



Universidad de
Nariño

CENTRO DE IDIOMAS

SYLLABUS FOR THE ENGLISH COURSES OFFERED BY
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC

Código: CID-PRS-PG-01

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Versión: 2

Vigente a partir de: 02/02/2015

**UNIVERSITY OF NARIÑO
LANGUAGE CENTER
LEVEL: CHILDREN I
HOURS PER WEEK: 8 HOURS
TOTAL OF HOURS: 115**

COURSE DESCRIPTION

This course is intended to reinforce the concepts learned in the first levels of the primary school through enriching activities that will enhance in the students the four skills: listening, reading, writing and speaking. The lessons are based on a wide variety of topics, which draw on the students' own knowledge and also their need to learn about the world. The topics are carefully chosen to be relevant to the students' age and interests, ranging from, for example, home and family, domestic and wild animals and others. This variety is motivating in both the short term and the long one. Keeping students focus and enthusiastic about learning through the classes. Besides, two or more lessons in each unit include a *section related to one of these content areas: mathematics, science and technology*. These activities require students to use their general knowledge and skills and will help them develop critical thinking skills while practicing English. Also, students will have phonic lessons which cover both individual sounds and longer aspects of pronunciation, leading to greater awareness of the way English is spoken and to an improvement in the students' own pronunciation. Students will familiarize with the language and will start and follow short conversations handling the vocabulary learnt in class.

COURSE OBJECTIVE

The main objective is to start building in the learners the communicative competence in English using meaningful and authentic resources.

SPECIFIC OBJECTIVES

At the end of the course the students will be able to:

- Give and ask for personal information
- Identify objects in a classroom and in the school
- Talk about their family members



- Describe domestic and wild animals
- Identify parts of the body
- Describe and talk about their favorite toys
- Talk about nature

METHODOLOGY

American Tiger works through **The Key Competencies**, they outline the **knowledge, skills** and **behavior** that children need to develop in order to achieve their full personal potential, participate in an effective and constructive way in society and become responsible and autonomous life-long learners.

- ✓ **Competence in linguistic communication:** the ability to use language to express and interpret concepts, facts, feelings and ideas.
- ✓ **Cultural awareness and expression:** the ability to understand and appreciate different art and cultural forms.
- ✓ **Competence in mathematics, science and technology:** the ability to apply mathematical thinking to solve everyday problems and to use scientific knowledge to explain the natural world and understand the consequences of human action.
- ✓ **Sense of initiative and entrepreneurship:** the ability to apply qualities and skills such as creativity, critical thinking and perseverance and to plan and manage projects.
- ✓ **Digital competence:** the ability to use digital technology confidently, critically and responsibly.
- ✓ **Social and civic competencies:** the ability to understand and appreciate diversity in society and to develop personal and interpersonal competencies.
- ✓ **Learning to learn:** the ability to organize one's own learning and work efficiently and autonomously as an individual or in a group.

How American Tiger develops the key Competencies

The methodology will be mainly communicative and it is required that the teacher is prepared to assist students in all activities they need. The course will have a variety of activities through key competencies:



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Competence in linguistic communication

American Tiger develops children's ***linguistic communication skill*** in English in a systematic and comprehensive way. Through a wide range of communicative activities, children enjoy learning to listen, speak, read and write in English. They learn to appreciate and value and importance of each skill, and to enjoy their own progress. Through listening to words, sentence, stories, songs, chants, rhymes, short dialogues and texts, children learn to discriminate sounds and recognize patterns of rhythm and intonation in English. They also develop an ability to understand texts globally, and to extract relevant information. Through ***speaking games, dialogues and personalized activities***, children learn to use appropriate language, and to speak with clear, intelligible ***pronunciation***. They also learn to express their feelings and opinions, and initiate and take part in simple conversations and everyday interactive exchanges. Through a systematic introduction to reading, children learn to associate written English with what they understand aurally. Using the activity book, they learn to read short sentences and texts and to appreciate the value of reading. They also learn to write in a clear and orderly manner using appropriate vocabulary in context.

Competence in mathematics, science and technology

American Tiger develops children's competence in mathematics, science and technology in many ways. When new vocabulary is introduced in each unit, children use numbers, both in and out of sequence, in initially vocabulary games. Through enjoyable practice activities, such as identifying similarities and differences, matching places of a puzzle, and sequencing pictures, children develop their recognition of the shapes and properties everyday objects. The two ***CLIL lessons*** in each unit of American Tiger help children develop an understanding of different aspects of the physical world, both man-made and natural. This includes understanding of the natural and social environment, and the importance of a healthy lifestyle. They build an awareness of the wider world and the ways in which they interact with it.

Sense of initiative and entrepreneurship

In American Tiger, developing children's sense of initiative and entrepreneurship goes hand in hand with learning to learn.



The approach to learning and the use of resources such as the American Tiger Progress Journal on the teacher's Resource Center encourage children to know and understand themselves. They develop a **responsible attitude** towards their own learning and an ability to **reflect** on that learning and **assess** their own progress.

A sense of initiative and entrepreneurship is also encouraged through regular **personalized activities** which actively encourage children to express their opinions and views, or which encourage them to be creative and use their imaginations.

Learning to learn

American Tiger places great emphasis on encouraging children to become effective, autonomous, self-aware learners, willing to reflect regularly on their learning. There is a focus on establishing good learning habits, such as paying attention, and planning activities to make effective use of time.

At the beginning of each lesson the teacher explains the **learning objectives** of that lesson. This is then followed by a brief review at the end of the lesson to ensure that these objectives have been met. At the end of every unit in the student's book, and every unit in the activity book, children **self-assess** their work. Children are also encouraged to complete their Picture Dictionary and American Tiger Progress Journal independently after each unit.

Social and civic competencies

American tiger includes many activities which promote **active participation**, **respect** for classmates, **willingness** to follow rules, and **cooperation** and **collaboration** with the teacher and peers. Children learn to appreciate and understand different points of view. The Tiger Values feature after the story in each unit explicitly draws social and civic learning points from the stories. These encourage children to adopt appropriate behavior in a variety of situations, and to respect and value their relationships with others and community. In the Kids 'Culture sections, children compare aspects of their lives, such as snacks they like, or things they do on the weekend. This reinforces their sense of their own identity, and fosters appreciation and respect for the differences between themselves and others.

Cultural awareness and expression

In American Tiger, cultural awareness and expression is developed through stories, songs, chants, music, drama, dance and arts and crafts activities.



These engage children in learning, and promote pleasure and curiosity in finding out about American Culture and developing **intercultural skills**.

In every unit, children learn new vocabulary through Tiger's word chant. Children also take part in acting out the stories, and doing an enjoyable craft activity. They also consolidate and reinforce key language from the story **CLIL** lessons through learning and singing two songs. In Kid's Culture, children are introduced to a range of **authentic songs, rhymes and games** from the English-speaking world.

Digital competence

Digital components for American Tiger include a Teacher's Resource Center and Test Generator for teachers, and an interactive Presentation Kit which teachers can use in class. Through using these resources, students develop familiarity in using **information and communication technologies**. Through using the Student's Practice Kit independently, children also develop their initiative in how to use such resources themselves.

American Tiger takes account on the fact that students have different **learning styles** and provides the opportunity for each student to develop and fulfill their potential according to their individual strengths, aptitudes and preferences. The balance and variety of different activity types throughout each lesson and unit caters for **multiple intelligences** (linguistic, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal, naturalistic) and the emphasis on **learning to learn** and **thinking skills** enables students to reflect and become better learners.

Through each unit we will find different lessons and in each lesson we will find the following information and activities:

Lesson 1

- ✓ Lively opening **routines** for every unit engage children in participating from the outset.
- ✓ Setting lesson aims gives children a clear idea of what to expect.
- ✓ All the listening material is available on the Class Audio CDs.
- ✓ All **speaking activities** are highlighted.



- ✓ Tiger's word chant is a recurring feature in every unit. The lively rhythm of the chant motivates children to interact with Tiger and say new words in context.
- ✓ Each unit includes full-color, **photograph stickers for the key vocabulary**. Children recognize the written form of new vocabulary and play and enjoyable interactive game.
- ✓ The main focus of lessons and **key language** are given at the bottom of the page.
- ✓ A variety of **vocabulary recognition** activities reinforce what has been learned in the Student's Book,
- ✓ Matching activities are highlighted.
- ✓ All activities have clear and simple instructions for children to follow.

Lesson 2

- ✓ **Regular story time** develops children's listening comprehension and concentration skills. Children are exposed to language in a motivating and engaging context.
- ✓ A global listening activity is followed by children identifying key language in the story. **Comprehension questions** are provided in the Teacher's Edition and on the story cards for each unit.
- ✓ Each unit features an **attractively illustrated story** with an engaging, humorous theme, based on the adventures of Tiger. Clear pictures and audio support children's understanding of the narrative.
- ✓ Photos encourage children to relate the values from the story to their own lives and to give a **personal response**.
- ✓ **Tiger Values** is a regular feature which highlights **values and attitudes** relevant to the story.
- ✓ The **main language input** in the story is given at the bottom of the page.
- ✓ A variety of writing activities in each unit **relate key vocabulary** to the story and develop a range of **thinking skills** such as matching, ordering and logical deduction.

Lesson 3

- ✓ A wide range of enjoyable **story activities**, including a song, encourage children to use key language from the story.



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- ✓ **Speaking activities** develop children's confidence and fluency in using language from the story and extending it to their own world.
- ✓ Children **recall the story** and identify key words.
- ✓ Activities which involve **drawing and coloring** are highlighted. Drawing and coloring are used to promote confidence in speaking.
- ✓ All songs are highlighted. Every unit has **two songs**. In lesson 3, songs provide an enjoyable and motivating way to practice language related to the story. Children frequently act out the songs and guidelines for this are provided in the Teacher's Edition.
- ✓ A range of engaging activities which develop **thinking skills**, such as visual observation and logical deduction, check comprehension of the song.

Lesson 4

- ✓ **Tiger Phonics** is a recurring feature in every unit in which children learn to recognize and produce key sounds of English in a natural and enjoyable way.
- ✓ A wide range of attractive, easy to make **craft activities** motivate children to act out the stories with confidence and enjoyment. The use of cut-outs also develops **cooperation** and **turn-taking** skills.
- ✓ **Over to You** is a feature of every unit in which children use key language in an enjoyable, **personalized activity or game**.
- ✓ All **cut-out activities** are highlighted.

Lesson 5

- ✓ **CLIL** stands for Content and Language Integrated Learning. Two lessons on CLIL in each unit is a feature of American Tiger. CLIL allows children to learn interesting **content from other areas** of the curriculum, such as Science. In lesson 5, key language and content input is provided. In lesson 6, children personalize the content and apply it to their own world.
- ✓ Key **CLIL** vocabulary is introduced **using photos**.

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- ✓ Content input is provided in an engaging and numerous way through the adventures of **Ping**, a clever and knowledgeable cat, **and Pong**, a loveable, comic dog who has a lot to learn. Ping and Pong make learning **content through English fun**, enjoyable and memorable.
- ✓ Children will enjoy repeating the Ping und Pong stories **Comprehension questions** are provided in the Teacher's Edition.
- ✓ Children do **a reading comprehension** activity based on the Ping and Pong story in the Student's Book. This reinforces understanding of Key concepts and **develops literacy and reading skills**.

Lesson 6

- ✓ Lively action songs allow children to participate in CLIL lessons. They also make the content memorable and meaningful on a personal level.
- ✓ A varied range of er enjoyable activities with attractive photos get children to relate the CLIL content to their own lives.
- ✓ **Over to You** is a feature of every unit in which children use key CLIL language and concepts in an enjoyable, **personalized activity or game**.
- ✓ A **writing activity** engages children in producing key CLIL vocabulary and relating the content to themselves and their world.

Lesson 7 – Unit Review

- ✓ A double page review at the end of every und **checks and reinforces** key language and CLIL.
- ✓ Understanding the CLIL language and content forms an integral part of the unit review.
- ✓ **Word stickers** for the main vocabulary items provide an enjoyable and effective way of checking word recognition. In early units, children match the words on the stickers with the words on the Student's Book page. As American tiger progresses, the level of challenge increases. Children read the words on the stickers and identify the photos they refer to.



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- ✓ **Class Chat** is a feature in every unit which teaches children to respond to and communicate in English in the real world of the Classroom.
- ✓ Learning to learn is a feature which encourages children to be responsible and autonomous.
- ✓ At the end of each unit children check their learning in an independent way using their Picture Dictionary.
- ✓ A range of enjoyable **revision activities** engage children in reading and writing key language they have learned in the unit.
- ✓ A **self-assessment activity** using pictures invites children to **reflect** on the progress the unit. An explanatory key for teachers is provided at the bottom of the page.

Kids' Culture

- ✓ All the Kids' Culture songs and rhymes are presented by real American children on the Class Audio CDs.
- ✓ **Kids' Culture** is a regular feature after each unit. This section introduces children to **authentic songs, rhymes and games** from the US. It also develops children's interest and curiosity in a culture which is different from their own.
- ✓ Comparing Cultures is a feature which invites children to think about similarities and differences between aspects of American Children's culture and their own culture. Children learn to **respect and value** differences between themselves and others. This feature also reinforces their own sense of self-identity and **encourages reflection and independent thinking**.
- ✓ Children will love participating the range of lively songs, rhymes and games that children in the US play. Through exposure to English-speaking culture by way of songs, rhymes and games, children begin to derive pleasure from learning English and **develop an affinity** with English-speaking people and cultures.
- ✓ A range of enjoyable activities **consolidate understanding** of the authentic Kids' Culture song, rhyme or game in the Student's Book.
- ✓ Children do a variety of **reading and writing activities** based on aspects of culture that have been compared the Student's Book.

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Tiger Review

- ✓ The game Tiger says **reviews language** from the previous two units in a lucid and entertaining way.
- ✓ Children have the opportunity to review vocabulary and structures from both stories and CLIL lessons.
- ✓ There's always a **categorization activity** followed by an interactive game in which children develop their language skills Children give their language skills.
- ✓ Children give their opinions about the songs and evaluate the units they have been working on.
- ✓ **Tiger Review** in the Activity Book helps to **reinforce** the work done in the Student's Book by reviewing and cataloguing all vocabulary from the previous two units.
- ✓ On this page the children can review the vocabulary from the two stores in content

COURSE MATERIAL

Carol Read and Mark Ormerod, American Tiger 1, Macmillan Education. 2017.

AGRADING INFORMATION AND CRITERIA

Students will participate in class in different activities such as reading comprehensions, role plays, written exercises, written and oral exams. If a class is missed then it is the responsibility of the student to catch up with the last class. If an evaluation is missed the grade will be zero except for those who have health problems and present a written permission- For that reason, all the tests will be scheduled in advanced.

The final grade for the course is established as follows:

First oral and written exam units 1-2. (Includes all the skills)	10%
Second oral and written exam units 3-4. (Includes all the skills)	10%
Third oral and written exam units 5-6. (Includes all the skills)	10%
Complementary activities as class work, quizzes, oral presentations, etc.	70%



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GOALS OF EACH UNIT

Warm up: Hello Tiger!

During this section students will learn to greet people and say goodbye and they will identify the course characters. Also, they will practice the colors, numbers and seasons, they will say their names and ages. They will say a chant and they will associate pictures with the meaning.

Unit one: Back to School

Specific Objective: At the end of the unit learners will be able to identify classroom objects and identify, ask and say what they do at school.

Unit two: The Gingerbread Man

Specific Objective: At the end of the unit learners will be able to identify some parts of the body and use verbs related with the senses.

Unit three: Tiger is Lost

Specific Objective: At the end of the unit learners will be able to talk about members of their family and they will use some adjectives to describe people.

Unit four: Dinner Time

Specific Objective: At the end of the unit learners will be able to talk about their favorite food, they will mention what they like and they do not like. They will also talk about different kind of food they eat at breakfast, lunch and dinner.

Unit Five: The Sore Paw

Specific Objective: At the end of the unit learners will be able to identify some animals and some verbs related to the activities they do.

Unit Six: The Missing Skateboard

Specific Objective: At the end of the unit learners will be able to talk about their toys and the material they are made of. Also they will talk about their location using the prepositions of place.



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WEEK	AIM	WHAT THE STUDENTS ARE DOING
Week 1	<p>WARM UP Hello, Tiger</p> <p>Lesson 1 <i>Listening, Pointing and singing.</i> <i>Vocabulary about how to create a mask and greetings.</i> <i>Page 3</i></p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Play a game called Hello Tiger, Good bye Tiger, hold up the Tiger flascard. to play the game it is necessary to hold some flascards. ✓ Listen and point to the pictures of Tiger doing the actions, play the audio. ✓ Ask the question “Can you be like Tiger” say Roar! Mime roaring. Say Jump! Mime jumping. Say Run! Mime running in a place. ✓ The children respond by miming. They listen and Join in the mime. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Sing a song “Hello, I’m Tiger”. (CD 1 Track 3 TE p. 22) ✓ Students do the actions and sing. ✓ Ask questions like “what color is Tiger?”, What does Tiger do?” <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Make a tiger mask and they sing and act out the song. ✓ Give each student a photocopy of the mask. They can color their masks. ✓ Sing and acto out the Hello, I’m Tiger song. The children listen, sing and act out the song, holding up or wearing their masks. (CD 1 Track 3 TE p22)



Lesson 2

*Listening and singing a
song: **What's your
name?***

Page 4

Activity book

Activity 1

- ✓ Draw and color the pictures. Then, practice the vocabulary. Practice the colors
- ✓ Play the Hello, Im Tiger song and the children sing and point to their picture of Tiger.

Activity 2

- ✓ Draw and write, The children draw a picture of themselves and write their name in the speech bubble.

Activity 4

- ✓ Listen and sing "What's your name?"
- ✓ Ask questions like "who sings verse 1?", "Who sings verse 2?"
- ✓ Ask and answer questions about the age. "How old are you?"

Activity book

Activity 5

- ✓ Listen. Answer the questions and repeat.
- ✓ Ask **What's the boy's name?, how old is he?, What is the girl's name?, how old is she?**
- ✓ Listen and repeat the dialogues

Activity 6

- ✓ Do a role play, taking the roles of Sue and Jay from the audio. The children respond with their own name and age.



<p>Week 2</p>	<p>Lesson 3 <i>Listening, Pointing and saying</i> <i>Learn the colors and numbers.</i> Page 5</p>	<p>Activity 7</p> <ul style="list-style-type: none"> ✓ Sing a song “What’s your name?” (CD 1 track 5 TE p.28) ✓ Learn about the colors. Say the color chant. ✓ Play the game “Point to... blue! ✓ Use flashcards to practice vocabulary like: apple, ball, banana, book, cat, dog. <p>Activity 8</p> <ul style="list-style-type: none"> ✓ Find, trace and say the numbers. ✓ Listen, look and count (CD 1 Track 8 TE p.30) <p><u>Activity book</u></p> <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Read and practice the colors ✓ Count and write the numbers from 1 to 10. ✓ Count the objects and write the number of objects in the boxes. Ask how many (balls)? What color are the cats? <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Color and say. Ask the children to color the numbers they know and check with them which ones they know.
	<p>Lesson 4 <i>Listening, repeating and learn about vocabulary about the weather.</i> Page 6</p>	<p>Activity 9</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about the weather and practice the question. What’s the weather like today?



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		<p><u>Activity book</u></p> <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Say the weather sequences aloud, identifying the first three types of weather in the pictures. ✓ The children look at and draw the weather in the boxes to continue the sequences.
<p>Week 3</p>	<p>UNIT 1</p> <p>Back to School</p> <p>Lesson 1</p> <p><i>Vocabulary (identifying classroom objects), listening, pointing, repeating and singing.</i></p> <p><i>Page 7</i></p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Practice and learn new vocabulary about classroom objects.(Tiger, bag, crayon, pen, pencil, case, eraser, ruler, sharpener, etc). ✓ Play the audio and point to the flashcards or real objects. The children listen, look and repeat. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ <i>Listen, point and say Tiger´s Word chant.</i> ✓ Play the audio and the children listen, point to the objects and join in saying the chant. (practicing the objects in the classroom). <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Play word or Number. Say numbers 1-8 in turn. The children point to and name the classroom objetos in chorus.



Lesson 2

*Listening to a story
Identify classroom
objects in the story
Grammar: Verb to be
Page 8 - 9*

- ✓ Practice the name of some objects in the classroom.

Activity book

Activity 1

- ✓ Read the words. The children point to the pictures. They draw matching lines from the words to the classroom objects.
- ✓ The children can also color the pictures.

Activity 4

- ✓ Listen to a story.
- ✓ Practice some questions using **where, what, who using simple present with verb to be and other verbs.**
- ✓ Ask and answer questions about the story.
- ✓ Talk about the importance of saying "please" and "thank you".

Activity book

Activity 2

- ✓ Look and write. Color the things Sue and Jay buy in the story.
- ✓ Read the words in the box. The children point to the pictures and say the numbers.
- ✓ Color the classroom objects that Sue and Jay buy. Name the items in the story (pen, pencil, pencil case,



	<p>Lesson 3 <i>Story activities</i> <i>Vocabulary about classroom objects</i> <i>Listening and singing</i> <i>Page 10</i></p>	<p>ruler, eraser, bag)</p> <p>Activity 5</p> <ul style="list-style-type: none"> ✓ Vocabulary about classroom objects. Listen and say the missing words. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Circle about the things Sue and Jay buy. (Classroom objects) <p>Activity 7</p> <ul style="list-style-type: none"> ✓ Listen and sing <i>Can I have this pen, please?</i> ✓ Find different objects, color according to the song and say the words correctly. <p><u>Activity book</u></p> <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Read and circle. <i>Sing Can I have this pen, please?</i> ✓ Read the song lyrics. The children name the classroom objects then circle the correct words. ✓ Play the <i>Can I have this pen, please?</i> Song. The children follow in their books and sing.
<p>Week 4</p>	<p>Lesson 4 <i>Speaking and listening</i> <i>Tiger Phonics: /p/</i> <i>Page 11</i></p>	<p>Activity 8</p> <ul style="list-style-type: none"> ✓ Practice pronunciation: /p/ ✓ Say what they see (pen, pencil, pencil case) ✓ Say the /p/ sound several times, making an “exploding” noise with



your lips. Hold your index finger in front of your mouth to show you can feel your breath. The children copy and repeat several times.

- ✓ Mime or put real objects in a pencil case.

