabulary</p> <ul style="list-style-type: none"> magic flute, money, promise, rats <p>CLIL vocabulary</p> <ul style="list-style-type: none"> bicycle, double-decker bus, gondola, taxi, tram, the Underground, water bus <p>Receptive vocabulary</p> <ul style="list-style-type: none"> angry, canals, cottage, mobile library, town centre, the tube <p> Recycled vocabulary</p> <ul style="list-style-type: none"> behind, between, in, on, next to the alphabet
4 Jobs and Routines	<ul style="list-style-type: none"> Identify and name different jobs Learn the grammar table for Unit 4 Watch a video clip Listen and read about working dogs Use the Pupil's Online Materials Spell words Predict what happens in the story Practise pronunciation: /f/ and /v/ Review, assess and plan your own learning Understand and think about values Say what jobs people do in your community Read a school notice Listen and use everyday classroom language Make and play with the job cards Play the games Prepare, plan and write your project Listen, read, understand and act out the story Sing a song Listen and read for pleasure 	<p>Core vocabulary</p> <ul style="list-style-type: none"> farmer, fashion designer, firefighter, nurse, police officer, pop star, shop assistant, taxi driver, vet, web designer school caretaker, cleaner, cook, librarian <p>Story vocabulary</p> <ul style="list-style-type: none"> magazine, paying attention <p>CLIL vocabulary</p> <ul style="list-style-type: none"> guide dog, mountain rescue dog, sheepdog <p>Receptive vocabulary</p> <ul style="list-style-type: none"> busy, harness, pavement, recycling bin, rescue workers <p> Recycled vocabulary</p> <ul style="list-style-type: none"> bus, clothes, drive, hospital, police station, sing, school, shop, taxi, teacher, train station, uniform, wear, work the alphabet
5 Things We Like Doing	<ul style="list-style-type: none"> Identify and name things we like doing Learn the grammar table for Unit 5 Ask and say what activities you and others like doing Read a website Listen and use everyday classroom language Listen and read about galleries and science museums Say what type of museums you prefer Use the Pupil's Online Materials Spell words Predict what happens in the story Practise pronunciation: /ɪn/ and /ɪŋ/ Review, assess and plan your own learning Understand and think about values Make and play with 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 Watch a video clip Listen and read for pleasure 	<p>Core vocabulary</p> <ul style="list-style-type: none"> collecting stickers, dancing, going to museums, painting pictures, reading comics, rollerskating, shopping, taking photos, talking to friends, using the computer <p>Story vocabulary</p> <ul style="list-style-type: none"> mirror, musical instruments, violin, wheels <p>CLIL vocabulary</p> <ul style="list-style-type: none"> invention, inventor, robot, scientist artist, drawing, painting, sculpture <p>Receptive vocabulary</p> <ul style="list-style-type: none"> exhibitions, fans, invitation, members, subtitles, technology <p> Recycled vocabulary</p> <ul style="list-style-type: none"> the alphabet

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p>Core structures</p> <ul style="list-style-type: none"> • There are (shops) in the street. • Is there a ... ? Yes, there is./No, there isn't. • Are there any ... ? Yes, there are./No, there aren't. • I want to travel by (bicycle) in (Amsterdam). • I go to school by (car). I walk to school. • It's opposite the ... • It's/They're very near. <p>Classroom language</p> <ul style="list-style-type: none"> • Main function: saying what there is and what there isn't • Are there any ... ? No, but there's a ... • There isn't any ... but there's some ... <p> Recycled structures</p> <ul style="list-style-type: none"> • There's a ... 	<ul style="list-style-type: none"> • /z/ and /s/ (opposite, zoo / seven, city) 	<ul style="list-style-type: none"> • Video clip: Tiger Street Club Report: About my village • Interest in naming buildings in a town • Pleasure in doing the Spelling Bee • Enjoyment in reading a fable • Awareness of the importance of keeping your promises • Interest in learning about cities and about transport in other countries • Satisfaction in preparing and writing your project • Confidence in using classroom language • Enjoyment in reading public signs • Pleasure in reading a cartoon strip story • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • Geography: Types of transport in cities