Activity 9

- ✓ Make the cut out on page 83.
- ✓ Practice classroom objects.
- ✓ Demonstrate acting the cut out the Back to School story then play the audio. The children put the objects in their baskets and act out the story.

Activity 10

- ✓ Do a role play in pairs practicing classroom objects.

Activity book

Activity 4

- ✓ Read the example exchanges.
- ✓ The children name and illustrated classroom objects. They then write the words.
- ✓ Explain that yes, of course is the positive answer, that No, sorry is the negative one. Ask them to do the dialogues in pairs.



**Lesson 5 CLIL-
Social Science**
What we do at school
*Listening and
repeating*
*Vocabulary about
classroom objects*
Page 12

Activity 11

- ✓ Listen and point to the photos.
- ✓ Mime the actions (talk: open and close fingers and thumbs; draw: move an imaginary pencil in circular movements; color: hold an imaginary crayon and move hand in short movements back and forth; play: play with picture cards or roll a dice; sing: open mouth wide.

Activity 12

- ✓ Listen and repeat. Answer the questions. Look at the story where Ping is a clever cat and Pong is a dopey dog. Ping and Pong have adventures in which Pong learns about the world. Here Pong learns about what we do at school.
- ✓ Practice vocabulary like: fly, go away, fly away

Activity book

Activity 5

- ✓ Read the text. Practice classroom objects. The children point to the corresponding pictures.
- ✓ The children read and draw lines from the text to the pictures.



**Lesson 6 CLIL-
Social Science**
*Listening and
repeating.*
*Vocabulary about
activities you do at
school*
Page 13

Activity 13

- ✓ Activities you do at school
- ✓ Look at the photos and practice the verbs (play, sing, draw, color, talk)
- ✓ Listen and number the photos

Activity 14

- ✓ Sing the song "***I draw at school***"
- ✓ Practice the verbs play, sing, draw, color, talk. The children name the actions in the photos.
- ✓ The children do the actions and sing.
- ✓ The children check the actions they do at school.
- ✓ Answer questions like: ***Do you sing at school?, Do you draw at school? What do you sing?***

Activity 15

- ✓ Play ***mime and guess***
- ✓ Ask questions and guess what the action is.

Activity book

Activity 6

- ✓ Read the speech bubbles. The children name the actions.
- ✓ The children write the words, color the pictures and complete the answers where necessary.
- ✓ The children ask and answer the questions.



<p>Week 5</p>	<p>Lesson 7 Unit Review <i>Listening and repeating.</i> <i>Practice what you have learn along the unit</i> <i>Page 14 - 15</i></p>	<p>Activity 16</p> <ul style="list-style-type: none"> ✓ The children name the classroom objects. They listen and number the pictures. ✓ Students must write the correct classroom abject according to the pictures. <p>Activity 17</p> <ul style="list-style-type: none"> ✓ The children match the pictures of Sue and Jay. ✓ Identify the activities children do at school. Practice pronunciation and vocabulary. <p>Activity 18</p> <ul style="list-style-type: none"> ✓ Listen, point and repeat. Ask and answer questions. The children listen and point to the photos. <p><u>Activity book</u></p> <p>Activity 7</p> <ul style="list-style-type: none"> ✓ Look and write the five classroom objects. The children identify the classroom objects and write the words. <p>Activity 8</p> <ul style="list-style-type: none"> ✓ Read and match what we do at school. ✓ They name the objects and say what they do at school.



Kids' Culture 1

Learn a traditional rhyme and also talk about school uniforms some children wear in the US and in your country.

Page 16

Activity 1

- ✓ Listen and say o traditional rhyme:
Two, four, six, eight.
- ✓ The children look at the photo. Explain that this rhyme is about meeting a friend to go to school. Pre-teach 'gate', 'wall' and 'late'.
- ✓ The children identify the numbers they hear. Play the audio then check the answers (two, four, six, eight).
- ✓ The children identify how many words they hear that rhyme with 'eight'. Give an example (gate) to clarify.
- ✓ Play the audio again. Check the answer (three words: gate, late, wait).
- ✓ Play it a third time. The children listen and repeat the rhyme once or twice.

Activity 2

- ✓ Comparing Cultures: Listen and number. Draw and say.
- ✓ To prepare for this activity, play Touch red! Pre-teach 'gray' if this is new vocabulary. The children stand up and walk slowly in the same direction round the classroom. Say (Red)! They quickly touch and name something of that color. Name several colors. Individual children then call out the colors.



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		<ul style="list-style-type: none"> ✓ Explain that the photos show children in school uniforms. The children identify the colors of the uniforms. ✓ Play the audio. The children listen and number the photos. Check the answers. ✓ The children draw and color a picture of themselves in school uniform. (If they don't wear a school uniform, they can invent one.) ✓ Ask a few children to show and describe their pictures. (My school uniform is (black and blue). <p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Write and trace. Write the numbers in the rhyme. The children draw a picture of themselves at the gate. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children read the sentences and color the school uniforms.
Week 6	<p>UNIT 2 <i>The Gingerbread man</i></p> <p>Lesson 1 Vocabulary about parts of the body and singing Page 17</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Parts of the body. Listen, look and repeat. The children point and name the parts of the body they know ✓ Play a flashcard game.



	<p>Lesson 2- story Listening to the story Practice Parts of the body Page 18 and 19</p>	<ul style="list-style-type: none"> ✓ Play the audio. The children listen, repeat and point to the parts of their body. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Watch the picture. Listen, point to Jay's body parts and say Tiger's word chant. Cd1 Track 20 TE p54 <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Practice parts of the body and stick the correct one and practice pronunciation. <p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Read the names of the parts of the body. The children point to them in the picture. ✓ The children draw matching lines from the words to the parts of the body. <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Practice the parts of the body and point to the parts of the body they listen and then answer the questions. (What does the gingerbread man have?, Who is hungry?, Can Tiger catch the gingerbread man?)
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Lesson 3- Story activities
Listening and vocabulary about parts of the body
Page 20

Activity book

Activity 2

- ✓ The children point to the parts of the body as you read the words. They then write the words.

Activity 3

- ✓ Trace the gingerbread man. Check the parts of the body it has.

Activity 5

- ✓ Identify the parts of the body of the gingerbread man.
- ✓ Listen to the story and say the missing words.

Activity 6

- ✓ As teacher name the parts of the body, the children point to them on the picture. They then trace and color them.
- ✓ Say ***The gingerbread man says...***
The children say with you or repeat I have a body, a head, eyes, a nose, a mouth, arms and legs as they point to their completed pictures.

Activity 7

- ✓ Listen and ***sing I have a head,***
Circle the gingerbread man from the story. Practice the parts of the body.



Lesson 4- Speaking
Practicing
pronunciation
Tiger Phonics: /ou/
Pg. 21

Activity book

Activity 4

- ✓ Read the song lyrics. The children name the parts of the body in the illustrations and circle the correct words.
- ✓ Play ***the I have a head song***. The children sing and practice.

Activity 8

- ✓ Tiger Phonics /ou/, say the sound several times.
- ✓ The children listen and say how many times they hear the sound /ou/ in the tongue twister.
- ✓ Play the audio, pausing after the first repetition to check the answer.

Activity 9

- ✓ Make the cut-out on page 85. Act out the story. The children cut out the puppet.
- ✓ Play the Gingerbread man story. The children use the puppets to join in saying and acting out the story.

Activity 10

- ✓ Play ***This is my head***.

Activity book

Activity 5

- ✓ Read the speech bubbles. The children point to the parts of the



		<p>body.</p> <ul style="list-style-type: none"> ✓ The children check the boxes if the sentences are true. They write across if the sentences are false. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ The children draw a gingerbread man. They complete the sentences in the speech bubble according to their drawing.
<p>Week 7</p>	<p>Lesson 5- CLIL <i>Listening pointing and miming.</i> <i>Vocabulary about parts of the body</i> <i>Practice the verbs to mention the senses</i> <i>Pg. 22</i></p>	<p>Activity 11</p> <ul style="list-style-type: none"> ✓ Practice and learn vocabulary about the five senses. ✓ Play the audio. The children listen and point to the photos. ✓ Mime the five senses (listen: hands to ears; smell: wrinkle nose; see: hand to eyes; touch: touch your desk; taste: make tasting movement. The children mime the senses and say the words with you. <p>Activity 12</p> <ul style="list-style-type: none"> ✓ Listen to the story about Ping and Pong. Pong learns about the five senses. ✓ Answer the questions about the listening. <p>Activity book</p> <p>Activity 7</p> <ul style="list-style-type: none"> ✓ The children point to the pictures. They read and draw matching lines



**Lesson 6- CLIL-
science**

*Listening and
repeating.*

*Vocabulary about the
senses.*

Pg. 23

from the speech bubbles to the
pictures.

Activity 13

- ✓ The children name the senses
- ✓ Listen and number the photos
- ✓ Play the audio and the children repeat the sentences.

Activity 14

- ✓ Listen and point. Sing *I listen with my ears.*
- ✓ The children name the senses (listen, smell, see, touch, taste) and the corresponding parts of the body in the photo in the middle (ears, nose, eyes, hands, mouth).
- ✓ Play the audio. The children listen and point.
- ✓ Play the audio again and the children sing and do the actions.
- ✓ The children match the photos of the senses with the parts of the body in the middle photo.

Activity 15

- ✓ Play *I smell with my nose.*

Activity book

Activity 8

- ✓ The children identify the correct pictures and write the words.



Lesson 7
Unit Review
Listening and repeating.
Vocabulary about parts of the body and senses.
Page 24 -25

Kids Culture 2
Comparing Cultures: Identify traditional games that children play in the US
Page 26

Activity 16

- ✓ The children name the parts of the body. Play the audio. The children listen and number the pictures
- ✓ The children listen again and repeat the sentence for each photo.

Activity 17

- ✓ The children match the parts of the body to the pictures of Sue and Jay.

Activity 18

- ✓ The children listen and point to the correct photos.
- ✓ The children listen and follow instructions.

Activity book
Activity 9

- ✓ The children identify the parts of the body. They wrote the words and then match the parts of the body to the senses.

Activity 10

- ✓ The children look at the pictures while you read the key. The children check what they can do.

Activity 1

- ✓ Listen, sing and act out a song: Hokey pokey.
- ✓ (Books closed.) Play Left and right. With your back to the class, hold up



your arms and say This is **my right/left** arm. Repeat holding out your legs.

- ✓ Space permitting, the children stand in a circle (or by their desks). Give instructions: Put your **right/left arm/ leg in/out!** and demonstrate. The children respond.
- ✓ Increase the speed. (Note: The children will not easily recognize 'right' and 'left' without a clear model to follow.) The children score a point every time they all
- ✓ respond correctly; you score a point when they do not.
- ✓ (Books open.) The children look at the photo. Explain that they're going to learn a song. Play the audio. The children identify the parts of the body they hear (arm,
- ✓ leg, head, body).
- ✓ The children stand in a circle (or by their desks). Play the audio again. The children sing and act out
- ✓ **the song.**

Activity 2

- ✓ **Comparing Cultures: Listen and number. Draw and say.**
- ✓ Explain that the photos show children playing traditional games in the US. The first photo shows



hide and seek. Say You hide and look for your friends. Mime. Ask ***Do you play hide and seek?***

- ✓ Explain that the second photo shows tag. Say you run and catch your friends. Mime. Explain this is like Tiger and the gingerbread man in the story. Ask ***Do you play tag?***
- ✓ Explain that the third photo shows ***I spy*** Say You look at something and your friends guess what it is. Mime. Ask ***Do you play I spy?***
- ✓ Say Now listen to children talking about the games. Play the audio. The children listen and number the photos. Check the answers.
- ✓ The children draw and color a picture of themselves and their friends playing a traditional or well-known game they enjoy.
- ✓ A few children show their pictures to the class and say We play (and name the game, probably in L1).

Activity book

Activity 1

- ✓ Read the speech bubbles. The children say the missing words.
- ✓ The children draw the missing parts of the body and write the words.
- ✓ The children sing the ***Hockey pokey song.***



	<p>Tiger Review 1 Pg. 27-28</p> <p>First written evaluation Units 1-2 First oral evaluation Units 1-2</p>	<p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children match the sentences and the pictures. ✓ Practice what the children have learnt through unit 1 and 2 <p>It will be applied the first oral and written evaluation including all skills.</p>
<p>Week 8</p>	<p>UNIT 3 Tiger is lost</p> <p>Lesson 1 <i>Listening, repeating and vocabulary about family members</i> Page 29</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Learn the members of the family ✓ Point the flashcards. The children, listen, look and repeat <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Use the flashcards and stick them on the board in the order they are mention in the audio. ✓ Practice the members of the family Listen to the song and then sing it with the children. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Practice the members of the family and play a game.



	<p>Lesson 2- Story <i>Listening and acting</i> Page30-31</p>	<p>Activity book</p> <p>Activity 1</p> <ul style="list-style-type: none">✓ The children look at the pictures. They read and circle the correct words in order to practice the members of the family. <p>Activity 4</p> <ul style="list-style-type: none">✓ Listen to the story. The children follow in their books. They wave their arms when they listen the members of the family.✓ Ask questions about each frame in the story to aid and check understanding. (Tiger is lost. Is Sue worried?, Is Mom busy...?) <p><u>Activity book</u></p> <p>Activity 2</p> <ul style="list-style-type: none">✓ Color the family members in the story.✓ Read the words in the Word box. The children point to the pictured. They then write the words.✓ Ask questions about the story
	<p>Lesson 3- Story Activities <i>Listening and singing</i> Vocabulary about family members. Page 32</p>	<p>Activity 5</p> <ul style="list-style-type: none">✓ Practice the members of the family pointing to the pictures.✓ Listen to the story and say the missing words. Play the first story frame to practice. Then play the entire track.



Activity 6

- ✓ Practice the members of the family and the children look at the pictures and number them in the order of the story.
- ✓ The children point to the pictures in order and ask: ***Do you have Tiger, (Mom)?***

Activity 7

- ✓ Listen and sing ***Do you have Tiger?*** Circle who has Tiger. Trace and color.
- ✓ Ask ***which members of the family are in the song?*** Play the audio. Children listen.
- ✓ Play the audio again the children sing.
- ✓ The children draw and color Tiger

Activity book

Activity 3

- ✓ Listen and sing ***Do you have Tiger?*** The children follow in their books and sing.
- ✓ Read the song verses. The children name the family members. They circle the correct names and match them to the pictures.



	<p>Lesson 4- Speaking <i>Listening and playing</i> Page 33</p>	<p>Activity 8</p> <ul style="list-style-type: none"> ✓ Tiger Phonics: Say the sound /g/. Point the movement in your throat. The children copy and repeat several times. ✓ The children listen and count the /g/ sound in the tongue twister. Play the audio, pausing after the first repetition to check the answer. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ Make the cut-out on page 87 about the members of the family. Act out the story. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Play the game <i>Do you have Tiger, Dad?</i> In order to practice the members of the family. <p><u>Activity book</u></p> <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Read the exchanges. The children name de family members. They write the words. Then, they trace the family members and color them.
<p>Week 9</p>	<p>Lesson 5- CLIL- Social Science <i>Different Families</i> <i>Listening, repeating and coloring</i> Page 34</p>	<p>Activity 11</p> <ul style="list-style-type: none"> ✓ Play the audio and the children listen, point and repeat the members of the family. <p>Activity 12</p> <ul style="list-style-type: none"> ✓ Listen to the story and repeat and answer the questions.



Lesson 6- CLIL- Social Science
Learn vocabulary about family and find differences between them.
Listening and coloring
Page 35

- ✓ Explain that in this story Pong learns about Ping's family. Say Listen and find out: **Who does Pong meet?** Play the audio The children listen and look at the pictures.

Activity book

Activity 5

- ✓ Read the speech bubbles. The children point to the pictures. They read and draw matching lines from the speech bubbles to the pictures.

Activity 13

- ✓ The children look at the photos. They will color the photo frames blue if the family is big and red if it is small. Play the audio. They listen and color the frames

Activity 14

- ✓ Listen and sing **Some families are big**, then check the family in the song.

Activity 15

- ✓ Talk about your family. The children can bring photos about their family and talk about them.



Lesson 7- Review
Page 36-37

Activity book

Activity 6

- ✓ Read the song lyrics. The children say then write the missing words.
- ✓ Play the **Some families are big song**. The children follow in their books and sing.

Activity 7

- ✓ Draw your family and complete the sentences.

Activity 16

- ✓ The children name the family members. Play the audio. They listen and number the photos.
- ✓ The children read and stick or write on the page. They read the words for each photo.

Activity 17

- ✓ Play the audio pausing for the children to circle the correct pictures.
- ✓ The children say sentences to describe the correct family pictures as if they were their own.

Activity 18

- ✓ Listen, check, cross or repeat. Play the audio. The children listen and choose the correct option.



Kids Culture 3
Listening and singing
Identify information
about families in the
USA,
Page 38

Activity book

Activity 8

- ✓ The children read the speech bubbles. They write the missing words. They then read and match the sentences and pictures.

Activity 9

- ✓ The children look at the pictures while you read the key. Explain or remind the children of meaning, as necessary. The children check what they can do.

Activity 1

- ✓ Learn and sing the song: **The baby wants a mother.**

Activity 2

- ✓ Show different families and identify the members of the family.
- ✓ The children draw and color a picture of the family members they live with.

Activity book

Activity 1

- ✓ Look at the pictures and write the words-
- ✓ Play the song. The children point to the family members and sing.



		<p>Activity 2</p> <ul style="list-style-type: none"> ✓ Match the sentences and the pictures.
Week 10	<p>UNIT 4 DINNER TIME</p> <p>Lesson 1 <i>Listening and vocabulary about food</i> <i>I like.../ I don't like</i> Page 39</p> <p>Lesson 2- Story <i>Vocabulary about food and listening</i> Page 40-41</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Learn vocabulary about food. ✓ Play the audio and practice vocabulary about food and practice pronunciation. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Play the audio about food and the children point to the vocabulary and sing the song. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Play a game to practice vocabulary about food. <p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Read the words. The children point to the food. They draw matching lines from the words to the food. ✓ The children can color the picture. <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Listen to the story. Do the actions and answer the questions.



Lesson 3- Story activities
Listening, singing and vocabulary about food.
I like.../ I don't like
Page 42

- ✓ Mime eating when they hear food words.
- ✓ Practice vocabulary about food.

Activity book

Activity 2

- ✓ Look and write the food in the omelette story.

Activity 5

- ✓ Listen to the story and say the missing words about food.

Activity 6

- ✓ Listen, count and trace. Circle the food in the omelette.
- ✓ Play the audio. The children listen and count the eggs silently. Pointing to them in turn.
- ✓ The children trace the numbers 1-20 on the eggs.
- ✓ Play the audio again. The children listen and count the eggs.
- ✓ The children then circle the food in the omelette from the Dinner Time Story.

Activity 7

- ✓ Listen and number the pictures in order. Sing the song ***I don't like sausages.***



Lesson 4
Speaking
Listening and phonics:
Practice the /l/ sound.
Grammar: I like.../ I
don't like.../ I love
Page 43

Activity book

Activity 3

- ✓ Read, circle and write. Sing the song ***I don't like sausages.***
- ✓ Read the verses. The children circle the correct food words.

Activity 8

- ✓ Practice the /i/ sound.
- ✓ The children listen and count the tongue twister.

Activity 9

- ✓ Make the cut-out on page 89. Act out the story.
- ✓ The children cut out the omelette and pictures of food.
- ✓ Play the Dinner Time story

Activity 10

- ✓ Do a role play practicing vocabulary about food.

Activity book

Activity 4

- ✓ Name the food in the pictures.
- ✓ Circle the answer according to whether or not they like the food. They then read the sentences and exchanges.



	<p>Lesson 7- Unit Review Page 46-47</p>	<p>Activity 14</p> <ul style="list-style-type: none"> ✓ The children identify the food in the photos. Play the audio. They listen and point to the photos. ✓ Sing the song <i>Bananas are fruit.</i> <p>Activity 15</p> <ul style="list-style-type: none"> ✓ Play <i>I like fish!</i> <p><u>Activity book</u></p> <p>Activity 7</p> <ul style="list-style-type: none"> ✓ The children look and write the words in the appropriate circles. They complete the sentences about the food they like and don't like. Then the students color the pictures. ✓ The children take turns saying sentences about food they like and don't like. <p>Activity 16</p> <ul style="list-style-type: none"> ✓ The children name the food in the pictures. Play the audio. They listen and number the pictures. <p>Activity 17</p> <ul style="list-style-type: none"> ✓ The children circle the odd food out in each row. ✓ The children name the food and say why they are the odd ones out.
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Kids´ Culture 4
*Identify healthy snacks
children eat in the USA
and in our country*
Page 48

Activity 18

- ✓ The children listen and circle the numbers.

Activity book

Activity 8

- ✓ The children look at the pictures and write the words.
- ✓ The children read and match the two parts of the sentences.

Activity 9

- ✓ The children look at the pictures while you read the key.

Activity 1

- ✓ Sing and act out a song: **Ten fat Sausages.**

Activity 2

- ✓ Comparing cultures: Listen and number. Draw and say.
- ✓ Explain that the photos show children eating healthy snacks in the USA. The children identify the food.
- ✓ Play the audio. The children listen and number the photos.
- ✓ The children draw and color a picture of a healthy snack they like.
- ✓ A few children show their pictures, saying **I like...** (carrots)



		<p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Read the sentences and the children follow in their books. They draw the sausages in the pan. ✓ Play the Ten Fat Sausages song and sing. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Read the sentences. The children say the words in the Word box then complete the sentences according to the pictures. <p>✓ Practice what the children have learnt through unit 3 and 4</p>
<p>Week 12</p>	<p>Tiger Review 2 <i>Page 49 and 50</i></p> <p>Second written evaluation Units 3-4 Second oral evaluation Units 3-4</p> <p>UNIT 5 THE SORE PAW</p> <p>Lesson 1 <i>Listening and learn vocabulary about animals</i> <i>Page 51</i></p>	<p>It will be applied the second oral and written evaluation including all skills.</p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Learn vocabulary about animals. ✓ Play the audio. Point to the animals. ✓ The children listen and repeat. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children listen and point to the animals and join saying the chant.



Lesson 2- story
*Learn vocabulary about
animals and listening,
Page 52 and 53*

Activity 3

- ✓ Say numbers 1-8 in turn. The children point to and name the animals.

Activity book

Activity 1

- ✓ The children point to the animals. They draw matching lines from the words to the animals. The children can color the picture.