<p>Core structures</p> <ul style="list-style-type: none"> • What does she do? She's a (doctor). • Is he a (nurse)? Yes, he is./No, he isn't. • Does he wear (a uniform)? • He works/doesn't work in a (hospital). • Does he work (with animals)? Yes, he does./No, he doesn't. • She works from (nine) to (five). <p>Classroom language</p> <ul style="list-style-type: none"> • Main function: saying what your job is at school • What's your job this week? I'm the board/book monitor. I clean the board / give out and collect in the books. <p> Recycled structures</p> <ul style="list-style-type: none"> • He/She has got a ... 	<ul style="list-style-type: none"> • /f/ and /v/ (fire, flames / vet, van) 	<ul style="list-style-type: none"> • Video clip: Tiger Street Club Report: People who work in my school • Interest in jobs and awareness that all jobs in a community are important • Pleasure in doing the Spelling Bee • Pleasure in reading an animal story • Interest in learning about people's jobs • Confidence in using classroom language • Pleasure in reading a school notice • 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: Working dogs
<p>Core structures</p> <ul style="list-style-type: none"> • Do you like (dancing)? Yes, I do./No, I don't. • He/She likes/doesn't like...ing. • I/You/We/They (don't) like ...ing at the weekends. • I love ...ing. I prefer ...ing. • My/His/Her favourite activity/activities is/are ... <p>Classroom language</p> <ul style="list-style-type: none"> • Main function: saying what you like doing in English • What activities do you like doing in English? I like ...ing. <p> Recycled structures</p> <ul style="list-style-type: none"> • I like/love (+ noun). • He/She is a(n) (+ profession). 	<ul style="list-style-type: none"> • /m/ and /ɪŋ/ (violin, in / king, swimming) 	<ul style="list-style-type: none"> • Video clip: Tiger Street Club Report: What I like doing at the weekends • Interest in naming activities we like doing • Pleasure in doing the Spelling Bee • Enjoyment in reading a true story • Awareness of the history behind inventions • Awareness that you can be too confident • Interest in learning about art galleries and science museums • Satisfaction in preparing and writing your project • Confidence in using classroom language • Enjoyment in reading a pen pal's website • Pleasure in reading a cartoon strip story • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • Art and Science: Art galleries and science museums

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		Lexis
6 In the Countryside	<ul style="list-style-type: none"> Identify and name features of the countryside Learn the grammar table for Unit 6 Listen and respond to directions Give directions Say where you like walking Read an acrostic poem Listen and use everyday classroom language Listen and read about arboreal animals and plants Watch a video clip Use the Pupil's Online Materials Spell words Predict what happens in the story Practise pronunciation: /əʊ/ and /ɒ/ Review, assess and plan your own learning Understand and think about values Make and play with the review sentence cut-out cards Play the games Prepare, plan and write your project Listen, read, understand and act out the story Sing a song Listen and read for pleasure 	<p>Core vocabulary</p> <ul style="list-style-type: none"> bridge, campsite, farm, forest, gate, lake, mountain, path, river, signpost <p>Story vocabulary</p> <ul style="list-style-type: none"> badger, ghost orchid, list, rare <p>CLIL vocabulary</p> <ul style="list-style-type: none"> beetle, mistletoe, mushroom, squirrel, woodpecker, bird, fungus, insect, mammal, plant cut down, natural habitat <p>Receptive vocabulary</p> <ul style="list-style-type: none"> branches, broken leg, excursion, map, parasite, tunnel <p>Recycled vocabulary</p> <ul style="list-style-type: none"> dog, fox the alphabet
7 Tiger Street Club Review	<ul style="list-style-type: none"> Identify and name film vocabulary Listen and use everyday classroom language Listen and read about making movies Read a poster Use the Pupil's Online Materials Spell words Predict what happens in the screenplay Revise language from Units 1–6 Practise pronunciation: vowels (A, E, I, O, U) Review, assess and plan your own learning Understand and think about values Play the games Make and play with the Fantastic Phonics cut-out cards Prepare, plan and write your project Listen, read, understand and act out the screenplay Sing a song Watch a video clip Listen and read for pleasure 	<p>Core vocabulary</p> <ul style="list-style-type: none"> actress, camera, cameraman, clapperboard, director, make-up artist, screenplay, special effects, wigs, writer <p>Story vocabulary</p> <ul style="list-style-type: none"> fire brigade, flying machine, laptop, seats, strange <p>CLIL vocabulary</p> <ul style="list-style-type: none"> direct a film/movie, digital camera, download, shoot a film/movie, online <p>Receptive vocabulary</p> <ul style="list-style-type: none"> category, enormous, I'm not good at (acting), parents' evening, progress <p>Recycled vocabulary</p> <ul style="list-style-type: none"> vocabulary that has been previously introduced