Activity 2

- ✓ The children look at the pictures and draw the next animal in the sequence.
- ✓ The children write labels for their drawings.

Activity 4

- ✓ Listen to the story, practice vocabulary about animals and answer questions about the story.

Activity book

Activity 3

- ✓ The children point to the animals and say the numbers. They write the words.
- ✓ The children color the pictures of the animals in the story.



Lesson 3- Story

Activities

*Learn vocabulary about
animals and listening,
Page 54*

Lesson 4- Speaking

*Learn vocabulary about
animals listening and
Tiger phonics: Practice the
/ m / sound.
Page 55*

Activity 5

- ✓ Listen to the story and say the missing words (animals).

Activity 6

- ✓ Check the animals in the story. Circle the animal that helps Tiger.

Activity 7

- ✓ Listen and sing: ***Can you help me, please!***
- ✓ Number the pictures in order and practice the name of the animals.

Activity book

Activity 4

- ✓ Read the text. The children name the animals. They circle the correct animal words.
- ✓ Sing the song ***Can you help me, please?***

Activity 8

- ✓ Practice the /m/ sound several times.
- ✓ The children practice the /m/ sound in the tongue twister.

Activity 9

- ✓ Make the cut-out on the page 91. Act out the story and practice vocabulary about animals.



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		<p>Activity 10</p> <ul style="list-style-type: none">✓ Do a role play and practice vocabulary about animals. <p><u>Activity book</u></p> <p>Activity 5</p> <ul style="list-style-type: none">✓ The children name the animals. They trace the animals and write the words.
Week 13	<p>Lesson 5- CLIL- science How we move Listening and repeating vocabulary about animals Page 56</p> <p>Lesson 6- CLIL- Science Listening, repeating vocabulary about animals and singing. Page 57</p>	<p>Activity 11</p> <ul style="list-style-type: none">✓ Mime the actions and say the words. The children identify the actions.✓ The children listen and point to the pictures. They name the actions. <p>Activity 12</p> <ul style="list-style-type: none">✓ Listen to the story and explain that Pong learns about how animals move.✓ Listen to the story and answer the questions. <p><u>Activity book</u></p> <p>Activity 6</p> <ul style="list-style-type: none">✓ The children point to the pictures. They read and draw matching lines from the sentences to the pictures. <p>Activity 13</p> <ul style="list-style-type: none">✓ Practice vocabulary about animals, The children name the animals in the photos. Play the audio. The



	<p>Lesson 7- Unit Review Page 58-59</p>	<p>children listen and and number the photos.</p> <ul style="list-style-type: none"> ✓ Play the audio again. The children listen and repeat. <p>Activity 14</p> <ul style="list-style-type: none"> ✓ Sing a song: A frog can jump. ✓ The children do the actions and sing the song ✓ The children look at the photos and check the actions they can do. <p>Activity 15</p> <ul style="list-style-type: none"> ✓ Say a mixture of true and false sentences and play a game called a parrot can fly! <p>Activity book Activity 7</p> <ul style="list-style-type: none"> ✓ Read the speech bubbles. The children name the actions. They write the words. They say the sentences. <p>Activity 16</p> <ul style="list-style-type: none"> ✓ The children name the animals. Play the audio. They listen and number the photos. ✓ They listen again and repeat the exchanges. ✓ They read and write the words under the animals.
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	<p>Kids Culture 5 <i>Identify animals you can see in the US wilderness or in your country</i> Page 60</p>	<p>Activity 17</p> <ul style="list-style-type: none"> ✓ The children match the animals and children mime at the same action. <p>Activity 18</p> <ul style="list-style-type: none"> ✓ The children listen and circle the smiley face. Use the audio to develop the activity. <p><u>Activity book</u> Activity 8</p> <ul style="list-style-type: none"> ✓ Practise vocabulary about animals and write the missing words. Read the second lines. The children circle the correct words. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ The children look at the pictures while you read the key and practice vocabulary about animals. <p>Activity 1</p> <ul style="list-style-type: none"> ✓ The children identify the animal they hear in the rhyme. ✓ Listen, say and act out a traditional rhyme: Eeny meeny miny moe. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Explain that the photos show animals in the wilderness in the US. Ask the children questions to identify the animals. ✓ Play the audio. The children listen and number the photos.
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		<ul style="list-style-type: none"> ✓ The children draw an animal they can see in the wilderness in their country. <p><u>Activity book</u> Activity 1</p> <ul style="list-style-type: none"> ✓ Practice the animals and write words. ✓ Listen, say and act out a traditional rhyme. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Find and color the animals in the pictures.
<p>Week 14</p>	<p>UNIT 6 <i>The missing Skateboard</i></p> <p>Lesson 1 <i>Vocabulary about toys, listening and singing.</i> <i>Page 61</i></p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Learn vocabulary about toys.(car, doll, kite, scooter,etc) ✓ Play the audio. Point to the toys. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Listen to the audio and the children point to the toy they listen. ✓ Listen, point and say: <i>Tiger´s Word chant.</i> <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Say numbers 1-8 in turn. The children point to and name the toys in chorus. ✓ Play a memory game.



	<p>Lesson 2 <i>Listening, Vocabulary about toys</i> Page 62-63</p> <p>Lesson 3 Story activities <i>Listening, vocabulary about toys and singing.</i> Page 64</p>	<p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Read the names of the toys. The children say which one is correct. They read the correct words. <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Play the audio. The children listen to the story and answer the questions. Practice vocabulary about toys. <p><u>Activity book</u></p> <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Read the words in the word box. The children point to the toys then write the words. <p>Activity 5</p> <ul style="list-style-type: none"> ✓ The children point to the picture. Repeat naming other toys and places. ✓ Listen to the story and say the missing words. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Match the toys to the places in the story. The children match the toys to their location in the story.
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Lesson 4
Speaking
Listening, Tiger
phonics: Practice the
/ b/ sound
Page 65

Activity 7

- ✓ Listen and sing the song: **Where´s my skateboard?** Draw the skateboard

Activity book

Activity 3

- ✓ Read the song verses. The children name de toys. They circle the correct toy names.
- ✓ Sing the song: **Where´s my skateboard?**

Activity 8

- ✓ Practice the /b/ sound several times.
- ✓ Play the audio and practice vocabulary about toys using the /b/ sound.

Activity 9

- ✓ Make the cut-out on page 93. Act out the story.
- ✓ Practice vocabualry about toys

Activity 10

- ✓ Play a game called: **Where is my car?**

Activity book

Activity 4

- ✓ The children look at the pictures and write the words. They then read



- ✓ The children name the objects in the photos 1-7 and predict the material.
- ✓ The children listen and match the photos.
- ✓ Play the audio again and the children repeat the sentences.

Activity 14

- ✓ Listen and sing the song: **Materials are fantastic!**
- ✓ The children identify the objects. They listen and point to the photos.
- ✓ The children listen, look at the photos and check the objects in the song.

Activity 15

- ✓ Talk about your things. Hold some personal possessions and say sentences. (**My bag is made of plastic**)

Activity book

Activity 5

- ✓ Sing the song **Materials are fantastic!**
- ✓ Play the song, pausing after each line for the children to write the checks.



Lesson 7
Unit Review
Page 68-69

Activity 6

- ✓ The children complete three sentences about their own toys and possessions.
- ✓ The children tell about them.

Activity 7

- ✓ The children complete three sentences about their own toys and possessions.
- ✓ The children tell you about them. My (bike) is made of (metal).

Activity 16

- ✓ Listen, number and repeat the toys (kite, bike, board game, computer game doll, scooter, car, skateboard).
- ✓ Play the audio. They listen and number the pictures.
- ✓ The children read and put on the Word stickers. They write the words.

Activity 17

- ✓ The children listen and write a check if the sentence is true or a cross if it is false.

Activity 18

- ✓ Class chat. Listen, point and repeat the vocabulary.



	<p><i>Kids´s Culture 6</i> <i>Identify toys children play with on the weekend in the USA and in our country</i> Page 70</p> <p><i>Tiger Review 3</i> <i>Page 71-72</i></p>	<p><u>Activity book</u></p> <p>Activity 8</p> <ul style="list-style-type: none"> ✓ The children read the sentences, identify where to draw each object and use the key to color the objects. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ The children look at the pictures while you read the key. The children check what they can do. <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Listen, sing and act out a song: <i>Four great toys in a toy shop.</i> <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children identify the toys in the pictures, They say the numbers and repeat the audio. <p><u>Activity book</u></p> <p>Activity 5</p> <ul style="list-style-type: none"> ✓ Read the names of the toys and practice vocabulary. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Read the speech bubbles. The children say the missing words then write the words. ✓ Practice what the children have learnt through unit 5 and 6.
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

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Vigente a partir de: 02/02/2015

Week 16	<i>Third written evaluation Units 5-6 Third oral evaluation Units 5-6</i> <i>Check grades with each student. Register grades and print the original report.</i>	<i>It will be applied the third oral and written evaluation including all skills.</i>
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COMPLEMENTARY ACTIVITIES

Learners will have laboratory classes where they will have the opportunity to explore, learn and practice the four skills specially listening and they will have fun playing some games on line. They will develop outdoor activities and they will practice vocabulary through games. This is a great way to become motivated and use the target language meaningfully.



UNIVERSITY OF NARIÑO
LANGUAGE CENTER
LEVEL: CHILDREN II
HOURS PER WEEK: 8 HOURS
TOTAL OF HOURS: 115

COURSE DESCRIPTION

In this second course learners will continue learning, reinforcing and enhancing the four skills. Students could start recognizing the different speech acts that they could use depending on the audience. The lessons are based on a wide variety of topics, which draw on the students' own knowledge and also their need to learn about the world. The topics are carefully chosen to be relevant to the students' age and interests, ranging from, for example, personal information, objects we use in a classroom, pets, clothes, games, health problems, free time activities and activities children do on vacation, and others. This variety is motivating in both the short term and the long one. Keeping students focus and enthusiastic about learning through the classes. Besides, two or more lessons in each unit include a section related to one of these content areas: Social or science studies. These activities require students to use their general knowledge and skills and will help them develop critical thinking skills while practicing English. Also, students will have phonic lessons which cover both individual sounds and longer aspects of pronunciation, leading to greater awareness of the way English is spoken and to an improvement in the students' own pronunciation. Students will familiarize with the language and will start and follow different conversations handling the vocabulary learnt in class.

COURSE OBJECTIVE

The main objective is to continue building in the learners the communicative competence through the development of vocabulary knowledge, reading and writing skills in English using meaningful and authentic resources as well as speaking among peers.

SPECIFIC OBJECTIVES

At the end of the course the students will be able to:



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- Use English to interact in the classroom and to communicate in social situations.
- Understand short tales
- Pronounce English words, phrases and sentences intelligibly.
- Talk about topics related to their daily life.
- Find, fill, track and organize information.

METHODOLOGY

The methodology will be mainly communicative and it is required that the teacher is prepared to assist students in all activities they need. The course will have a variety of activities and it will be necessary to have **phonic lessons** to improve pronunciation, build vocabulary and improve students' ability to understand, analyze, and create their own language.

Learning with American Tiger 2 children:

- ✓ Communicate confidently and competently
- ✓ Develop cognitive skills which are transferable to all areas of the curriculum.
- ✓ Learn to learn and become responsible, independent learners.
- ✓ Use CLIL to find out about the world
- ✓ Learn about different cultures and develop intercultural and citizenship skills.
- ✓ Use new technologies and multimedia to study and learn.
- ✓ Develop the basic competencies in a systematic way.
- ✓ Develop social skills and learn to cooperate and collaborate.
- ✓ Learn through stories and other engaging activities such as songs, chants, rhymes and games.
- ✓ Develop listening, speaking, reading and writing skills in a well- balanced, integrated way.
- ✓ Pronounce English naturally and intelligibly.

Meet characters children love in American Tiger 2

- ✓ Tiger is an adorable soft toy who comes alive (as long as adults can't see him!)
- ✓ Jay and Sue are brother and sister. They have funny, exciting adventures with their favorite toy, Tiger. This year we also meet Li, Sue and Jay's neighbor.



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- ✓ Ping and Pong are a clever cat and a dopey dog who help children find out about the world (CLIL) in an amusing and engaging way.

Key competencies

The **Key Competencies** outline the knowledge, skills and behavior that students need to develop in order to achieve their full personal potential, participate in an effective and constructive way in society and become responsible and autonomous life-long learners.

Competence in linguistic communication: the ability to use language to express and interpret concepts, facts, feelings and ideas.

Cultural awareness and expression: the ability to understand and appreciate different art and cultural forms.

Competence in mathematics, science and technology: the ability to apply mathematical thinking to solve everyday problems and to use scientific knowledge to explain the natural world and understand the consequences of human action.

Sense of initiative and entrepreneurship: the ability to apply qualities and skills such as creativity, critical thinking and perseverance and to plan and manage projects.

Digital competence: the ability to use digital technology confidently critically and responsibly.

Social and civic competencies: the ability to understand and appreciate diversity in society and to develop personal and interpersonal competencies.

Learning to learn: the ability to organize one's own learning and work efficiently and autonomously as an individual or in a group.



How American Tiger 2 develops the Key Competencies

Competence in linguistic communication

American Tiger 2 develops linguistic communication skills in English in a systematic and comprehensive way. Through a wide range of communicative activities, children enjoy learning to listen, speak, read and write in English. They learn to appreciate the value and importance of each skill, and to enjoy their own progress.

Through listening to words sentences, stories, songs, chants, rhymes, short dialogues and texts, children learn to discriminate sounds and recognize patterns of rhythm and intonation in English. They also develop an ability to understand texts globally, and to extract relevant information.

Through speaking games, dialogues and personalized activities, children learn to use appropriate language, and to speak with clear, intelligible pronunciation. They also learn to express their feelings and opinions, and initiate and take part in simple conversations and everyday interactive exchanges.

Through a systematic introduction to reading, children learn to associate written English with what they understand aurally. Using the optional Activity Book, they learn to read short sentences and texts, and to appreciate the value of reading. They also learn to write in a clear and orderly manner using appropriate vocabulary in context.

Competence in mathematics, science and technology

Competence in mathematics, science and technology American Tiger 2 develops children's competence in mathematics, science and technology in many ways. When new vocabulary is introduced in each unit, children use numbers, both in and out of sequence, in initial vocabulary games.

Through enjoyable practice activities, such as identifying similarities and differences matching pieces of a puzzle, and sequencing pictures, children develop their recognition of the shapes and properties of everyday objects.

The two **CLIL** lessons in each unit of American Tiger 2 help children develop an understanding of different aspects of the physical world, both man-made and natural. This includes understanding of the natural and social environment, and the importance of a healthy lifestyle. They build an awareness of the wider world and the ways in which they interact with it.



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Sense of initiative and entrepreneurship

In American Tiger 2, developing children's sense of initiative and entrepreneurship goes hand in hand with learning to learn. The approach to learning and the use of resources such as the American Tiger Progress Journal on the Teacher's Resource Center encourage children to know and understand themselves. They develop a responsible attitude towards their own learning

and an ability to reflect on that learning and assess their own progress.

A sense of initiative and entrepreneurship is also encouraged through regular personalized activities which actively encourage children to express their opinions and views, or which encourage them to be creative and use their imaginations.

Learning to learn

American Tiger 2 places great emphasis on encouraging children to become effective, autonomous, self-aware learners, willing to reflect regularly on their learning. There is a focus on establishing good learning habits, such as paying attention, and planning activities to make effective use of time.

At the beginning of each lesson the teacher explains the learning objectives of that lesson. This is then followed by a brief review at the end of the lesson to ensure that these objectives have been met. At the end of every Tiger Review unit in the Student's Book, and every unit in the Activity Book, children self-assess their work. Children are also encouraged to complete their Picture Dictionary and American Tiger Progress Journal independently after each unit.

Social and civic competencies

American Tiger 2 includes many activities which promote active participation, respect for classmates, willingness to follow rules, and cooperation and collaboration with the teacher and peers, Children learn to appreciate and value the differences between themselves and others, respect diversity and understand different points of view.

The Tiger Values feature after the story in each unit explicitly draws social and civic learning points from the stories. These encourage children to adopt appropriate behavior in a variety of situations, and to respect and value their relationships with others and the community.



Examples of Tiger Values taught in American Tiger 2 include the importance of saying 'please' and 'thank you' helping your family, and being kind to your friends.

In the Kids' Culture sections, children compare aspects of their lives, such as snacks they like, or things they do on their weekend, with American children. This reinforces their sense of their own identity, and fosters appreciation and respect for the differences between themselves and others.

Cultural awareness and expression

In American Tiger 2, cultural awareness and expression is developed through stories, songs, chants, music, drama, dance and arts and crafts activities. These engage children in learning, and promote pleasure and curiosity in finding out about American culture and developing intercultural skills.

In every unit, children learn new vocabulary through Tiger's word chant. Children also take part in acting out the stories, and doing an enjoyable craft activity. They also consolidate and reinforce key language from the story and CLIL lessons through learning and singing two songs.

In Kids' Culture, children are introduced to a range of authentic songs, rhymes and games from the English-speaking world.

Digital competence

Digital components for American Tiger 2 include a fully integrated digital course for teachers with a test generator. Through using these resources, students develop familiarity in using information and communication technologies. Through using the Student's Practice Kit independently, children also develop their initiative in how to use such resources themselves.

COURSE MATERIAL

Carol Read and Mark Ormerod, American Tiger 2, Macmillan Education. 2017.



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GRADING INFORMATION AND CRITERIA

Students will participate in class in different activities such as reading comprehension, role plays, written exercises, written and oral exams. If a class is missed then it is the responsibility of the student to catch up with the last class. If an evaluation is missed the grade will be zero except for those who have health problems and present a written permission- For that reason, all the tests will be scheduled in advanced.

The final grade for the course is established as follows:

First oral and written exam units 1-2. (Includes all the skills)	10%
Second oral and written exam units 3-4. (Includes all the skills)	10%
Third oral and written exam units 5-6. (Includes all the skills)	10%
Complementary activities as class work, quizzes, oral presentations, etc.	70%

GOALS OF EACH UNIT

Warm up: How are you, Tiger!

During this unit students will learn to greet people and say goodbye and they will identify new and old course characters. Also, they will ask and say their names and age. They will identify numbers 1-20. They will play games, recognize and use classroom language. They will say a chant and they will associate pictures with the meaning.

Unit one: A surprise

Specific Objective: At the end of the unit learners will be able to describe their house, identify vocabulary about the object people can find in a house. They will be able to use prepositions of place.

Unit two: A new pet

Specific Objective: At the end of the unit learners will be able to identify pets and describe them using some characteristics. Also, they will be able to handle some vocabulary used to describe what kind of food the animals eat. They will use the simple present tense.

Unit three: Where's my coat

Specific Objective: At the end of the unit learners will be able to identify the names of items of clothing. Also, they will identify the names of seasons and vocabulary about the weather.



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Unit four: Break Time

Specific Objective: At the end of the unit learners will be able to talk about the names of games children play and they will identify vocabulary about some places in the school.

Unit Five: What's the matter?

Specific Objective: At the end of the unit learners will be able to identify the names of common health problems and express how they feel.

Unit Six: On vacation

Specific Objective: At the end of the unit learners will be able to identify the places they go during vacation and they will learn how to use There is. There are to describe places.

WEEK	AIM	WHAT THE STUDENTS ARE DOING
Week 1	<p>WARM UP How are You, Tiger?</p> <p>Lesson 1 <i>Listening, miming, vocabulary about greetings and repeating.</i> Page 3</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Hold up the Tiger flashcard but don't show the picture. Point to the flashcard and ask questions using "who", "who is this"? Is it Tiger?, etc <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Practice vocabulary, listen , repeat and mime. Write some verbs on the board for example: "We read in class", we sing, listen to the stories, play, write , speak, count". ✓ Play the audio. The children listen, repeat and mime. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Listen, point and sing Let's have fun in English.



Lesson 2
*Listening vocabulary and
practice a dialogue about
personal information (name,
age, etc)*
Page 4

Activity book

Activity 1

- ✓ Read the speech bubble with the children. Get them to give you the missing words.
- ✓ The children write the words into the dialogue out loud.
- ✓ The children get in pairs to read and act out the dialogue.
- ✓ The children color the picture of Tiger.

Activity 4

- ✓ Practice vocabulary, write some words and ask questions like “who is this?” and ask about the age **“how old are you”?**

Activity 5

- ✓ Make a puppet and act out a dialogue. Play the audio.
- ✓ Ask questions like **“what’s your name”?**, **“How old are you”?**
- ✓ Play the audio again, pausing at the key moments so the children can give you the next Word.

Activity 6

- ✓ Listen to the song : **Come to the park.**
- ✓ The children point to the objects as they hear them in the song.



		<p><u>Activity book</u></p> <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Write about the characters, write about you.
<p>Week 2</p>	<p>Lesson 3 <i>Listening and singing</i> <i>Numbers from 10-20</i> Page 5</p>	<p>Activity 7</p> <ul style="list-style-type: none"> ✓ Practice the numbers from 10 to 20. ✓ Play the audio. Then the children listen and repeat the chant: <i>The number chant.</i> ✓ The children look for the numbers 10 to 20 in the pictures on pages 4 and 5 ✓ Ask <i>where's the number...?</i> Encourage the children to answer in english. ✓ Play de audio again. The children listen, repeat and point to the numbers in the picture. ✓ the children trace the numbers <p>Activity 8</p> <ul style="list-style-type: none"> ✓ Practice <i>There- there are- How many- how much.</i> ✓ On the board draw five simple pictures of an apple, bike, ball and ice cream. As you draw them the children guess what they are. ✓ Ask how many apples there are in the picture. <i>How many balls are there?</i>



	<p>Lesson 4 <i>Listening and vocabulary about the days of the week.</i> Page 6</p>	<ul style="list-style-type: none"> ✓ Children count them and write the number in the boxes. ✓ Play de audio to check the answers <p><u>Activity book</u> Activity 3</p> <ul style="list-style-type: none"> ✓ Practice the numbers. ✓ The children count the ice-creams, trees, crayons. They write the numbers and then the nouns. ✓ The children read the text in the crayons and color the crayons accordingly. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ Learn and practice the days of the week. ✓ Listen to the days of the week and then repeat the pronunciation. ✓ Listen to the chant: <i>The days of the week.</i> ✓ Practice vocabulary about classroom objects. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about classroom objects. ✓ The children look at the photos and then the children say the name of the object in the picture. ✓ Play the audio and listen and point to the picture.
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		<p><u>Activity book</u></p> <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Write the letters to complete the days of the week. ✓ Ask questions using the days of the week like: <i>What day is today?, what is your favorite day?</i>, etc. ✓ Color your favorite day
Week 3	<p>UNIT 1 A surprise</p> <p>Lesson 1 <i>Listening and vocabulary: Parts of the house and prepositions of place. Page 7</i></p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about <i>parts of the house.</i> ✓ Listen to the audio and practice the pronunciation about the parts of the house and point to the rooms in the picture. ✓ Play a memory game. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about <i>parts of the house.</i> ✓ Play the audio and the students identify the pictures according to the listening. ✓ Say <i>Tiger's Word chant.</i> <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Identify the vocabulary according to the numbers. ✓ Play a game: <i>Can you remember?</i>



	<p>Lesson 2 <i>Listening and vocabulary about the parts of the house. Page 8-9</i></p> <p>Lesson 3 Story activities <i>Listening, vocabulary about parts of the house. Page 10</i></p>	<p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none">✓ The children write the numbers of the corresponding rooms in the boxes. <p>Activity 2</p> <ul style="list-style-type: none">✓ Count tigers in the pictures and then practice <i>How many.</i> <p>Activity 4</p> <ul style="list-style-type: none">✓ Play the audio. The children listen to the story and answer the questions. Practice vocabulary about parts of the house. <p><u>Activity book</u></p> <p>Activity 3</p> <ul style="list-style-type: none">✓ Look at the pictures and then write the words. <p>Activity 4</p> <ul style="list-style-type: none">✓ The children read the sentences and write the places. <p>Activity 5</p> <ul style="list-style-type: none">✓ Practice vocabulary about the parts of the house.✓ Complete the spaces, listen and write the correct name according to the picture.
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		<p>Activity 6</p> <ul style="list-style-type: none"> ✓ Listen to a song about a story: Where is Li? ✓ Listen to the song and practice vocabulary about parts of the body. <p>Activity 7</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about the parts of the house and then complete the sentences according to the pictures. ✓ Play the audio and practice pronunciation. <p>Activity book</p> <p>Activity 5</p> <ul style="list-style-type: none"> ✓ Explain that these are the questions from the song. ✓ The children write the words correctly. ✓ The children sing the song
<p>Week 4</p>	<p>Lesson 4 Speaking <i>Listening and Phonics sound /ʌ/</i> Page 11</p>	<p>Activity 8</p> <ul style="list-style-type: none"> ✓ Practice the /ʌ/ and find a lot of word to practice pronunciation. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ Make the cut-out on the page 83. Act out the story and practice vocabulary about parts of the house. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Play a game: Find Tiger



**Lesson 5- CLIL- social
Science**
Things in our homes
Reading and listening
*Vocabulary about household
objects*
Page 12

Activity book

Activity 6

- ✓ Complete the questions and color the correct answers.

Activity 7

- ✓ The children have to draw Ed in a different place and write a sentence.

Activity 11

- ✓ Learn vocabulary about objects we find in the house.
- ✓ The children listen, point to the pictures and repeat the words.
- ✓ Copy the correct Word under each picture.

Activity 12

- ✓ Listen to the story where Ping and Pong have adventures in which Pong learns about the world. In this story Pong doesn't know where the shower is.
- ✓ Listen to the story and repeat. Play **Observation.**

Activity book

Activity 8

- ✓ Find and circle the words in the word search and then label the pictures with the correct words.

Activity 9

- ✓ The children read the description and color the illustrations.



	<p>Lesson 6- CLIL- Social Science Listening and singing Identify where objects in the home go Page 13</p>	<p>Activity 13</p> <ul style="list-style-type: none"> ✓ The children name the rooms in the cross- section. ✓ The children look at the pictures and name the objects. ✓ Practice listening and match the objects to the rooms by drawing lines that connect them. <p>Activity 14</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about parts of the house and objects in the house. ✓ Sing: <i>The shower is in the bathroom.</i> <p>Activity 15</p> <ul style="list-style-type: none"> ✓ Play a game to practice parts of the house called: <i>Draw and ask.</i> <p><u>Activity book</u> Activity 10</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about the parts of the house and objects we can find there and find the objects in the illustration of the house and circle them.
Week 5	<p>Lesson 7 Unit Review Page 14-15</p>	<p>Activity 16</p> <ul style="list-style-type: none"> ✓ Listen and complete the spaces with parts of the house. <p>Activity 17</p> <ul style="list-style-type: none"> ✓ Label the pictures and complete the two simple sentences. Practice the parts of the house.



	<p>Kids´ Culture 1 <i>Identify the types of home US children live in</i> Page 16</p>	<p>Activity 18</p> <ul style="list-style-type: none"> ✓ Listen and point to the pictures in the correct order. <p><u>Activity book</u></p> <p>Activity 11</p> <ul style="list-style-type: none"> ✓ Label the pictures and complete the sentences about the other pictures. <p>Activity 12</p> <ul style="list-style-type: none"> ✓ Check the pictures and identify what children can do. <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Listen and sing a traditional rhyme: In a dark, dark house. Act it out. ✓ Explain that children are going to learn a traditional rhyme about a mysterious, scary house. Be mysterious in your explanation! Say it´s called a dark, dark house. ✓ Ask the children what they can see in the picture. ✓ Ask the children what they think is in the house. Listen to their suggestions and then play the first line of the rhyme, pausing after “room”. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Comparing cultures: Explain that the photos show US children and their home.
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		<ul style="list-style-type: none"> ✓ As a volunteer to read the words: house, apartment and houseboat. Check comprehension of those words. Use the photos to help you. ✓ Explain to your children that they will hear the children in the photos talking about where they live. ✓ Play the audio. The children listen and number the photos. <p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Write the words in the rhyme and then the children read the rhyme in chorus. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children read the speech bubbles and match them to the corresponding pictures below.
Week 6	<p>UNIT 2 A new Pet</p> <p>Lesson 1 Vocabulary about pets and what pets eat Page 17</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Vocabulary about pets. Listen, look and repeat. The children point to the animals they listen and then repeat their names. ✓ Play the audio. The children listen repeat vocabulary. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Watch the picture. Listen and say Tiger's word chant.



	<p>Lesson 2- story Listening to the story Vocabulary about animals Page 18 and 19</p>	<p>Activity 3</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about some animals and practice pronunciation. ✓ Play Can you remember? <p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Read the sentences. The children point to the animals in the picture of the pet shop. ✓ The children match the sentences with the animals and write the corresponding numbers in the boxes. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Ask children to look for tigers in the picture then ask questions using how many...? <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about animals, listen to the story and answer the questions. Use verb to be and Do-Does and Wh. Questions. <p><u>Activity book</u></p> <p>Activity 3</p> <ul style="list-style-type: none"> ✓ The children check the animals in the story.
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**Lesson 3- Story
activities**

Listening and vocabulary
about animals
Page 20

Activity 4

- ✓ Color Li's new pet and complete the sentence.

Activity 5

- ✓ Identify the name of the animals
- ✓ Listen to the story and say the missing words.

Activity 6

- ✓ Listen and circle Li's pet.
- ✓ Sing the song: ***She has a new pet.***

Activity 7

- ✓ Name the characters in the three pictures.
- ✓ Listen and complete the sentences using animal names.
- ✓ Practice simple Present, questions with Do / Does.

Activity book

Activity 5

- ✓ Ask and answer some questions from the song and write the pet's names correctly.
- ✓ Play the audio and practice pronunciation.



Lesson 4- Speaking
Practicing pronunciation.
Phonic sound /r/
Pg. 21

Activity 8

- ✓ Tiger Phonics /r/, say the sound several times.
- ✓ The children listen and say how many times they hear the sound /r/ in the tongue twister.
- ✓ Play the audio, pausing after the first repetition to check the answer.

Activity 9

- ✓ Make the cut-out on page 85. Act out the story. The children cut out the characters and the images of the pets.
- ✓ Act out a role play

Activity 10

- ✓ Play **Sentence Bingo**.

Activity book

Activity 6

- ✓ Practice Don't / Doesn't. Focus the children on the first picture and its speech bubbles.
- ✓ Complete the sentences and color the correct answers.

Activity 7

- ✓ Look and write the names into the sentences. Practice vocabulary about animals.



<p>Week 7</p>	<p>Lesson 5- CLIL- Natural Science What Pets eat Listening and pointing Present simple affirmative and negative form Pg. 22</p>	<p>Activity 11</p> <ul style="list-style-type: none"> ✓ Practice and learn vocabulary about the food some animals eat. ✓ Play the audio. The children listen and point to the pictures and repeat the words. Practice vocabulary about food. ✓ Mime the food and children guess what they are. <p>Activity 12</p> <ul style="list-style-type: none"> ✓ Listen to the story about Ping and Pong. Pong finds out what pets eat. ✓ Play the audio. The children listen and look at the pictures. ✓ Ask questions about the story and answer them. <p><u>Activity book</u> Activity 8</p> <ul style="list-style-type: none"> ✓ Ask the children to look for and circle the Word in the frames. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ The children look at the pictures of the animals eating the food. ✓ They count the numbers and write them in the box.
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Lesson 6- CLIL- Natural science
 Listening and repeating.
 Vocabulary about pets in the family.
 Identify the food that pets eat
 Present simple affirmative form
 Pg. 23

**Lesson 7
 Unit Review**
 Listening and repeating.
 Page 24 -25

Activity 13

- ✓ The children look at the photos and name the pets.
- ✓ The children listen and color the correct food for each pet.

Activity 14

- ✓ Listen and point. Sing **Different pets, different food.**
- ✓ The children listen and point to the animals as they hear them.
- ✓ The children listen and mime the food as they hear it.

Activity 15

- ✓ Talk about pets you know

Activity book
Activity 10

- ✓ Write the animal and the name of the food and color the paths from one to another.

Activity 11

- ✓ The children write the words into the sentences.

Activity 16

- ✓ The children name the pets in the pictures.
- ✓ The children listen and repeat the sentences. Practice vocabulary about animals.



	<p>Kids Culture 2 <i>Compare cultures: To identify typical pets in the US at home and at school</i> Page 26</p>	<ul style="list-style-type: none"> ✓ Complete the sentences according to the picture and write the correct name of the animal. <p>Activity 17</p> <ul style="list-style-type: none"> ✓ The children label the pictures. ✓ The children complete the sentences about food the animals eat. <p>Activity 18</p> <ul style="list-style-type: none"> ✓ According to the listening choose the best pictures and asks and answer questions. <p>Activity book Activity 12</p> <ul style="list-style-type: none"> ✓ Identify the pets and the food in the four pictures. <p>Activity 13</p> <ul style="list-style-type: none"> ✓ Practice vocabulary and look at the pictures. <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Sing and act out a song: Two Little blackbirds. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Comparing cultures: Ask the children to identify pets and read the labels.
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	<p>Tiger Review 1 Pg. 27-28</p> <p>First written evaluation Units 1-2</p> <p>First oral evaluation Units 1-2</p>	<ul style="list-style-type: none"> ✓ The children listen and number the photos. ✓ Ask the children to draw a friend or relative with their pet and complete the sentence. <p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Say the rhyme two Little blackbirds. ✓ Read the verses and suggest the order. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children read and color the animals in the pictures. ✓ Practice what the children have learnt through unit 1 and 2 <p>Students will applied what they have learnt through the unit.</p> <p>It will be applied the first oral and written evaluation including all skills.</p>
<p>Week 8</p>	<p>UNIT 3 Where is my coat?</p> <p>Lesson 1 <i>Listening, repeating and vocabulary about clothes.</i> Page 29</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Learn vocabulary about clothes



	<p>Lesson 2- Story <i>Listening and acting</i> <i>Learn vocabulary about clothes</i> <i>Page30-31</i></p>	<ul style="list-style-type: none"> ✓ Play the audio. Point to the clothes. The children listen and repeat the words. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about clothes. Listen, point and say <i>Tiger's Word chant.</i> <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about clothes and play a game <i>Can you remember?</i> <p><u>Activity book</u> Activity 1</p> <ul style="list-style-type: none"> ✓ The children match the sentences to the pictures. They write the corresponding number in the box. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children look for tigers in the pictures and practice <i>How many...?</i> <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Sue, Jay and Lili are at school. At school, they lose some of their clothes. <i>What do you think happens?</i>
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Lesson 3- Story Activities
Listening and singing
Practice vocabulary about
clothes
Page 32

- ✓ Listen to the story. Ask and answer questions. **Which clothes are missing?**

Activity book

Activity 3

- ✓ Complete the dialogues. Act them out.
- ✓ Practice vocabulary about clothes.

Activity 4

- ✓ Identify which dialogues come from the story and put a check in the corresponding boxes.

Activity 5

- ✓ .Listen to the story and say the missing words about clothes.

Activity 6

- ✓ Practice vocabulary about clothes.
- ✓ Listen to the song ***I am wearing a coat.***
- ✓ Ask ***which clothes Tiger is wearing?***

Activity 7

- ✓ Listen to the audio and complete the sentences using vocabulary about clothes,
- ✓ Ask questions about the sentences using ***who is wearing...?***



Lesson 4- Speaking
Listening and pronunciation
Tiger Phonics: /ʃ/ sound
Page 33

Activity book

Activity 5

- ✓ Listen and sing ***I am wearing a coat.*** The children follow in their books and sing.
- ✓ The children write the clothes words correctly.

Activity 8

- ✓ Tiger Phonics: Say the sound /ʃ/. Point the movement in your throat. The children copy and repeat several times.
- ✓ The children listen and count the /ʃ/ sound in the tongue twister. Play the audio, pausing after the first repetition to check the answer.

Activity 9

- ✓ Make the cut-out on page 87 about vocabulary about clothes.
- ✓ Demonstrate the activity by folding your cut-out and describing it to the children. Then play a game.

Activity 10

- ✓ Play the game ***What am I wearing?*** In order to practice vocabulary about clothes.



		<p><u>Activity book</u> Activity 6 ✓ Write the words in the gaps practicing vocabulary about clothes.</p> <p>Activity 7 ✓ Color the clothes according to the key.</p>
<p>Week 9</p>	<p>Lesson 5- CLIL- Natural Science Seasons and Nature <i>Listening and repeating</i> Page 34</p>	<p>Activity 11 ✓ Learn vocabulary about the seasons. ✓ Play the audio and the children listen, point and repeat the seasons. ✓ Complete the spaces according to the pictures using vocabulary about seasons.</p> <p>Activity 12 ✓ Listen to the story and repeat. Then answer the questions. ✓ Explain that in this story Ping and Pong talk about their favorite seasons. ✓ Play Observation. What can you see on the tree? What does Ping have in her hand? Do you like the story? Etc.</p> <p><u>Activity book</u> Activity 8 ✓ The children the four season words. ✓ The children match the pictures with the seasons.</p>



Lesson 6- CLIL- Natural Science
Listening and repeating Vocabulary about seasons
Page 35

- ✓ The children color the season words.

Activity 9

- ✓ The children draw their favorite season and complete the sentence.

Activity 13

- ✓ The children look at the photos and they say what they see. Ask questions like **Which picture represent spring?**
- ✓ Listen and number the photos.

Activity 14

- ✓ The children listen and point to the seasons as they hear them.
- ✓ Listen and sing **What's your favorite season?** and practice vocabulary about seasons.

Activity 15

- ✓ Talk about seasons and mime the seasons so students find out what season it is.

Activity book

Activity 10

- ✓ The children write the season into the song.
- ✓ The children read and sing: **What's your favorite season?**



Lesson 7- Review
Vocabulary about clothes
Page 36-37

Activity 16

- ✓ The children name the clothes in the pictures.
- ✓ .The children listen and number the pictures.
- ✓ Listen the audio and repeat the sentences.
- ✓ Complete the spaces with the correct name of the clothes.

Activity 17

- ✓ Play the audio and the children complete the spaces with the seasons and then complete the sentence

Activity 18

- ✓ Listen and then repeat the sentences in order to practice vocabulary about clothes. Then ask questions like: ***Is this your hat?***

Activity book

Activity 11

- ✓ Identify the clothes and the seasons. Then complete the sentences.

Activity 12

- ✓ The children look at the pictures and then they check ***what they can do.***



	<p>Kids Culture 3 <i>Listening and singing</i> <i>To identify children in the US talking about what they do in the different seasons</i> Page 38</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Learn and sing the song: <i>I am a little snowman.</i> ✓ Ask and answer questions about the rhyme. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children identify the seasons en each photo, then they listen and number them. ✓ The children draw their favorite season complete the sentence. <p><u>Activity book</u> Activity 1</p> <ul style="list-style-type: none"> ✓ Play the song. Read the verses and practice pronunciation. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children read and match the speech bubbles to the pictures.
<p>Week 10</p>	<p>UNIT 4 Break Time</p> <p>Lesson 1 <i>Listening and vocabulary about games children play</i> Page 39</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Learn vocabulary about Games children play. ✓ Play the audio and practice vocabulary about Games children play. and practice pronunciation. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Play the audio about Games children play and the children point



	<p>Lesson 2- Story Vocabulary about games children play and listening Page 40-41</p>	<p>to the flashcards and sing the song: Tiger's Word chant.</p> <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Play a game called Can you remember? In order to practice vocabulary about games children play. <p>Activity book</p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Read the sentences. ✓ The children point to the children playing games in the pictures. They write the corresponding number in the box. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Count the tigers and write the numbers. Ask questions like How many...? Where...? <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Listen to the story. Play who says...? and answer the questions. <p>Activity book</p> <p>Activity 3</p> <ul style="list-style-type: none"> ✓ The children check the games in the story. They write the three games that were not in the story.
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Lesson 3- Story activities
Listening, singing and vocabulary about games
Page 42

Activity 4

- ✓ The children read the speech bubbles and look at the pictures. They write the correct words.

Activity 5

- ✓ Listen to the story and say the missing words about games.

Activity 6

- ✓ Listen, and circle the game Tiger and the children play.
- ✓ Play the audio and sing ***I want to play.***
- ✓ Ask which games they heard (basketball, computer games, soccer, cards, etc) then complete the spaces under the pictures.

Activity 7

- ✓ Listen to three sentences . The children must identify which character each sentence refer to.

Activity book

Activity 5

- ✓ Read, the song together. The children guess/ recall the words that go in the gaps.
- ✓ The children write the game words correctly.
- ✓ Play the audio. The children follow in the books and sing along.



	<p>Lesson 4 Speaking <i>Listening and Tiger</i> <i>phonics: Practice the</i> <i>/ eɪ/ sound.</i> <i>Page 43</i></p>	<p>Activity 8</p> <ul style="list-style-type: none"> ✓ Practice the / eɪ/ sound. ✓ The children listen and count the tongue twister. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ Make the cut-out on page 89. Do a role play. ✓ Play a game with the flashcards. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Play sentence Bingo. <p>Activity book</p> <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Complete the dialogues. Act them out. <p>Activity 7</p> <ul style="list-style-type: none"> ✓ The children order the words to make sentences.
<p>Week 11</p>	<p>Lesson 5- CLIL- Social Science School Rules <i>Vocabulary about games and places in the school</i> <i>Page 44</i></p>	<p>Activity 11</p> <ul style="list-style-type: none"> ✓ The children identify what's in each photo. Play the audio. The children listen, point and repeat the words. ✓ Say the words in random order. The children respond with the corresponding numbers from one to six. ✓ Complete the spaces which are under the pictures. Vocabulary about part in the school and games.



	<p>Lesson 6- CLIL <i>Vocabulary about games and modal verb can, places in the school Page 45</i></p>	<p>Activity 12</p> <ul style="list-style-type: none"> ✓ <i>Pong finds out where he can and can't play ball in the school.</i> ✓ <i>Listen to the story, practice vocabulary and answer the questions.</i> <p><u>Activity book</u> Activity 8</p> <ul style="list-style-type: none"> ✓ The children look at the pictures, read the sentence and cross out the wrong Word. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ The children match the sentences to the pictures. <p>Activity 13</p> <ul style="list-style-type: none"> ✓ The children look at the pictures and say what they can see in each picture. ✓ The children will hear people talking about each picture, saying which activities they can and can't do there. The children listen and number the activities. ✓ Play the audio. The children listen and number the pictures practicing vocabulary about places in the school.
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	<p>Lesson 7- Unit Review Practice vocabulary about games Page 46-47</p>	<p>Activity 14</p> <ul style="list-style-type: none"> ✓ The children listen and point to the pictures as they hear them. ✓ Remind the children of the mimes for each part of the school. ✓ Play the audio. The children listen and mime the parts of the school as they hear them. ✓ Play the audio again. The children listen, sing and cross (x) the places where you can't play ball. ✓ Sing the song <i>In a classroom.</i> <p>Activity 15</p> <ul style="list-style-type: none"> ✓ Talk about your school. <p><u>Activity book</u> Activity 10</p> <ul style="list-style-type: none"> ✓ The children circle the words in the Word snake. <p>Activity 11</p> <ul style="list-style-type: none"> ✓ Write the names of the rooms. Read and match. ✓ Ask the children to name all the places in the school in the illustrations. <p>Activity 16</p> <ul style="list-style-type: none"> ✓ The children name the games in the pictures. ✓ They listen again and repeat the sentences.
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	<p>Kids´ Culture 4 <i>To identify children in the Us talking about games they play at school Page 48</i></p>	<ul style="list-style-type: none"> ✓ The children write the words under each picture and practice vocabulary about games. <p>Activity 17</p> <ul style="list-style-type: none"> ✓ The children label the pictures and practice vocabulary about parts of the school. ✓ Complete the sentences. <p>Activity 18</p> <ul style="list-style-type: none"> ✓ Read the speech bubbles. ✓ Listen and point to the pictures in the correct order. <p>Activity book Activity 12</p> <ul style="list-style-type: none"> ✓ The children identify the games in the pictures and label them. ✓ Ask the children to complete the sentences about other pictures. <p>Activity 13</p> <ul style="list-style-type: none"> ✓ The children look at the pictures while you read the key. The children check what they can do. <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Listen and play the traditional game: Rock, paper, scissors. ✓ The children look at the pictures and work out who the winner is each case.
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	<p><i>Tiger Review 2</i> <i>Page 49 and 50</i></p>	<ul style="list-style-type: none"> ✓ They write the words into the sentences. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Ask the children if they recognize any of the games in the photos. ✓ Play the audio. The children listen and number the photos. ✓ Ask the children to draw themselves doing something at break time and complete the sentence. <p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ The children look at the pictures and work out who the winner is in each case. ✓ They write the words into the sentences. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children read and match the speech bubbles to the pictures <p>✓ <i>Practice what the children have learnt through unit 3 and 4</i></p>
Week 12	<p>Second written evaluation Units 3-4 Second oral evaluation Units 3-4</p>	<p><i>It will be applied the second oral and written evaluation including all skills.</i></p>



UNIT 5

What's the matter?