Festivals: Tiger Day Children's Day World Poetry Day	<ul style="list-style-type: none"> Identify items connected with Tiger Day, Children's Day and World Poetry Day Listen and read about Tiger Day, Children's Day and World Poetry Day in the UK Compare your culture with UK culture Sing the songs and say the chants Talk about what animals you like Ask about and say what food you've got Ask about and say what poems you like Make an animal fact file Play a drawing game Write a jigsaw poem 	<p>Core vocabulary</p> <ul style="list-style-type: none"> extinct, protect, rainforest, stripes, tiger rights, responsibilities, bread, olives, chicken, rice, tomato, cheese poet, poem, topic, enjoy, words, rhyme <p>Receptive vocabulary</p> <ul style="list-style-type: none"> pounce safe, secure, danger invite <p>Recycled vocabulary</p> <ul style="list-style-type: none"> animals

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p>Core structures</p> <ul style="list-style-type: none"> • Turn left at the (bridge). Don't (turn right). • Go straight on. Go to the end of the (path). • Do I/we go straight on? • Do you know the way to the ... ? • Where are you? I'm ... • Remember/Don't forget to take ... • My ideal holiday destination is ... • I want to go to ... <p>Classroom language</p> <ul style="list-style-type: none"> • Main function: giving directions to English-speaking visitors • Excuse me. Where's the ... ? Go to the end of the corridor and turn left. The ... is on your right. Let me repeat that. I go ... <p>♻️ Recycled structures</p> <ul style="list-style-type: none"> • You can see ... • There's a ... There are ... 	<ul style="list-style-type: none"> • /əʊ/ and /ɒ/ (ghost, don't / dog, lost) 	<ul style="list-style-type: none"> • Video clip: Tiger Street Club Report: My ideal holiday destination • Interest in naming features of the countryside and learning about animal and plant life • Pleasure in doing the Spelling Bee • Enjoyment in reading an adventure story • Awareness that it's important to respect the countryside • Interest in learning about holidays • Satisfaction in preparing and writing your project • Pleasure in reading an acrostic 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: Arboreal animals and plants
<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: discussing what you want to do in a class home movie • I want to help. What are you good at? (Photography.) I like (taking photos). Perfect. You can be the (cameraman)! <p>♻️ Recycled structures</p> <ul style="list-style-type: none"> • Structures that have been previously introduced 	<ul style="list-style-type: none"> • the vowels: AEIOU (sound like: grey, green, white, yellow, blue) 	<ul style="list-style-type: none"> • Video clip: Home movie: Around the world in 80 days • Tiger Street Club Report: Parents' evening and My English report • Interest in learning film vocabulary • Pleasure in acting out a screenplay • Awareness that it's rude to laugh at people • Enjoyment in reviewing what you have learnt in a quiz • Awareness of the work involved in making a film, and the equipment needed • Satisfaction in writing your project • Interest in reading a poster • Confidence in using classroom language • Pleasure in reading a cartoon strip story • Willingness to review, assess and plan your own learning • Satisfaction with learning in <i>Tiger Team 4</i> 	<ul style="list-style-type: none"> • ICT: Making movies
<p>♻️ Recycled structures</p> <ul style="list-style-type: none"> • I love... • Where do they live? • They live... • Do you like...? • I like... • Have you got...? • Yes, I have. No, I haven't. 		<ul style="list-style-type: none"> • Pleasure in learning about Tiger Day, Children's Day and World Poetry Day in the UK • Interest in comparing how tigers and other animals are protected in the UK and in your country • Interest in comparing how to celebrate Children's Day in the UK and in your country • Interest in comparing poems and poets in the UK and in your country • Awareness that some animals are in danger and need our protection • Awareness that children's rights and responsibilities are important • Awareness of the pleasure that reading and writing poetry can give • Enjoyment in singing songs and saying chants about tigers, children's rights and responsibilities and poetry 	