Lesson 1

*Listening and vocabulary
about health problems*

Page 51

Activity 1

- ✓ Learn vocabulary about health problems. Use the remaining flashcards to introduce the other health problems.
- ✓ Play the audio. Point to the flashcards. The children listen and repeat the words.

Activity 2

- ✓ Arrange the flashcards on the board in the order of the chant. Write numbers 1-8 underneath.
- ✓ Play the audio. The children listen, point to the health problems and join in saying the chant: ***Tiger's Word chant.***
- ✓ Play the audio again and the children repeat the vocabulary about health problems.

Activity 3

- ✓ Say numbers 1-8 in turn. The children respond to each number in point by pointing to and naming the health problems in chorus.
- ✓ Say the names of the health problems. The children call out the corresponding numbers.



	<p>Lesson 2- story <i>Learn vocabulary about health problems and listening,</i> <i>Page 52 and 53</i></p>	<ul style="list-style-type: none"> ✓ Say the numbers. The children call out the corresponding health problems. ✓ Play a game called Can you remember? <p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ Read the sentences. ✓ The children point to the patients in the picture of the doctor's waiting room. They write the corresponding number in the box. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children count the tigers and write the number. Ask the children How many...? Where are ...? <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Listen to the story, practice vocabulary about health problems and answer questions about the story. <p><u>Activity book</u></p> <p>Activity 3</p> <ul style="list-style-type: none"> ✓ The children look at the health problems and check the ones that were mentioned in the story.
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Lesson 3- Story Activities
*Learn vocabulary about
health problems and
listening.*
Page 54

Activity 4

- ✓ The children read the speech bubbles and complete the sentences

Activity 5

- ✓ Listen to the story and say the missing words (Health problems).

Activity 6

- ✓ Listen to the song ***I am feeling sick*** and check which health problems they listened and practice vocabulary. (sore throat, cough, headache, etc)
- ✓ Listen again and practice the song

Activity 7

- ✓ Explain the children that they will hear three sentences, one about each of the characters in the pictures. They must identify which character each sentence refers to.
- ✓ Complete the sentences.

Activity book

Activity 5

- ✓ Read the song together. The children guess/recall the words that go in the gaps.
- ✓ The children write the health problems in the correct order.



	<p>Lesson 4- Speaking Learn vocabulary about health problems, listening and Tiger phonics: / p / sound Page 55</p>	<p>Activity 8</p> <ul style="list-style-type: none"> ✓ Practice the / p / sound several times. ✓ The children practice the / p / sound in the tongue twister. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ Make the cut-out on the page 91. Do a role play and practice vocabulary about health problems. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Play a game called Do you have a cut? and practice vocabulary about health problems <p>Activity book</p> <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Complete the dialogues and act them out. <p>Activity 7</p> <ul style="list-style-type: none"> ✓ The children order the words to make sentences.
<p>Week 13</p>	<p>Lesson 5- CLIL- Social Science Stay Healthy Listening and repeating vocabulary Page 56</p>	<p>Activity 11</p> <ul style="list-style-type: none"> ✓ The children listen and point to the pictures and repeat the words. ✓ Day the words in random order. The children respond with the corresponding numbers from one to six. ✓ Mime the ways of staying healthy and the children say what they are.



	<p>Lesson 6- CLIL <i>Listening, repeating and singing.</i> <i>To identify ways of staying healthy</i> <i>Page 57</i></p>	<ul style="list-style-type: none"> ✓ Complete the gaps in order to practice vocabulary. <p>Activity 12</p> <ul style="list-style-type: none"> ✓ Listen to the story and explain that Ping teaches Pong about keeping healthy. ✓ The children listen and look at the pictures ✓ Ask and answer questions about each picture in the story to check comprehension. <p>Activity book</p> <p>Activity 8</p> <ul style="list-style-type: none"> ✓ The children read and draw matching lines from the verbs to the pictures on the left and on the right. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ Look at the activity 8 and number the sentences. ✓ The children read the sentences. ✓ They categorize the according to the items in activity 8. <p>Activity 13</p> <ul style="list-style-type: none"> ✓ The children look at the photos and say what they can see in each picture. ✓ The children listen and number the photos. ✓ Ask questions about the photos.
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	<p>Lesson 7- Unit Review Practice vocabulary about staying healthy Page 58-59</p>	<p>Activity 14</p> <ul style="list-style-type: none"> ✓ Sing a song: Stay healthy! ✓ The children listen and point to the photos as they hear the six different ways to stay healthy. ✓ Play the audio again. The children listen and mime the ways of keeping healthy as they hear them. <p>Activity 15</p> <ul style="list-style-type: none"> ✓ Play mime and ask questions. <p>Activity book</p> <p>Activity 10</p> <ul style="list-style-type: none"> ✓ The children say which words go in the gaps. ✓ The children write the words into the questions. ✓ The children match the questions with one of the pictures. <p>Activity 11</p> <ul style="list-style-type: none"> ✓ The children ask each other the questions. ✓ The children complete the the CLIL Picture Dictionary, writing the words under the pictures. <p>Activity 16</p> <ul style="list-style-type: none"> ✓ The children name the health problems in the pictures. ✓ The children listen and number the pictures.
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	<p>Kids`Culture 5 <i>To identify what children in the US do to stay healthy</i> Page 60</p>	<p>Activity 17</p> <ul style="list-style-type: none"> ✓ The children complete the phrases to label the pictures. ✓ The children complete the sentences using vocabulary about health problems. <p>Activity 18</p> <ul style="list-style-type: none"> ✓ Answer the questions about health problems. <p>Activity book</p> <p>Activity 12</p> <ul style="list-style-type: none"> ✓ The children look at the pictures and complete the dialogues.. <p>Activity 13</p> <ul style="list-style-type: none"> ✓ The children look at the pictures and check what they can do. <p>Activity 1</p> <ul style="list-style-type: none"> ✓ The children listen to the joke and then act it out practicing vocabulary about health problems. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children listen and number the photos. ✓ The children draw and color a picture of something they do that keeps them healthy
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		<p><u>Activity book</u></p> <p>Activity 1</p> <ul style="list-style-type: none"> ✓ The children write the parts of the body into the text. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ The children read and match the speech bubbles to the pictures.
<p>Week 14</p>	<p>UNIT 6 On vacation</p> <p>Lesson 1 <i>Vocabulary about places you go on vacation, listening and singing.</i> Page 61</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Learn vocabulary about <i>places you go on vacation (beach, water parks, aquariums, etc.)</i> ✓ Play the audio and listen to the vocabulary. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Listen to the audio and the children point to the pictures. ✓ Listen, point and say: <i>Tiger's Word chant.</i> <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Say numbers 1-8. The children respond to each number in turn by pointing and naming the places in chorus. ✓ Say the names of the places. The children call out the corresponding places. ✓ Play a memory game. <i>Let's play can you remember?</i> Practice vocabulary about places.



	<p>Lesson 2- story <i>Learn vocabulary about places and listening.</i> <i>Grammar: There is- There are</i> <i>Page 62 and 63</i></p>	<p><u>Activity book</u> Activity 1 ✓ Read the sentences or ask individuals to read them. ✓ The children write the numbers in the correct boxes.</p> <p>Activity 2 ✓ Count the tigers. Write the number. Ask the children how many tigers? (five) Where are the tigers? (On the girl's hat at the fair, on the book at the beach, in the girl's bag at the Aquarium and two at the zoo.)</p> <p>Activity 4 ✓ Listen to the story. Play who says...? and answer the questions. ✓ Look at the pictures, listen to the audio and then answer the questions. (what are the children looking at?, is there a park?, Does Li like ice rinks?, etc)</p> <p><u>Activity book</u> Activity 3 ✓ Look at the places and tick where Tiger wants to go.</p> <p>Activity 4 ✓ Look at the places and write the names.</p>
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Lesson 3
Story activities
Listening, vocabulary about places, there is- there are.
 Page 64

- Activity 5**
- ✓ Listen and then repeat the words about places. Listen to the missing words.
- Activity 6**
- ✓ Listen and check the place the children want to go. Sin the song In this town.
 - ✓ Complete the spaces writing the correct place.
- Activity 7**
- ✓ Listen, look and say who. Children will hear three sentences, one about each of the characters in the pictures. They must identify which carácter each sentence refers to.
 - ✓ The children must write down the words to complete the spaces using vocabulary about places.
- Activity book**
Activity 5
- ✓ Read the song together ***In this town***. The children guess/recall the words that go in the gaps.
 - ✓ The children unscramble and write the words correctly.
 - ✓ Sing the song and practice vocabulary and pronunciation about places.



Lesson 4
Speaking
Listening, phonic sound:
/eə/
Page 65

Activity 8

- ✓ Practice the **/eə/** sound several times.
- ✓ Ask children to listen and count how many times they hear the **/eə/** sound in the tongue twister.
- ✓ The children repeat the tongue twister once or twice.

Activity 9

- ✓ Make the cut-out on page 93. Do a role play.
- ✓ Practice vocabulary about places and answer questions using **is there** and **are there**.

Activity 10

- ✓ Play a game called: **In your town**.

Activity book

Activity 6

- ✓ Complete the dialogues and act them out.
- ✓ Ask two volunteers to read the dialogues.
- ✓ The children must write the correct words.

Activity 7

- ✓ The children read the key and then draw the town map and place the icons where they want on the map.



<p>Week 15</p>	<p>Lesson 5- CLIL- Social science Road safety Practice and learn road safety words Page 66</p>	<p>Activity 11</p> <ul style="list-style-type: none"> ✓ The children listen and point to the pictures and repeat the words. (cross the road, listen, look left, look right, stand on the sidewalk, stop) ✓ Say the words in random order. The children respond with the corresponding numbers from one to six. ✓ Mime standing on the sidewalk and crossing the road with their fingers. ✓ Put on the stickers to label the pictures. <p>Activity 12</p> <ul style="list-style-type: none"> ✓ Listen to the story and explain that Ping teaches Pong about crossing the road safely. ✓ The children listen and look at the pictures and use vocabulary like: look left, look right, cross the road, etc. ✓ Ask and answer questions about each picture in the story to check comprehension. <p>Activity book Activity 8</p> <ul style="list-style-type: none"> ✓ Find and circle ten differences. ✓ The children look closely at the two pictures and circle the differences. They can use there is or there are.
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**Lesson 6- CLIL- Social
Science**

Vocabulary about road
safety instructions,
listening and repeating.
Page 67

Activity 9

- ✓ Look at the activity 8 and circle the place that us missing.
- ✓ Explain that all the words except one can be found in the two pictures. Challenge the children to find the one that is missing. Tell them not to say anything when they find the answer so that everyone has time to look and find it for themselves.

Activity 13

- ✓ The children look at the photos and say what they can see in each picture.
- ✓ The children listen and number the photos.
- ✓ Ask questions about the photos.

Activity 14

- ✓ Sing a song: ***The road safety!***
- ✓ Talk about the signs and color.
- ✓ The children listen and point to the photos as they hear them referred to.
- ✓ Play the audio again. The children repeat the lines.
- ✓ Practice vocabulary (***Don't play ball when you cross the road, don't stand in the road, don't listen to music when you cross the road, etc.***)



	<p>Lesson 7- Unit Review Practice vocabulary about places in the city. There is- There are Page 68-69</p>	<p>Activity 15</p> <ul style="list-style-type: none"> ✓ Say the road safety rules and mime. ✓ Ask a volunteer to read the speech bubble and get them to mime the action. <p>Activity book</p> <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Explain that one of the pictures in each pair shows a good example of how to cross the road and one shows a bad example. The children have to check the good ones and cross the bad ones. ✓ Direct the children to Activity Book page 64. The children complete the CLIL picture dictionary, writing the words under the pictures. <p>Activity 16</p> <ul style="list-style-type: none"> ✓ The children name the places in the pictures. ✓ The children listen and number the pictures. ✓ The children listen again and repeat the sentences. ✓ The children write the words. Remind them to refer to lesson 1 if they are not sure about the spelling.
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	<p>Kids´ Culture 6 To identify aspects of road safety in the US Page 71-72</p>	<p>Activity 17</p> <ul style="list-style-type: none"> ✓ The children label the pictures. ✓ The children complete the sentences using road safety words. <p>Activity 18</p> <ul style="list-style-type: none"> ✓ Ask a volunteer to read the speech bubble. There´s a pencil in the cabinet. ✓ The children should listen and point to the pictures in the correct order. ✓ Play the audio and repeat the sentences. ✓ Go to the picture dictionary on page 82 and complete it. <p>Activity book</p> <p>Activity 11</p> <ul style="list-style-type: none"> ✓ The children identify and label the places in the pictures. They write the road safety instructions that the pictures show. (Stand on the sidewalk, look left and right, cross the road). <p>Activity 12</p> <ul style="list-style-type: none"> ✓ The children look at the pictures and check what they can do. <p>Activity 1</p> <ul style="list-style-type: none"> ✓ The children listen and say a traditional rhyme: A sailor goes to sea. ✓ Play the audio and encourage the children to join it.
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- ✓ Play a game: Divide the class into two groups. Explain that you have a list of all the places you want to visit during vacation and say: ***On my list there is a water park.***
- ✓ The children in group A repeat the sentence and add something to it. For example: ***On my list there is a water park and an aquarium.***
- ✓ The game ends when a group can not remember all the places on the list.

Activity 2

- ✓ The children listen and number the photos.
- ✓ The children draw and color a place they often visit in their town. Ask them to complete the sentence.
- ✓ The children show their pictures to the rest of the class and to say their sentences.

Activity book

Activity 1

- ✓ The children read the lines and number them in order.
- ✓ Play the audio and check the answers.

Activity 2

- ✓ The children read and match the speech bubbles to the pictures.



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	<i>Tiger Review 2</i> Page 49 and 50	✓ <i>Practice what the children have learnt through unit 5 and 6.</i>
Week 16	<i>Third written evaluation Units 5-6</i> <i>Third oral evaluation Units 5-6</i> <i>Check grades with each student.</i> <i>Register grades and print the original report.</i>	<i>It will be applied the third oral and written evaluation including all skills.</i>

COMPLEMENTARY ACTIVITIES

Learners will have laboratory classes where they will have the opportunity to explore, learn and practice the four skills specially listening and they will have fun playing some games on line. They will develop outdoor activities and they will practice vocabulary through games. This is a great way to become motivated and use the target language meaningfully.



**UNIVERSITY OF NARIÑO
LANGUAGE CENTER
LEVEL: CHILDREN III
HOURS PER WEEK: 8 HOURS
TOTAL OF HOURS: 115**


COURSE DESCRIPTION

This is the last course for children. In this final part the main focus is to continue motivating students to learn English following a wide set of activities including listening stories and playing games. Moreover, learners will continue enhancing the four skills: listening, reading, writing and speaking. They will communicate using the vocabulary according to their age and the vocabulary practice along the first, second and third level. The lessons are based on a wide variety of topics, which draw on the students' own knowledge and also their need to learn about the world. The topics are carefully chosen to be relevant to the students' age and interests, ranging from, for example, work at home, party pets, activities they do every day, vacation and other. This variety is motivating in both the short term and the long one. Keeping students focus and enthusiastic about learning through the classes. Besides, two or more lessons in each unit include a section related to one of these content areas: Social science and natural science. These activities require students to use their general knowledge and skills and will help them develop critical thinking skills while practicing English. Also, students will have phonic lessons which cover both individual sounds and longer aspects of pronunciation, leading to greater awareness of the way English is spoken and to an improvement in the students' own pronunciation.

COURSE OBJECTIVE

At the end of the course students will be able to communicate at a basic level putting into practice the vocabulary and grammar learned through the course. Learners could establish conversations in different places and with different audiences and therefore, increase their level of proficiency.

SPECIFIC OBJECTIVES

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At the end of the course the students will be able to:

- Give and ask for personal information
- Identify and name different kind of activities
- Talk about animals
- Talk about likes and dislikes and talk about favorite food
- Talk about sports
- Talk about their daily routine
- Talk about beach activities
- Understand short tales
- Pronounce English words, phrases and sentences intelligibly.

METHODOLOGY

The methodology will be mainly communicative and it is required that the teacher is prepared to assist students in all activities they need. The course will have a variety of activities and it will be necessary to have **phonic lessons** to improve pronunciation, build vocabulary and improve students' ability to understand, analyze, and create their own language.

Learning with American Tiger 3, students:

- ✓ Communicate confidently and competently
- ✓ Develop cognitive skills which are transferable to all areas of the curriculum.
- ✓ Learn to learn and become responsible, autonomous, self- motivated learners.
- ✓ Use CLIL to find out about the world and carry out independent investigation.
- ✓ Learn about different cultures and develop intercultural and citizenship skills.
- ✓ Use new technologies and multimedia to study, research, consolidate and extend learning.
- ✓ Understand and use grammar correctly and appropriately.
- ✓ Develop the seven key competencies in a systematic way.
- ✓ Prepare, plan and write an enjoyable project in every unit.
- ✓ Develop social skills such as cooperation, collaboration, sharing and turn- taking.



- ✓ Learn through different genres, of stories and other engaging activities such as spelling bees, games, songs, chants, rhymes.
- ✓ Develop listening, speaking, reading and writing skills in a well- balanced, integrated way.
- ✓ Pronounce English naturally and intelligibly.

Meet the characters in Tiger Street who help students learn

Ben, Clare, Ellie and Nasim are members of the tiger Street club. They introduce and write articles for the Tiger Team magazine.

Fox, Squirrel and magpie also live in Tiger Street and have their own alternative club. They are featured in the Tiger Street Tales, an amusing cartoon strip story which provides reading for pleasure in every unit.

The Key Competencies outline the ***knowledge, skills*** and ***behavior*** that students need to develop in order to achieve their full personal potential, participate in an effective and constructive way in society and become responsible and autonomous life-long learners.

- ✓ ***Competence in linguistic communication:*** the ability to use language to express and interpret concepts, facts, feelings and ideas.
- ✓ ***Cultural awareness and expression:*** the ability to understand and appreciate different art and cultural forms.
- ✓ ***Competence in mathematics, science and technology:*** the ability to apply mathematical thinking to solve everyday problems and to use scientific knowledge to explain the natural world and understand the consequences of human action.
- ✓ ***Sense of initiative and entrepreneurship:*** the ability to apply qualities and skills such as creativity, critical thinking and perseverance and to plan and manage projects.
- ✓ ***Digital competence:*** the ability to use digital technology confidently, critically and responsibly.



- ✓ **Social and civic competencies:** the ability to understand and appreciate diversity in society and to develop personal and interpersonal competencies.
- ✓ **Learning to learn:** the ability to organize one's own learning and work efficiently and autonomously as an individual or in a group.

How American Tiger 3 develops the key Competencies

Competence in linguistic communication

American Tiger 3 develops students' **linguistic communication skills** in English in a systematic and comprehensive way. Students learn to appreciate the importance of **listening** to different types of texts and expressing themselves in a clear and comprehensible way. Through exposure to a wide range of **stories, dialogues** and other **short texts**, students develop global understanding and the ability to identify relevant information. They learn to compare content and contexts in listening extracts, and develop an awareness of the ways these are influenced by social conventions, values and culture.

Through **games, dialogues, personalized speaking activities** and **projects**, students learn to express their thoughts, emotions, experiences and opinions using both linguistic and non-linguistic means of communication. Students also increasingly initiate conversations and take part in interactive exchanges and dialogues in the classroom and everyday context.

In the development of reading skills, students learn to identify relevant information and give a personal response to different genres and formats of written texts. They also enjoy **reading for pleasure**. Students learn to write in a clear organised manner using appropriate language and vocabulary to express their ideas and feelings. They also learn to review and self-assess their written work.

Competence in mathematics, science and technology

American Tiger 3 develops students' competence in mathematics, science and technology in a variety of ways. Mathematical competence is developed through the recognition and use of numbers in a range of different contexts, such as counting objects, following instructions to find pages in the Student's Book and Activity Book, telling the time and understanding differences in world time zones.



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Through a range of activities based on visual observation and discrimination, students develop their understanding of the relationship between geometric shapes and everyday objects in English. Through the use of simple tables, grids and charts, students learn to express and interpret information and data.

Through the CLIL sections of American Tiger 3, students develop competence in knowledge of and interaction with the physical world in a range of interesting, lively and dynamic ways. These include raising awareness of the influence human beings have on their environment and the importance of adopting a healthy lifestyle. In American Tiger 3, students learn about the differences between mammals and reptiles, and the importance of doing exercise and eating fruit and vegetables.

They also become aware of the diversity of sea life in rock pools. These topics develop students' understanding of different aspects of the physical world, as well as increasing autonomy and personal initiative in areas of their own lives.

Digital competence

Through the integration of digital and multimedia resources, students develop familiarity in using ***information and communication technologies*** as essential tools for learning and communication.

Students show frequent initiative in using ***digital resources*** and can search for and communicate information independently. Students also become familiar with basic vocabulary to talk about technology in English.

Sense of initiative and entrepreneurship

In American Tiger 3, the development of a sense of initiative and entrepreneurship goes hand in hand with learning to learn. The approach to learning and the use of components such as the American Tiger Progress Journal encourage students to adopt a responsible and self-aware attitude towards their own learning.

Students learn to know and understand themselves and to be willing to set and meet objectives. They also learn to reflect on their learning and to be constructively self-critical as they assess their own progress.



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A sense of initiative and entrepreneurship is also encouraged in regular **project work**, in which students are actively encouraged to be creative and use their imaginations, as well as in a range of **personalized activities** and **discussions**, in which students are actively encouraged to express their opinions and divergent views.

Cultural awareness and expression

In American Tiger 3, cultural awareness and expression is developed through a wide range of short texts, as well as images which focus on different aspects of **American culture**.

These engage students in learning, and lead to pleasure and curiosity in finding out about how other people live their lives. Students also develop **intercultural skills** including an interest in, and appreciation of other cultures and an ability to compare other cultures with their own.

Topics covered in the Culture lessons of American Tiger 3 include different ways children use technology in the US, a visit to a wildlife park, PE and sports lessons at school, daily routines, school lunches, an American beach, and putting on an end-of-year show.


Learning to learn

American Tiger 3 takes account of the fact that students have different learning styles and provides the opportunity for each student to develop and fulfil their potential, according to their individual strengths, aptitudes and preferences.

The emphasis on learning to learn and thinking skills enables students to reflect and become more effective and **autonomous learners**.

Students develop awareness of the abilities required for learning, such as paying attention, concentration, memory and making effective use of time. Students also become increasingly confident when faced with new learning challenges and are willing to take responsibility, show personal commitment and learn from their mistakes.

The American Tiger 3 characters engage students in setting general **learning objectives** at the start of each unit in the Student's Book. There are also clear learning aims established at the start of each lesson within the unit. At the end of each lesson, the teacher conducts a brief review to ensure that these aims have been met.

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In addition to this, students are encouraged to carry out independent investigation for project work, making use of technology where appropriate. They also complete their Picture Dictionary and My American Tiger score card independently at the end of each unit. Students also complete the Progress Journal for each unit. This comprises several different sections which encourage students to review their learning, identify activities that help them learn, focus on learning strategies for different study skills, assess what they can do, and make an action plan to help them remember the unit.

Social and civic competencies

American Tiger 3 places great emphasis on developing social and civic competencies through the use of methodology that promotes **active participation, respect** for classmates, **willingness** to follow rules, and **cooperation and collaboration** with the teacher and peers. Students learn to make decisions in an increasingly responsible way, taking into account individual and group interests. Students appreciate and value the differences between themselves and others, respect cultural diversity and understand different points of view.

Social and civic competencies are explicitly promoted in Tiger Street Club Values after each story. These draw out learning points which encourage children to adopt appropriate behavior in different situations and to respect and value their relationships with others and the community. Examples of values in American Tiger 3 include the importance of helping people, using your time well, and staying safe, as well as awareness of equal opportunities and the value of sharing.

Through the Culture lessons, students develop an **awareness of cultural diversity** and a sense of the society and community to which they belong. Students learn to appreciate and value the differences between themselves and others, and understand how to participate and behave appropriately in different situations.

COURSE MATERIAL

Carol Read and Mark Ormerod, American Tiger 3, Macmillan Education. 2017.



GRADING INFORMATION AND CRITERIA

Students will participate in class in different activities such as reading comprehension, role plays, written exercises, written and oral exams. If a class is missed then it is the responsibility of the student to catch up with the last class. If an evaluation is missed the grade will be zero except for those who have health problems and present a written permission- For that reason, all the tests will be scheduled in advanced.

The final grade for the course is established as follows:

First oral and written exam units 1-2. (Includes all the skills)	10%
Second oral and written exam units 3-4. (Includes all the skills)	10%
Third oral and written exam units 5-6-7. (Includes all the skills)	10%
Complementary activities as class work, quizzes, oral presentations, etc.	70%

GOALS OF EACH UNIT

Warm up: Welcome to the Tiger Street Club!

During this section students will remember vocabulary to give personal information, they will be able to ask and answer questions, and they will also remember the alphabet and days of the week.

Unit one: A computer for the Club

Specific Objective: At the end of the unit learners will be able to talk about what they do everyday and what they do in their free time using **simple present** with verb to be and different verbs.

Unit two: Animal World

Specific Objective: At the end of the unit learners will be able to talk about some characteristics about some animals using **simple present**.

Unit three: Sports Star

Specific Objective: At the end of the unit learners will be able to talk about all the things they **can** and **can not** and they will use vocabulary about sports.



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Unit four: Food we like

Specific Objective: At the end of the unit learners will be able to talk about the food they like eating at breakfast, lunch and dinner using **simple present**. (*I like.../ I love.../ I don't like.../Do you like...?, Yes I do. No, I don't.*

Unit Five: Things we do everyday

Specific Objective: At the end of the unit learners will be able to describe and talk about their daily routines and say what other people do every day using **Simple Present**.

Unit Six: At the beach

Specific Objective: At the end of the unit learners will be able to talk about beach activities and describe what they and other people are doing. use **Present Continuous**.

Unit Seven: Tiger Street Club Review

Specific Objective: At the end of the unit learners will be able to identify and name **theater vocabulary** and predict what happens in a play.

Festivals

Specific Objective: At the end of the unit learners will be able to talk about some festivals around the world and mention important details about them.

WEEKS	AIM	WHAT THE STUDENTS ARE DOING
Week 1	<p>WARM UP Welcome to the Tiger Street Club!</p> <p>Lesson 1 Listening, reading, singing and vocabulary. Grammar: Greetings, Personal information, prepositions of place Page 3</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Stick the flashcards on the board, point to them in turn and say. This is Ben, This is Claire. This is Ellie. This is Nasim. ✓ The students listen, read and look at the photo.



		<ul style="list-style-type: none"> ✓ Ask the students about their personal information. <i>What is your name? How old are? Where do you live, etc.</i> <p><i>Activity 2</i></p> <ul style="list-style-type: none"> ✓ Listen and sing <i>Welcome to the Tiger Street Club</i> ✓ Clarify the meaning of new vocabulary such as <i>“Projects”</i> <p><i>Activity 3</i></p> <ul style="list-style-type: none"> ✓ Look for things in the Tiger Street Club. Ask and answer questions. ✓ The students must name the items in pictures 1-6 (<i>shoe- banana- board game- clock- sweater- guitar</i>). ✓ The students look for the items in the photo above (activity 1) and ask and answer questions. <i>Where is the...? (It is...)</i> ✓ Practice with students the prepositions: <i>in, in, under, behind, next to.</i> <p><u>Activity book</u> <i>Activity 1</i></p> <ul style="list-style-type: none"> ✓ Listen and write the numbers. ✓ Listen and find out where <i>Nasim, Ellie, Ben and Claire live.</i> ✓ The students must write the numbers in the speech bubbles in words.
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Lesson 2
Listening vocabulary.
Vocabulary: Days of the week
Page 4

Activity 2

- ✓ Students must read and write and draw a picture about them. Join the Tiger Street Club.
- ✓ Students must read Ellie's speech bubble and the questions on the form.
- ✓ The students must write the answers and draw a picture of themselves to join the Tiger Street Club.

Activity 3

- ✓ The students must look at the photo, read the sentences and write the words.

Activity 4

- ✓ Remind the students the days of the week.
- ✓ The students must listen and read the words in the bulletin board.
- ✓ Play the ***Tiger Street Club clapping game.***

Activity 5

- ✓ Explain and say ***the alphabet rap***
- ✓ Listen to the alphabet and practice with your classmates

Activity 6

- ✓ Listen and do the ***Spelling Bee.*** (explain that it is a traditional contest in UK and USA. The students will do a



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		<p>spelling Bee in every unit to help them spell, say and learn new Words).</p> <p>Activity 7</p> <ul style="list-style-type: none"> ✓ Go to the page 87. Make the alphabet cut- out cards. Play arrange the letters. <p><u>Activity book</u></p> <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Look and write the missing letters. The students must write the missing letters. Play the CD. The students listen and check their answers. ✓ The students listen and then repeat. <p>Activity 5</p> <ul style="list-style-type: none"> ✓ Students must write the days of the week in order. ✓ The students ask and say how to spell the words. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Spell different words to a friend.
<p>Week 2</p>	<p>UNIT 1 A Computer for the Club</p> <p>Lesson 1 <i>Listening and vocabulary: Different activities (play sports, go on trips, help people, listen to music, etc) Present Simple Affirmative form Page 5</i></p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Practice vocabulary about Different activities (play sports, go on trips, help people, listen to music, etc) ✓ Listen to the audio and practice the pronunciation about different activities and point to the pictures.



	<p>Lesson 2- A photo Story <i>Listening and vocabulary about a laptop for the Club.</i> <i>Grammar: Present Simple affirmative form</i> <i>Page 6-7</i></p>	<ul style="list-style-type: none"> ✓ Play the audio again and the students say the rap and clap rhythmically. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Play Copycat chain ✓ Pay attention to the recycle logo. Explain that this game gives the students an opportunity to use the new words for activities as well as others they know. Ask them to give you examples: (read, write, draw, sing...) ✓ Explain and demonstrate the game. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Do the spelling bee (spell words) <p><u>Activity book</u> Activity 1</p> <ul style="list-style-type: none"> ✓ The students look at the pictures, read and write the words. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Say Listen and number the pictures. Play the audio once or twice. The students listen and write the numbers. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ The students write the words. The students say the numbers and spell the words. <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Play the audio. The children listen to the story and then they must act it out. Assign roles to the students.
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Activity 5

- ✓ Read the story and answer if the questions are True or False.
- ✓ Play the audio and students can check their answers.

Activity 6

- ✓ Read the speech bubble, sentences and options.
- ✓ Explain that the story is a photo story. It shows real people in photos. Ask **Do you like the story?**
- ✓ Talk about **the Club Values**. Say think about it! **It is important to help people?**

Activity book

Activity 4

- ✓ The students read and number the sentences in order.
- ✓ Play the audio. The students listen and check.

Activity 5

- ✓ The children read the questions and answer them.

Activity 6

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

Activity 7

- ✓ Write six words from the story. If they are confident, they can tell their family what the words mean and explain the story in simple turns.



Lesson 3
Grammar and Speaking
Listening, vocabulary about activities we do (listen to music, paint pictures, play games, take photos, etc).
Present simple in affirmative, negative and yes/ no questions.
 Page 8

Activity 7

- ✓ Listen and say the missing words.
- ✓ Play the audio and the students say the grammar chant.
- ✓ Students listen and read the sentences in the grammar table and say the missing words.

Activity 8

- ✓ Play **Guess Who**
- ✓ Explain how to make **yes/ no questions using Do/ Does** and how to answer them
- ✓ The students look at the table which shoes activities that the members of the Tiger Street Club do and don't do.
- ✓ Play the game with the whole class. The students then play the game in pairs.
- ✓ Ask yes / no questions to identify the member.

Activity 9

- ✓ Ask and say what you do.
- ✓ Use flashcards and make yes / no questions. Students answers and practice vocabulary about different activities. (**Do you listen to music?, do you drink milk?, Do you take photos?, etc.)**

Activity book
Activity 8

- ✓ The students complete the grammar table without looking at the student's book.
- ✓ Check the answers with the rest of the class.



Lesson 4
Grammar, listening and
Speaking
Listening and Phonics
sound: /ʌ/ and /u/
Grammar: Wh. Questions
using Present Simple
Page 9

Activity 9

- ✓ Write yes/ no questions
- ✓ Answer the yes/no questions

Activity 10

- ✓ Complete the table with the information required.

Activity 10

- ✓ Practice the /ʌ/ and /u/ sound and find a lot of words to practice pronunciation.
- ✓ Listen to the audio and practice pronunciation.

Activity 11

- ✓ Sing ***What do you do in your free time?***
- ✓ Practice how to make wh. Questions.
- ✓ Answer the questions about the song.

Activity 12

- ✓ Make and sort the activity cut-out cards.
- ✓ Play arrange the cards.
- ✓ Practice wh. Questions and use vocabulary about activities we do.

Activity book

Activity 11

- ✓ ***Fantastic phonics: Remember, write and say***
- ✓ The students write the sentences from memory. Check the answers by asking the



		<p>students to say the sentences.</p> <p>Activity 12</p> <ul style="list-style-type: none"> ✓ Pop spot: Remember the What do you do in your free time. ✓ Listen to the song, pay attention to the lyrics and then complete the spaces. <p>Activity 13</p> <ul style="list-style-type: none"> ✓ Sing the song at home or with your family. Encourage students to practice the song at home. <p>Activity 14</p> <ul style="list-style-type: none"> ✓ The students write true sentences about things they do and don't do in their free time.
Week 3	<p>Lesson 5- CLIL- Technology Tiger Team Magazine <i>Reading and listening</i> <i>Grammar: Present Simple using wh. questions</i> <i>Page 10</i></p>	<p>Activity 13</p> <ul style="list-style-type: none"> ✓ Learn vocabulary about parts of the computer. (screen, printer, mouse, keyboard, etc) ✓ The children look at the photo, play the audio and say if the sentences are true or false. <p>Activity 14</p> <ul style="list-style-type: none"> ✓ Let's do a quiz. The students read and listen to the questions. Use the pause button for the students to write their answers. Check vocabulary. ✓ Answer the yes/no questions.



Activity 15

- ✓ Play **question Chain**.
- ✓ Practice *yes/no questions using different vocabulary*.

Activity 16

- ✓ Say what you do and don't do.
- ✓ The students say true sentences about what they use a computer to do. I (write emails to my family). I (don't watch music videos).

Activity book

Activity 15

- ✓ The students look at the pictures then put the letters in order and write the words.

Activity 16

- ✓ Answer questions in a short way. (yes, I do- No, I don't)
- ✓ The students complete the questions.
- ✓ The students write true answers.
- ✓ The students take turns to ask and answer the questions.

Activity 17

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

Activity 18

- ✓ Write about what you use a computer to do.
- ✓ The students complete the sentences.
- ✓ The students read the sentences.



Lesson 6- CLIL
 Reading and writing:
Individual Project
 Grammar: Simple
 Present affirmative and
 negative form.
 Page 11

Activity 17

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

Activity 18

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



	<p>Lesson 7- Consolidation and extension Listening, English for communication Grammar: Present Simple: Affirmative form Page 12</p>	<p><u>Activity book</u> Activity 19</p> <ul style="list-style-type: none"> ✓ Students listen and check what David uses a computer to do at home and at school. Play the CD once or twice. Check the answers. <p>Activity 20</p> <ul style="list-style-type: none"> ✓ Read Tania's project. Now write your notes and project in your notebook. ✓ The students read Tania's project. Draw attention to the Remember! tip. The students write notes in their notebooks to plan their project. Using Tania's text as a model, and their own notes, the students write their project in their notebooks. <p>Project extension</p> <ul style="list-style-type: none"> ✓ Go to Teacher's Notes page 26 for ideas on how to extend the students' projects. <p>Activity 21</p> <ul style="list-style-type: none"> ✓ 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. <p>Activity 19</p> <ul style="list-style-type: none"> ✓ Class Chit-Chat: Listen and repeat. Act out. ✓ Explain that Class Chit-Chat helps the students use English to communicate in class.
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		<ul style="list-style-type: none">✓ Students must listen to the dialogue. What questions does the student ask? Play the CD. The students listen.✓ Check the answers. (What do I do now? Can I work with David?) Elicit or remind the students of the meaning of 'partner'✓ (Books open.) Play the CD again. The students listen and read the dialogue.✓ Explain that 'I'm finished' is a phrase the students can say when they've completed their work.✓ Divide the class into two groups, one to take each part. Play the CD a third time, pausing for the groups to repeat the exchanges✓ Divide the class into pairs. The partners read the dialogue✓ Establish that you expect the students to say they have finished and ask what to do in English from now on. <p>Activity 20</p> <ul style="list-style-type: none">✓ Refer to the story on Student's Book pages 6 and 7 and ask Can you remember what Mrs Jones gives the Tiger Street Club? (A computer.)✓ Say Ben, Clare, Ellie and Nasim write Mrs Jones an email to say thank you'.✓ Play the CD. The students listen and read the email.✓ Check understanding. Draw attention to the way the email starts and ends.✓ Play the CD again.✓ Ask Do you ever write emails to say thank you'?
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	<p>Lesson 8 Unit Review Listening and writing Go to activity book Page 11</p>	<p>Activity 21</p> <ul style="list-style-type: none"> ✓ Explain that the Tiger Street Tales are funny stories about three animals who also live in Tiger Street: a fox, a squirrel and a magpie. ✓ The students look at the pictures and read the story. ✓ Ask Would you like to listen to the story? Play the CD. The students listen and follow in their books. ✓ Ask Do you think the story is funny? Who is your favorite character? <p>Activity book</p> <p>Activity 22</p> <ul style="list-style-type: none"> ✓ Students are going to review the main vocabulary and grammar in the unit. ✓ Play the CD. The students number the pictures. ✓ The students complete the sentences. <p>Activity 23</p> <ul style="list-style-type: none"> ✓ The students order the words and write the sentences. <p>Activity 24</p> <ul style="list-style-type: none"> ✓ The students look at the activities and write sentences. <p>Go to the <u>Activity Book</u> page 11. Do the lesson 7 and 8 Unit 1 Review</p>
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<p>Week 4</p>	<p>UNIT 2 Animal World</p> <p>Lesson 1 Vocabulary about parts (animals) of the body and singing Page 13</p>	<p>Activity 1</p> <ul style="list-style-type: none">✓ Parts of the body. Listen, read and look✓ The students listen and point to the photos.✓ Play the CD again, pausing before each body part for the students to say the words. Ask Which part of the body do you have also? (Teeth.)✓ Play the CD a third time. The students say the rap and clap rhythmically. <p>Activity 2</p> <ul style="list-style-type: none">✓ Play Say what it has.✓ Draw the students' attention to the recycle logo. Explain that this game gives the students an opportunity to use the new words for animal parts of the body as well as words they already know and names of animals.✓ Ask the students to give you examples of animals (snake, mouse, monkey...) and parts of the body (eyes, ears, legs ...).✓ Explain and demonstrate the game. One student names an animal. (A hamster) The next student says something that a hamster has (It has fur) and names another animal. The next student says something that
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animal has, names another animal, and so on.

Activity 3

- ✓ **Do the Spelling Bee.**
- ✓ Divide the class into two teams. Hold up one of the cards. Ask a student from one team to name the part of the body (eg, claws).
- ✓ Ask another student from the same team **How do you spell claws)?**
- ✓ If the students name and spell the word correctly, they score a maximum of four points for their team (one for naming the part of the body 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

- ✓ **Find, circle and write.**
- ✓ The students find the animal parts of the body in the word search. They then name the animals (**tiger, bird, fish, tortoise**) and write the words.

Activity 2

- ✓ **Listen and number. Write.**
- ✓ Play the CD. The students listen and number the pictures. They write the words. Check the answers.
- ✓ The students say the numbers and spell the words.



Lesson 2- A fable
Listening to the story:
The tortoise and the hare.
Grammar: Present Simple
Page 14 and 15

Activity 3

- ✓ The students look at the pictures and write sentences.

Activity 4

- ✓ Listen and read. Act out the story.
- ✓ Play the CD, pausing for the students to repeat the dialogue.
- ✓ Assign roles to the students (**tortoise, hare, frog, badger, mouse, narrator**). The students read and act out the story.
- ✓ Ask **Does the tortoise deserve to win?** Explain the meaning of 'deserve'.

Activity 5

- ✓ Read the questions. The students answer.
- ✓ Play the CD. The students listen and check their answers.

Activity 6

- ✓ Read the speech bubble, sentences and options. The students think about and say their opinions.
- ✓ Explain that a fable is a story with a moral. There are a lot of animal fables, including Aesop's fables, which the students may know.
- ✓ Ask **Do you like the story?**



	<p>Lesson 3- Grammar and speaking Listening and Present Simple: negative form and yes/ no questions Page 16</p>	<p><u>Activity book</u> Activity 4 ✓ The students read the sentences and write the tortoise or the hare. Check the answers.</p> <p>Activity 5 ✓ The students write sentences about the tortoise and the hare.</p> <p>Activity 6 ✓ Read the sentences. Elicit or remind the students of meaning. The students think about and circle words to express their opinions.</p> <p>Activity 7 ✓ The students write six key words relating to the story. If they are confident, they can tell their family what the words mean and explain the story in simple terms.</p> <p>Activity 7 ✓ Play the CD. The students say the grammar chant. They then listen and read the sentences in the grammar table and say the missing words. ✓ Read the Tiger Tips. Draw the students' attention to the position of the apostrophe. Remind the students that we also use this form of the verb for 'he' and 'she' as well as 'it'.</p>
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- ✓ The students learn the grammar table and use it for reference and review. They can copy the grammar table into their notebooks.

Activity 8

- ✓ Play **Guess the animal!**
- ✓ Look at the pictures and read the names of the six animals.
- ✓ Explain and demonstrate the game. Student A chooses an animal from the grid. Student B asks questions to identify it. Does it have fur? (No, it doesn't.) Does it have wings? (Yes, it does.) Is it a bird? (Yes, it is.)
- ✓ Play the game with the whole class.
- ✓ Divide the class into pairs. The partners play the game.

Activity 9

- ✓ Read the speech bubbles. The students say sentences about the animals in Activity 8 or about other animals of their choice.

Activity book

Activity 8

- ✓ The students complete the grammar table without looking at the Student's Book. However, allow them this extra support if needed-
- ✓ They check the answers by looking at the grammar table (SB page 16).



	<p>Lesson 4 Grrr...is for grammar! <i>Practicing pronunciation and learn about the phonics</i></p> <p><i>sound: / I / and / i / listening and speaking.</i> <i>Grammar: Present Simple affirmative form</i> <i>Pg. 18</i></p>	<ul style="list-style-type: none"> ✓ The students read the sentences in the table. Remind them again of the Tiger Tips. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ Write. Answer Yes, it has or No, it hasn't. ✓ The students write questions and answers ✓ Check the answers. The students ask and answer the questions. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Look at Activity 9. The students look at Activity 9 and write sentences about the animals. ✓ Check the answers. The students read the sentences. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Read the sentences. Draw attention to the difference between the / I / and / i / sounds, as highlighted. ✓ Play the CD. The students listen and repeat the sentences. Repeat once or twice with or without the CD. ✓ Optional: The students count how many times they can say the sentences in a minute.
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Activity 11

- ✓ Pop Spot: Listen and read. Sing ***A tiger has sharp teeth.***
- ✓ Ask ***How many animals are in the song? What are they?*** Play the CD. The students listen and follow in their books. Check the answers (eight animals: tiger, monkey, bird, fish, elephant, cat, rabbit, crocodile).
- ✓ Clarify the meaning of 'jaws' through mime.
- ✓ Play the CD again. The students join in singing.
- ✓ Ask ***Do you like the song?***

Activity 12

- ✓ Go to Student's Book page 93. Make the body part cut-out cards. Play Animal riddles.
- ✓ The students cut out and make their cards.
- ✓ Divide the class into pairs. They place a book between them to serve as a screen.
- ✓ Read the speech bubble exchanges and demonstrate the game. Student A chooses one card. Student B lays out all his or her cards for reference. Student A describes their animal. It has (fur). It has (a tail). Student B eliminates any cards that don't have these characteristics and guesses what the animal is. Is it a (rabbit)? No, it isn't. Student A continues to describe the



animal until the riddle has been solved.

Is it a (tiger)? Yes, it is!

- ✓ The students change roles and play again.
- ✓ **Note:** Once the students have finished, they stick the body part cut-out cards in their notebooks and write sentences. A rabbit has fur. A monkey has a tail. 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 tongue twisters from memory.
- ✓ Check the answers by asking the students to say the tongue twisters. They then count the target sounds.

Activity 12

- ✓ Pop Spot: Remember the **A tiger has sharp teeth song**. Write. Listen and check.
- ✓ The students write the missing song lyrics.
- ✓ Play the CD. The students check their answers.

Activity 13

- ✓ **Sing the song at home with your family.**



		<ul style="list-style-type: none"> ✓ Encourage the students to sing the A tiger has Sharp teeth song at home. <p>Activity 14</p> <ul style="list-style-type: none"> ✓ Read and answer. Write a riddle. ✓ The students read the riddle and write the answer. ✓ The students write their own riddle. They then read each other's riddles and guess the animals.
<p>Week 5</p>	<p>Lesson 5- CLIL- Natural Science Tiger Team Magazine Reading and listening Grammar: Present Simple: Yes/no questions, wh. questions Page 18</p>	<p>Activity 13</p> <ul style="list-style-type: none"> ✓ Ask What's the difference between mammals and reptiles? Use the responses to pre-teach vocabulary such as 'warm/cold blood', 'live babies', 'drink milk' and 'lay eggs'. ✓ Say Look at the animals. Which are mammals? Which are reptiles? Play the CD. The students listen and read the text. ✓ Ask questions on all the animals such as Is the chameleon a mammal or a reptile? (A reptile.) How do you know? (It has scales.) ✓ Clarify meaning of new vocabulary such as 'tongue'. ✓ Explain that there are reptiles on every continente except Antarctica. ✓ Play the CD again. Ask What mammals and reptiles do you have in your country?



Activity 14

- ✓ Read the questions. The students answer. (**Note:** They do not need to include the text that is in parentheses in the audioscript in their answers.) Play the CD. The students listen and check their answers.
- ✓ For question 5, ask **How do you know?** (The chameleon has scales and the star tortoise has a shell.)

Activity 15

- ✓ **Play True or false.**
- ✓ Say true and false sentences about mammals and reptiles. The students respond, scoring a point for every correct answer. Mammals have fur. (True!). Reptiles have warm blood. (False!)
- ✓ Extend the game by asking individual students to say the sentences.

Activity book

Activity 15

- ✓ The students write **T** for a true sentence or **F** for a false sentence. Check the answers.

Activity 16

- ✓ Go to Student's Book page 18. Read and answer **Yes, it does or No, it doesn't.**
- ✓ The students read and answer the questions, referring to Student's Book page 18. Check the answers.



Lesson 6- CLIL
Vocabulary, reading
and writing: **Individual
Project**
Grammar: Simple
Present affirmative
form
Page 19

Activity 17

- ✓ The students look at the words and write questions.
- ✓ The students ask and answer the questions with a friend, based on the speaking model.

Activity 18

- ✓ The students choose their favorite animal and write about it
- ✓ A few students read their sentences to the class.

Activity 17

- ✓ Read the story: **Tiger Street Club Report.**
- ✓ Play the first part of the CD (In the US/Colombia ...). The students listen and read.
- ✓ Ask **Where do children in the US/Colombia go to see interesting animals?** (Farms and wildlife parks.)
- ✓ The students look at the photo of Ellie with a Shetland pony and predict what information is included in the animal fact file. Play the second part of the CD. The students listen and read. Clarify the meaning of '**description**', '**habitat**' and '**special features**'.
- ✓ Ask **What type of animal is a Shetland pony?** (A mammal.) **Where do Shetland ponies live?** (In the Shetland Isles and in other cold places.) **What do they eat?** (Grass and



hay, and sometimes carrots and apples.)

Activity 18

- ✓ Explain that the students are going to plan and write their individual project **“an animal fact file”**. They will first do a speaking activity in preparation.
- ✓ Read the bullet points and speaking model as a class. The students then talk about the animal of their choice. Option: You may like the students to research their animal on the internet first.
- ✓ Explain that they will shortly make notes and write their project in their notebook.

Activity book

Activity 19

- ✓ Read the categories and options. Play the CD once or twice. The students listen and circle the correct options.

Activity 20

- ✓ **Read Barbara's project. Now write your notes and project in your notebook.**
- ✓ The students read Barbara's project.
- ✓ Draw attention to the Remember! tip.
- ✓ The students write notes in their notebooks to plan their project.

Project extension

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



**Lesson 7-
Consolidation and
extension**

Listening, English for
communication

**Verb “ have”- “has”,
yes/no questions (do-
does)**

Page 20

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.

Activity 19

- ✓ Class Chit-Chat: Listen and repeat. Act out.
- ✓ Explain that Class Chit-Chat helps the students use English to communicate in class.
- ✓ Say **Two students are looking at a website. Listen to the dialogue. What photos does the website have? What information does the website have?** Play the CD.
- ✓ Check the answers. (It has photos of gorillas. It has information about where they live and what they eat.)
- ✓ 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.
- ✓ Point out that the language that the students are learning in the unit - 'It has '; 'Does it have ?'- is also very useful for communicating in class.



Activity 20

- ✓ Refer to the picture of Washington Wildlife Park or, alternatively, to a local zoo or safari park that the students know. Explain that public signs display the rules and show people where to go.
- ✓ Play the CD. The students listen and read the public signs.
- ✓ Check understanding. Discuss the reasons for having public signs like these.
- ✓ Play the CD again. Ask **Do you read and follow signs when you go to a zoo or wildlife park?**

Activity 21

- ✓ Say ***It's time for a Tiger Street Tale! Can you remember the animals that live on Tiger Street?*** (A fox, a squirrel and a magpie.) The students look at the pictures and read the story.
- ✓ Ask **Would you like to listen to the story?** Play the CD. The students listen and follow in their books.
- ✓ Ask **Do you think the story is funny?** Do you like hedgehogs?

Activity book

Activity 22

- ✓ 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 parts of the body*** on the invented animal.



	<p>Lesson 8 Unit Review Listening and writing Go to activity book Page 19</p> <p>First written evaluation Units 1-2 First oral evaluation Units 1-2</p>	<ul style="list-style-type: none"> ✓ The students write the words. Check the answers. The students say the numbers and spell the words. <p>Activity 23</p> <ul style="list-style-type: none"> ✓ The students look at the picture and tick or cross the boxes. They then write sentences. Check the answers. <p>Activity 24</p> <ul style="list-style-type: none"> ✓ The students look at the picture and write questions and answers. <ul style="list-style-type: none"> ✓ Go to the <u>Activity Book</u> page 19. Do the lesson 7 and 8 Unit 2 Review <p>It will be applied the first oral and written evaluation including all skills.</p>
<p>Week 6</p>	<p>UNIT 3 Sports Star</p> <p>Lesson 1 Vocabulary about parts sports, reading and grammar: Modal verb Can. Page 21</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Learn vocabulary about sports: dive, judo, ice skate, play table tennis, ride a bike, ride a horse, rollerblade, row, skateboard, basketball, climb, dance, hop, kick a ball, play soccer, run, swim, walk, etc. ✓ Say the Tiger Street world rap. ✓ Play the CD. The students listen and



		<ul style="list-style-type: none"> ✓ point to the sports. Play the CD again, pausing before each sport for the students to name it. ✓ Play the CD a third time. The students say the rap and clap rhythmically <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Play “Can do” chain. ✓ Draw attention to the recycle logo. Explain that the game gives the students an opportunity to use new and familiar words for sports. ✓ Ask the students to give you examples of sports (run, climb, dance, swim, play soccer, etc.). ✓ Read the speech bubbles. Explain and demonstrate the game. One student says I can (rollerblade). Can you? The next student answers Yes, I can./No, I can't. He or she then says I can do (judo). Can you? The next student answers, and so on. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Do the Spelling Bee. ✓ Divide the class into two teams. Hold up one of the flascards. Ask a student from one team to name the sport (e.g. do Judo). ✓ Ask another student from the same team How do you spell Judo)? ✓ If the students name and spell the word correctly, they score a maximum of four points for their team (one for naming
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	<p>Lesson 2- A Sports Story <i>Listening to the story:</i> Lily's story Grammar: present Simple affirmative form <i>Page 22 and 23</i></p>	<p>the part of the body and three for spelling the word and saying the letters correctly).</p> <ul style="list-style-type: none"> ✓ Keep score on the board. The team with the most points wins. <p><u>Activity book</u> Activity 1</p> <ul style="list-style-type: none"> ✓ Find, circle and write. ✓ The students find the sports. They then write the words. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Listen and number. Write. ✓ Play the CD. The students listen and number the pictures. They write the words. ✓ The students say the numbers and spell the words. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Write true sentences about what you can do. Tell a friend. ✓ The students write sentences about what they are able to do. They then take turns to say their true sentences to a friend. <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Listen and read. Act out the story. ✓ Play the CD, pausing after each speech bubble for the students to repeat the dialogue.
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		<ul style="list-style-type: none"> ✓ Assign roles (Lilly, father, coach, two girls, two boys, narrator). The students read and act out the story. ✓ Ask <i>Is Lily a star?</i> <p>Activity 5</p> <ul style="list-style-type: none"> ✓ Read and say True or False. Listen and check. ✓ 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. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ <i>Read and reflect.</i> ✓ Read the speech bubble then read the sentences and options. Clarify meaning, as necessary. ✓ Encourage the students to think about and say their opinions. ✓ Ask <i>Do you like the story?</i> <p><u>Activity book</u></p> <p>Activity 4</p> <ul style="list-style-type: none"> ✓ The students match the pictures and speech bubbles. <p>Activity 5</p> <ul style="list-style-type: none"> ✓ Read and write the numbers. Listen and repeat. ✓ The students read and write the numbers on the correct soccer balls.
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	<p>Lesson 3- Grammar and speaking Listening and Modal Verb Can: negative form and yes/ no questions Page 24</p>	<ul style="list-style-type: none"> ✓ Play the CD. The students listen and repeat the numbers. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Read and reflect. Circle. ✓ Read the sentences. The students think about and circle the words that convey their opinions. They then read the sentences and compare opinions. <p>Activity 7</p> <ul style="list-style-type: none"> ✓ Write six words from the story. Tell your family what they mean. ✓ The students write six key words relating to the story. If they are confident, they can tell their family what the words mean and explain the story in simple terms. <p>Activity 7</p> <ul style="list-style-type: none"> ✓ Play the CD. The students say the grammar chant. They then listen and read the sentences in the grammar table and say the missing words. ✓ Read the Tiger Tips. Draw the students' attention to the position of the apostrophe. Remind the students that we also use this form of the verb for 'we' and "they. ✓ The students learn the grammar table and use it for reference and review. They can copy the grammar table into
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their notebooks. **Modal Verb Can:**
negative form and yes/ no questions

Activity 8

- ✓ Play **Guess Who!**
- ✓ The students look at the table, which shows the activities the members of the Tiger Street Club can do and can't do.
- ✓ Explain and demonstrate the game. Student A pretends to be one of the members of the Tiger Street Club. Student B asks questions to identify the member. Can you (rollerblade)? Student A answers Yes, I can or No, I can't. Student B then guesses the Tiger Street Club member. Are you (Clare)? Yes, I am.
- ✓ Play the game with the whole class. The students then play the game in pairs.

Activity 9

- ✓ **Say what the Tiger Street Club can and can't do.**
- ✓ The students look at the table in the previous activity and say what the members of the Tiger Street Club can and can't do. Nasim can skateboard. Ben can't play table tennis.

Activity book

Activity 8

- ✓ The students complete the grammar table without looking at the Student's



	<p>Lesson 4 Grrr...is for grammar! <i>Practicing pronunciation and phonics: /eɪ / and /ɔ/</i> <i>Grammar: Free time activities and modal verb CAN, listening and speaking</i> <i>Pg. 25</i></p>	<p>Book. However, allow the students this extra support if needed.</p> <ul style="list-style-type: none"> ✓ The students check their answers by looking at the grammar table (SB page 24). ✓ The students read the sentences in the table. Remind them again of the Tiger Tips. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ Write. Answer Yes, I can or No, I can't. ✓ The students write the questions and true answers. (Yes, I can./No, I can't.) ✓ Check the answers. The students ask and answer the questions. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ The students look at the table and write sentences. ✓ Check the answers. The students read their sentences. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Read the sentences. Draw attention to the difference between the /eɪ / and /ɔ/ sounds, as highlighted. ✓ Play the CD. The students listen and repeat the sentences. Repeat once or twice with or without the CD. ✓ Optional: The students count how many times they can say the sentences in a minute.
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Activity 11

- ✓ Sing *I can play football.*
- ✓ Ask *How many people are in the song? Who are they?* Play the CD. The students listen and follow in their books
- ✓ Check the answers (three; singer, brother and sister),
- ✓ Ask *What can/can't the singer/the singer's brother/ the singer's sister do?* Play the CD again. The students join in singing.
- ✓ • Ask *Do you like the song?*

Activity 12

- ✓ *Go to Student's Book page 93. Make the sports cut-out cards. Play Memory.*
- ✓ The students cut out and make their cards. Divide the class into pairs. Demonstrate the game. The students put their sets of cards together and lay them face down in a random order on the desk. Student A turns over a card and says what the boy or girl can do: She can (rollerblade). Student A turns over another card and says And she can (skateboard). If the cards are the same (She can skateboard. She can skateboard too!). Student A keeps them and Student B says Yes! it's a pair! Good job! If not, Student B says No! My turn! Student A turns the cards face



down again in exactly the same position and Student B has the next turn. The winner has the most pairs.

- ✓ **Note:** Once the students have finished, they stick the sports cut-out cards in their notebooks and write sentences. He can dive. She can row. This can also be done in a later lesson or for homework.

Activity book

Activity 11

- ✓ Fantastic Phonics: The students write the sentences from memory. Check the answers by asking the students to say the sentences. They then count the target sounds.

Activity 12

- ✓ The students circle the correct words from the song.
- ✓ Play the CD. The students check their answers

Activity 13

- ✓ Sing the song at home with your family.
- ✓ Encourage the students to sing **the I can play football** song at home.

Activity 14

- ✓ Write about your family. Tell a friend.
- ✓ The students write true sentences about their family.



		<ul style="list-style-type: none"> ✓ The students take turns to read their sentences to a friend.
<p>Week 7</p>	<p>Lesson 5- CLIL- PE Tiger Team Magazine Reading: "workouts for kids" and listening. Vocabulary about different activities. Page 26</p>	<p>Activity 13</p> <ul style="list-style-type: none"> ✓ Ask Is it a good idea to do workouts? Why? Use the responses to pre-teach 'exercise', 'strong', 'fit', 'healthy', 'sleep', 'put on weight' and 'concentrate.' ✓ Listen and point to the workout pictures. The students listen and read the text and point to the pictures in the sequence. ✓ Clarify the meaning of new vocabulary. ✓ Play the CD again. Pause after the introduction. Say Stand up! Get ready! Continue playing the CD. The students do the workout with you. ✓ Play the second part of the CD again and repeat. <p>Activity 14</p> <ul style="list-style-type: none"> ✓ Read and answer True or False. Listen and check. ✓ Read the statements. The students answer it's true/false. The students listen and check their answers. <p>Activity 15</p> <ul style="list-style-type: none"> ✓ Ask individual students questions based on the speaking model. Can you (tap your fists)? The students reply and do the action. (Yes, I can! Look!)



		<p>✓ Divide the class into pairs. The students take turns to ask and show each other three actions from the workout. They then change roles.</p> <p>Activity 16</p> <p>✓ The students say sentences about their favorite action in the workout, following the example. My favorite action is 'Roll your arms'.</p> <p>Activity book</p> <p>Activity 15</p> <p>✓ The students read and match the two parts of the sentences.</p> <p>Activity 16</p> <p>✓ The students look at the pictures and write the correct verbs.</p> <p>Activity 17</p> <p>✓ Read. Answer. Yes, I can or No, I can't. Ask a friend.</p> <p>✓ The students read the questions and write true answers.</p> <p>✓ They then ask and answer the questions with a friend.</p> <p>Activity 18</p> <p>✓ The students write a sentence about their favorite action from the workout.</p> <p>✓ A few students read their sentences to the class and demonstrate the actions.</p>
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Lesson 6- CLIL
Reading and writing:
Culture- Project
Grammar: Modal verb
*Can and Present
Simple*
Page 27

Activity 17

- ✓ Listen and read the story: **Tiger Street Club Report.**

Activity 18

- ✓ Prepare your project: Explain that the students are going to plan and write their individual project (a description of exercise they do at school). They will first do a speaking activity in preparation
- ✓ Read the bullet points and speaking model as a class.
- ✓ The students talk about what they do in PE, what they can and can't do, exercises they do after school and their school Sports Day (if applicable).
- ✓ Explain that they will shortly make notes and write their project in their notebooks.

Activity book

Activity 19

- ✓ Play the CD once or twice . Listen and check (/) or cross (X).The students identify the activities in the pictures and choose the best option.

Activity 20

- ✓ **Read Alex's project. Now write your notes and project in your notebook.**
- ✓ The students read Alex's project.
- ✓ Draw attention to the Remember! tip.



	<p>Lesson 7- Consolidation and extension Listening, English for communication Modal verb CAN and Present Simple (affirmative form) Page 28</p>	<ul style="list-style-type: none"> ✓ The students make notes in their notebook to plan their project. Monitor and help as necessary. ✓ Using Alex's text as a model, and their own notes, the students write their project in their notebook. ✓ Go to Teacher's Notes page 26 for ideas on how to extend the students' projects. <p>Activity 21</p> <ul style="list-style-type: none"> ✓ 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. <p>Activity 19</p> <ul style="list-style-type: none"> ✓ Class Chit-Chat: Listen and repeat. Act out. ✓ Explain that Class Chit-Chat helps the students use English to communicate in class. ✓ Say Two students are doing an activity in their books. Listen to the dialogue what is the boy's problem? Can the girl help? Play the CD. Check the answers, (He can do number 5. Can the girl help?) ✓ (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.
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		<ul style="list-style-type: none"> ✓ Establish that you expect the students to ask for help in English from now on. They should also ask in English if they would like you to repeat something. <p>Activity 20</p> <ul style="list-style-type: none"> ✓ Reading Corner: Read and listen. Refer to a local gym or recreational center that the students may know. Establish that posters provide information about classes and activities you can do. ✓ Play the CD. The students listen and read the poster. ✓ Establish the value of reading posters to learn of interesting classes and activities. ✓ Play the CD again. Ask Where do you see posters? What are they for? <p>Activity 21</p> <ul style="list-style-type: none"> ✓ Listen and read: Tiger Street Tales ✓ The students look at the frames 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 What is the CD called? Do the animals think the workout is easy or hard?
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	<p>Lesson 8 Unit Review Listening and writing Go to activity book Page 26</p>	<p><u>Activity book</u> Activity 22</p> <ul style="list-style-type: none"> ✓ Listen and number. Write. ✓ 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 sports. ✓ The students write the activities. ✓ Check the answers. The students say the numbers and spell the words. <p>Activity 23</p> <ul style="list-style-type: none"> ✓ Look and write. ✓ The students write questions and answers, based on the example. Check the answers. <p>Activity 24</p> <ul style="list-style-type: none"> ✓ Look and write. ✓ The students look at the thought bubbles. They write sentences about what the members of the Tiger Street Club can and can't do. Check the answers. <p>Activity 25</p> <ul style="list-style-type: none"> ✓ Go to the <u>Activity Book</u> page 26. Read and write yes/no. <p>Activity 26</p> <ul style="list-style-type: none"> ✓ Listen and read. Write the correct sentences in your notebook. ✓ Read the sentences about Clare. Play the CD, pausing to give the students time to write the correct sentences. Check the
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answers. The students read the correct sentences.

Activity 27

Complete the Picture Dictionary for Unit 3.

- ✓ The students complete the Picture Dictionary for Unit 3, either during the lesson or for homework.

Activity 28

- ✓ Read the speech bubbles. **Say “Yes” to what you can do in unit 3!**
- ✓ Play the CD. The students listen and respond in the pauses. Clarify the meaning of the 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 29

- ✓ **Complete your American Tiger Score card.**
- ✓ Read the heading and options in the first column. The students look back through their work in the unit.
- ✓ The students circle or color the stars to self-assess their work.
- ✓ Read the heading and the text in the second column. Clarify meaning if necessary. The students check (/) what they plan to do.
- ✓ Endorse the students’ self-assessment and learning Plan with a check and / or a comment, your signature and the date. If



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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 226 de 70

Versión: 2

Vigente a partir de: 02/02/2015

		<p>relevant, note your own assessment of their work and suggestions for their Learning Plan.</p> <p>Activity 30</p> <ul style="list-style-type: none"> ✓ Do an activity from your learning Plan and complete your Progress Journal for Unit 3. ✓ The students do an activity from their Learning Plan. ✓ The students complete their progress Journal for Unit 3, either during the lesson or for homework. ✓ They can also complete their Grammar Reference Bank for unit 3. (Activity book page 67).
<p>Week 8</p>	<p>UNIT 4 Food we like</p> <p>Lesson 1 <i>Listening and vocabulary about food (, chocolate, fruit juice, water, sandwiches, chicken, salad, yogurt, chips, strawberries, ice- cream). Present simple: I like, I love, I don't like, do you like?, but I don't like, she likes</i> Page 29</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Say The Tiger Street word rap. ✓ (Books open.) Play the CD. The students listen and point to the photos. ✓ Play the CD again, pausing before each food for the students to say the words. ✓ Play the CD a third time. The students say the rap and snap their fingers or clap rhythmically. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Listen and play Repeat if it's true. ✓ Draw the students' attention to the recycle logo. Explain that the game gives the students an opportunity to use



the new food words as well as other food words they know.

- ✓ Ask the students to name different food.
- ✓ Read the speech bubbles and demonstrate the game. The students listen. They wave their arms and repeat if the sentences are true for them; if not, they fold their arms and stay silent.
- ✓ Play the CD. The students respond.
- ✓ Continue naming recycled food words. I like (carrots). I don't like (cheese). The students respond.
- ✓ The students take turns to say sentences. The rest of the class responds.

Activity 3

- ✓ **Do the Spelling Bee.**
- ✓ Divide the class into two teams. Hold up a flashcard.
- ✓ A student from one team names the food (e.g. ice cream). Ask another student from the same team. **How do you spell ice cream)?"?**
- ✓ If the students name the food and spell it correctly, they score a maximum of four points for their team (one for naming the food and three for spelling the word and saying the letters correctly).
- ✓ Keep score on the board.
- ✓ The team with the most points wins.



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	<p>Lesson 2- A legend <i>Listening and reading about The Earl of Sandwich</i> Grammar: I like..., I love..., Do you like?. Page 30-31</p>	<p>Activity book Activity 1</p> <ul style="list-style-type: none"> ✓ Look, order and write. ✓ The students look at the pictures, put the letters in order and write the words. ✓ Check the answers. The students name the foods and spell the words. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Listen and number. Write. ✓ Say Listen and number the pictures. Play the CD once or twice. The students listen and write the number. ✓ The students write the words. ✓ Check the answers. The students say the numbers and spell the words. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Write true sentences. ✓ The students write true sentences about food they like and don't like. They then take turns to read one or two of their sentences. <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Listen and read. Act out the story. ✓ Play the CD, pausing after each speech bubble for the students to repeat the dialogue. ✓ Assign roles (the Earl of Sandwich, his three friends,
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		<ul style="list-style-type: none"> ✓ the servant, narrator). The students read and act out the story. ✓ Ask What's your favorite sandwich? <p>Activity 5</p> <ul style="list-style-type: none"> ✓ Read and answer the questions. Listen and check. ✓ Read the questions. The students answer. (Note: The students do not need to say the text in parentheses in the audio script). ✓ Play the CD. The students listen and check their answers. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Read and reflect. ✓ Read the speech bubble, the sentences and options. ✓ Encourage the students to think about and say their opinions. ✓ Explain that a legend is a story about famous people or events in the past. A legend is a popular version of the story and is not usually historically accurate. ✓ Ask Do you like the story? <p><u>Activity book</u></p> <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Look, read and match. ✓ Read the speech bubbles. The students point to the story frames. They then match the speech bubbles and frames.
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	<p>Lesson 3 Grammar and Speaking <i>Listening, vocabulary about food: chicken, chocolate, chips, fruit juice, ice-cream. Salad, sandwiches, strawberries, water, yogurt, bread, dinner, etc).</i> Present simple Affirmative, negative and Yes/ No questions. Page 32</p>	<p>Activity 5</p> <ul style="list-style-type: none"> ✓ Read and write correct sentences. ✓ Read the sentences. The students write the correct sentences. Check the answers. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Read and reflect. Circle and write. ✓ The students read and think about the sentences. ✓ They circle words in the first two sentences and complete the third and fourth sentences. ✓ The students compare opinions. <p>Activity 7</p> <ul style="list-style-type: none"> ✓ Write six words from the story. Tell your family what they mean. ✓ The students write six key words relating to the story. If they are confident, they can tell their family what the words mean and explain the story in simple terms. <p>Activity 7</p> <ul style="list-style-type: none"> ✓ Listen and say the missing words. Learn. ✓ Play the CD. The students listen and read the sentences in the grammar table and say the missing words. ✓ Elicit or remind the students that don't is the contracted form of 'do not'.
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- ✓ Read the Tiger Tips. Say 'sss' from now on to remind the students if they need to add (third person) 's' to the verb.
- ✓ The students learn the grammar table and use it for reference and review. They can copy the grammar table into their notebooks.

Activity 8

- ✓ **Play Guess who!**
- ✓ The students look at the pictures of the food that the members of the Tiger Street Club like (/) and don't like (x).
- ✓ Explain and demonstrate the game. Student A pretends to be one of the members of the Tiger Street Club. Student B asks questions to identify the member. **Do you like sandwiches?** (Yes, I do.) **Do you like chicken?** (No, I don't.) Are you Nasim? (Yes, I am.)
- ✓ Play the game with the whole class. The students then play the game in pairs.

Activity 9

- ✓ Say what the Tiger Street Club likes. Play Memory.
- ✓ Refer to the grammar table and Tiger Tips from Activity 7. Remind the students that we add an 's' to the verb when we talk about other people. So we say "I like sandwiches' but He or she likes sandwiches'.



- ✓ Tell the students to look at the table from Activity 8. Individual students then say what members of the Tiger Street Club like. (Clare) likes (sandwiches).
- ✓ Play Memory. Give the students thirty seconds to memorise what Clare, Nasim, Ellie and Ben like. Say Close your books! See how many of the twelve possible sentences the students can say. Keep score on the board.

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 32).
- ✓ The students read the sentences in the table. Remind them again of the Tiger Tips.

Activity 9

- ✓ **Look and write questions. Answer.**
- ✓ The students look at the pictures and write the questions. They then answer the questions,
- ✓ Check the answers. The students ask and answer the questions. (Yes, I do. No, I don't.)



Lesson 4
Grammar, listening and
Speaking

Listening and Phonics: / I /
sound. Food Vocabulary
I like..., I don't like..., I
hate..., etc.
Page 33

Activity 10

- ✓ **Look and write what the Tiger Street Club like.**
- ✓ The students look at the thought bubbles and write sentences about the members of the Tiger Street Club. Check the answers.

Activity 10

- ✓ Fantastic Phonics: Listen and repeat.
- ✓ Read the sentences. Draw attention to the difference between the sounds, as highlighted, then play the CD. The students repeat the sentences. Repeat once or twice with or without the CD.
- ✓ Draw attention to the / I / sound and spelling in 'chicken' and 'chips'.
- ✓ Explain that when an 'e' follows a consonant, as in 'nice', the / I / sound changes to / a I /.

Activity 11

- ✓ Pop Spot: Listen and read. Sing I like food,
- ✓ Explain that when food is 'nutritious' it's good for you.



		<ul style="list-style-type: none">✓ Divide the class into three groups, each listening for foods the singer likes, loves or dislikes. Play the CD. The students listen and follow in their books.✓ Ask each group in turn <i>What does the singer say? I love/like/don't like.</i>✓ Play the CD again. The students join in singing✓ Ask <i>Do you like the song?</i> <p>Activity 12</p> <ul style="list-style-type: none">✓ Make and sort the food cut-out cards. Play Snap!✓ The students cut out and make their cards. They then sort their cards into foods they like top row) Arrange your cards in two rows to demonstrate.✓ Divide the class into pairs, placing a book between them to serve as a screen.✓ Explain and demonstrate the game. Student A says <i>I like (water), but I don't like fruit juice</i>). If Student B's cards are arranged differently, he or she says <i>No, love/like (fruit juice)</i>). Student B then says a sentence <i>I like ice cream, but I don't like yogurt</i>). If Student A's cards correspond, then he or she says <i>I don't like (yogurt)</i>. Snap!✓ The pairs count the number of times they say snap! They then change partners and play the game again
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		<ul style="list-style-type: none"> ✓ The students play the game in pairs, placing a book between them to serve as a screen. They count the number of times they say Snap! and report back. They then change partners and play again ✓ Note: Once finished, the students stick their cards in their notebooks and write sentences such as <i>I love fruit juice, I like sandwiches but I don't like chicken.</i> <p>Activity book Activity 11</p> <ul style="list-style-type: none"> ✓ Fantastic Phonics: Remember, write and say. ✓ The students write the sentences from memory. ✓ Check the answers by asking the students to say the sentences. The students then count the target sounds. <p>Activity 12</p> <ul style="list-style-type: none"> ✓ Pop Spot: Remember the I like food song. Look and write. Listen and check. ✓ The students look at the pictures and write the missing lyrics. Play the CD. The students listen and check their answers. <p>Activity 13</p> <ul style="list-style-type: none"> ✓ Sing the song <i>at home with your family.</i> ✓ Encourage the students to sing the <i>I like food song at home.</i>
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		<p>Activity 14</p> <ul style="list-style-type: none"> ✓ Draw and write about what you like and don't like. ✓ The students draw pictures and write sentences about food they like and don't like. They then compare pictures and read their sentences in pairs. A few students can read a sentence to the class.
<p>Week 9</p>	<p>Lesson 5- CLIL- Social Science. Tiger Team Magazine <i>Reading " Five- a- day the fun way" and listening.</i> Present simple Yes/No questions. I Like...../ I don't like... <i>Page 34</i></p>	<p>Activity 13</p> <ul style="list-style-type: none"> ✓ The students guess the meaning of 'Five-a-day the fun way!'. Pre- teach "vitamins", "healthy". 'grow' and 'serving'. Stablish that it is important to eat five servings of fruit and vegetables every day ✓ Ask questions. Do you like fruit and vegetables?, Do you want to learn five fun ways to eat vegetables? ✓ (Books open.) Say Find the fruit ice pops/fruit/salad/smoothie/vegetable sticks/funny face. The students identify the foods in turn. Play the CD. The ✓ students listen and read. ✓ Clarity understanding of 'sugar', 'ice cubes', 'raw' and 'celery, ✓ Play the CD again. Ask Which is your favorite way to eat fruit and vegetables? Do you know ... ? fact ✓ Read the fact as a class. Explain that carrots have a lot of Vitamin A. This helps us see well, even at night.



Activity 14

- ✓ Read and say True or False. Listen and check.
- ✓ 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.

Activity 15

- ✓ Play Question chain. Ask a student **Do you like vegetable sticks?** The student **responds Yes, I do or No, I don't** and asks a question to another student, such as **Do you like smoothies?** That student responds, and asks another question to the next student.
- ✓ The question chain can go round the class or the students can choose who to ask. The game finishes when all the students have asked and answered at least one question.
- ✓ Option: The students can also play the game in groups.

Activity 16

- ✓ **Say what your friend likes.**
- ✓ The students say what they found out about their friends during the Question chain game. (David) likes (fruit ice pops). The named students respond Yes, I do or No, I don't (like fruit ice pops)



	<p>Lesson 6- CLIL Reading and writing: Culture- Project Vocabulary about food and Present Simple Page 35</p>	<p><u>Activity book</u> Activity 15 ✓ The students look and match the pictures and words.</p> <p>Activity 16 ✓ The students read the descriptions and write the answers.</p> <p>Activity 17 ✓ Look and complete the table. Ask a friend. ✓ Explain the key. The students then complete the “Me” row about themselves. ✓ Divide the class into pairs. Read the speaking model. ✓ The students ask and answer questions and complete the “My friend” row in the table about their partner</p> <p>Activity 18 ✓ Write about you and your friend. ✓ The students look at the information in the table above and write sentences about their partner. A few students then read their sentences to the class.</p> <p>Activity 17 ✓ Listen and read the story: Tiger Street Club Report. ✓ Listen and read, Answer the questions, ✓ Play the first part of the CD In the US, The students listen and read, Clarify the meaning of 'hot lunch' and 'packed lunch'.</p>
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		<ul style="list-style-type: none"> ✓ Ask <i>Do all children in the US have the same kind of lunch?</i> (No. Some children bring a packed lunch to school. Other children have a hot lunch.) ✓ Ask <i>What does Jack like for lunch?</i> (Chicken and cheese sandwiches, oranges, bananas, apples, natural yogurt and a chocolate chip cookie.) <i>What does his friend Ben like?</i> (Vegetable soup and pizza.) ✓ Play the second part of the CD. The students follow in their books. Clarify the meaning of 'treat'. <p>Activity 18</p> <ul style="list-style-type: none"> ✓ Prepare your project. ✓ Explain that the students are going to plan and write their individual project (a description of lunch at their school). 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 food and lunch. ✓ Explain that they will shortly make notes and write their project in their notebook. By following the order of the bullet points in the Student's Book, the outcome will be a well-structured paragraph.
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	<p>Lesson 7- Consolidation and extension Listening, English for communication Modal verb CAN and Present Simple (affirmative form) Page 36</p>	<p><u>Activity book</u> Activity 19 ✓ Play the CD. The students listen and circle the correct food.</p> <p>Activity 20 ✓ Read Susana's project. Now write your notes and project in your notebook. ✓ The students read Susana's project. ✓ Draw attention to the Remember! tip. ✓ The students make notes in their notebook to plan their project. Monitor and help as necessary. ✓ Using Susana'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.</p> <p>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.</p> <p>Activity 19 ✓ Class Chit-Chat: Listen and repeat. Act out. ✓ (Books closed.) Say Listen. Which word can't the girl understand? Play the CD. Check the answer (Smoothie.)</p>
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		<ul style="list-style-type: none"> ✓ (Books open.) Play the CD. The students listen and read. Explain that 'I get it' is informal language meaning 'I understand'. ✓ Divide the class into two groups. Play the CD, pausing for the groups to repeat the exchanges. ✓ In pairs, the students read the dialogue. One or two pairs then act out the dialogue ✓ Establish that from now on the students should say if they don't understand in English. They should also ask what words mean in English. <p>Activity 20</p> <ul style="list-style-type: none"> ✓ Reading Corner: Read and listen. ✓ Ask Do you like smoothies? Do you want to read a recipe? Play the CD. The students listen and read. ✓ Check understanding. Explain 'ingredients', 'blender and 'smooth'. ✓ Play the CD again. Ask Do you think a banana and strawberry smoothie is delicious or horrible? ✓ Option: You may like to suggest that the students ask their parents or caregivers if they can make the recipe under adult supervision at home.) <p>Activity 21</p> <ul style="list-style-type: none"> ✓ Tiger Street Tales: Listen and read. ✓ The students look at the pictures and read the story.
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		<ul style="list-style-type: none"> ✓ Ask <i>Would you like to listen to the story?</i> Play the CD. The students listen and follow in their books. ✓ Ask <i>Do you think the story is funny? Do you think the smoothie is delicious?</i> <p><u>Activity book</u> <u>Activity 22</u></p> <ul style="list-style-type: none"> ✓ 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, then write. ✓ Check the answers. The students say the numbers and spell the words. <p><u>Activity 23</u></p> <ul style="list-style-type: none"> ✓ Order and write, ✓ The students order the words and write the sentences. <p><u>Activity 24</u></p> <ul style="list-style-type: none"> ✓ The students look at the table and write about the foods the members of the Tiger Street Club like and don't like.
Week 10	<p><i>Second written evaluation Units 3-4</i> <i>Second oral evaluation Units 3-4</i></p> <p><i>UNIT 5</i> <i>Things we do everyday</i></p> <p><i>Lesson 1</i> <i>Listening and vocabulary about daily Routine.</i> <i>Present simple Tense</i></p>	<p><i>It will be applied the second oral and written evaluation including all skills.</i></p> <p><u>Activity 1</u></p> <ul style="list-style-type: none"> ✓ Say The Tiger Street word tap.



Page 37

- ✓ Play the CD. The students listen and point to the daily routines.
- ✓ Play the CD again, pausing before each daily routine for the students to say the phrases.
- ✓ Play the CD a third time. The students say the tap and swap their fingers or clap mythmically.

Activity 2

- ✓ **Play Miime and guess**
- ✓ Draw the students attention to the recycle logo. Explain that this game gives the students an opportunity to use the words for the new daily routines and other familiar words for things they do.
- ✓ Ask the students to give you examples (study, play, sleep, do homework, wash face hands, etc.).
- ✓ Explain and demonstrate the game. Read the speaking model. One student mimes a daily routine and asks **What's this?** The other students guess. It's ("brush your teeth)!
- ✓ Play the game several times with the whole class. The students can also play in pairs.

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 daily routine (e.g, have breakfast),



		<ul style="list-style-type: none"> ✓ Ask another student from the same team How do you spell '(breakfast)? ✓ If the students name the daily routine and spell the word correctly, they score a maximum of four points for their team (one for naming the daily routine and three for spelling the word and saying the letters correctly), ✓ Keep score on the board. The team with the most points wins. <p><u>Activity book</u> Activity 1</p> <ul style="list-style-type: none"> ✓ The students look at the pictures and write the missing words <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Listen and number, Write. ✓ Say Listen and number the pictures. Play the CD once or twice. The students listen and write the numbers. ✓ The students write the words. ✓ Check the answers. The students say the numbers and spell the words. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Write true sentences. Tell a friend. ✓ Read the headings. Ensure the students understand the difference between before and after. ✓ The students write true sentences about what they do before and after school. ✓ The students take turns to say their sentences to a friend.
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Lesson 2- A myth
*Learn vocabulary about
daily Routine*
Page 38 and 39

Activity 4

- ✓ Listen and read. Act out the story.
- ✓ Play the CD, pausing for the students to repeat the dialogue.
- ✓ Assign roles (Midas, Zoe, the genie, narrator). The students read and act out the story
- ✓ Ask **Is King Midas right?** Is love more important than gold?

Activity 5

- ✓ Read and say True or False. Listen and check.
- ✓ 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.

Activity 6

- ✓ Read and reflect.
- ✓ Read the speech bubble, sentences and options.
- ✓ Clarify meaning. Encourage the students to think about and say their opinions.
- ✓ Explain that the story of King Midas is a myth from ancient Greece. A myth is an ancient traditional story focusing on human qualities.
- ✓ Ask Do you like the story?



Activity book

Activity 4

- ✓ Read and number in order. Listen and check.
- ✓ The students number the sentences in order. Play the CD. The students listen and check their answers

Activity 5

- ✓ Read and circle. Listen and check. Repeat.
- ✓ The students read and then circle the correct clocks. Play the CD. The students listen and check their answers.
- ✓ Play the CD again. The students repeat the sentences.

Activity 6

- ✓ Read and reflect. Circle and write.
- ✓ The students read and think about the sentences.
- ✓ They then circle the words and complete the sentences. They read the sentences and compare opinions.

Activity 7

- ✓ Write six words from the story. Tell your family what they mean.
- ✓ The students write six key words relating to the story. If they are confident, they can tell their family what the words mean and explain the story in simple terms.



Lesson 3- Grammar and speaking.

Learn vocabulary daily routine. Present simple affirmative, negative and interrogative form.
Page 40

Activity 7

- ✓ Listen and say the missing words. Learn.
- ✓ Play the CD. The students listen and read the sentences in the grammar table and say the missing words.
- ✓ Read the Tiger Tips. Explain that 'go' becomes goes and have becomes 'has' in the third person singular 'he goes', 'she has'. 'Get' becomes 'gets'. Draw attention to the verb endings
- ✓ The students learn the grammar table and use it for reference and review. They can copy the grammar table into their notebooks

Activity 8

- ✓ Play Guess who!
- ✓ The students look at the table, which shows the daily routines of the members of the Tiger Street Club and the times at which they do them.
- ✓ To familiarise the students with the table and to give them practice saying the time, say sentences for the students to complete. Ben gets up at ... (seven o'clock). Nasim has breakfast at ... (seven thirty).
- ✓ Explain and demonstrate the game. Student A pretends to be a member of the Tiger Street Club. Student B asks questions to identify the club member. Do you get up at seven o'clock? (Yes, I



		<p>do.) Do you go to bed at nine thirty? (No, I don t.) Are you Ben? (Yes, I am.)</p> <ul style="list-style-type: none"> ✓ Play the game with the whole class. The students then play the game in pairs. <p>Activity 9</p> <ul style="list-style-type: none"> ✓ Say what the Tiger Street Club do every day. ✓ The students look at the table from Activity 8 and say sentences about what the members of the Tiger Street Club do every day. (Ben) gets up at (seven o'clock. (Ellie) has breakfast at (eight o'clock). (Nasim) has dinner at (six thirty) (Clare) goes to bed at (eight thirty). <p><u>Activity book</u> Activity 8</p> <ul style="list-style-type: none"> ✓ 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 40). ✓ The students read the sentences in the table. Remind them again of the Tiger Tips.
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	<p>Lesson 4- Speaking <i>Learn vocabulary about daily routine, listening and practicing the phonics</i> <i>sound: /æ/ and /ɑ/.</i> <i>Present simple (affirmative, negative and interrogative form).</i> <i>Page 41</i></p>	<p>Activity 9</p> <ul style="list-style-type: none"> ✓ Look and write. ✓ The students look at the pictures then write the questions and answers, according to the times on the clocks. Check the answers. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Go to Student's Book page 40. Read and write correct sentences. ✓ The students read, then write the correct sentences, referring to Student's Book page 40. ✓ Check the answers. The students read their sentences. <p>Activity 10</p> <ul style="list-style-type: none"> ✓ Fantastic Phonics: Listen and repeat. ✓ Read the sentences. Draw attention to the difference between the /æ/ and /ɑ/ 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.
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Activity 11

- ✓ Pop Spot: Listen and read. Sing What do you do every day?
- ✓ Divide the class into three groups. Ask Groups A, B and C respectively to listen for what the singer does in the morning, afternoon and evening. Play the CD.
- ✓ The students listen and follow in their books.
- ✓ Ask each group in turn What does the singer do in the morning/afternoon/evening? Check the answers.
- ✓ Play the CD again. The students join in singing
- ✓ **Ask Do you like the song?**

Activity 12

- ✓ Go to Student's Book page 95. Make the daily routine cut-out cards. Write the times. Play Find the same.
- ✓ The students cut out and make their cards.
- ✓ The students write the approximate time at which they do each daily routine in the space provided
- ✓ The students order the cards according to the time at which they do things.
- ✓ Divide the class into pairs and demonstrate the game.
- ✓ The students take turns to lay down their cards and say what they do. For example, Student A: I get up at seven thirty. What about you? Student B:/ get



up at eight o'clock. I brush my teeth at nine o'clock. When a student hears that their partner does a particular activity at the same time, the student says Me too!

- ✓ At the end, the pairs report back on how many things they do at the same time.
- ✓ Note: Once the students have finished, they stick their daily routine cut-out cards in their notebooks and write sentences I get up at seven thirty. I have breakfast at eight o'clock. 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
- ✓ Check the answers by asking the students to say the sentences. They then count the target sounds.

Activity 12

- ✓ Pop Spot Remember the **What do you do every day?** Song. Write Listen and check
- ✓ The students write the missing song lyrics, Play the CD, the students listen and check their answers.



		<p>Activity 13</p> <ul style="list-style-type: none"> ✓ Sing the song at home with your family. ✓ Encourage the students to sing the What do you do every day? song at home. <p>Activity 14</p> <ul style="list-style-type: none"> ✓ Write about you. Tell your family ✓ Read the headings and check understanding. The students write about what they do. ✓ Encourage them to read the sentences to their family.
Week 11	<p>Lesson 5- CLIL- Geography Tiger Team Magazine <i>Reading "Time zones" and listening.</i> Present simple Yes/No questions. Daily Routine vocabulary and how to say the time. <i>Page 42</i></p>	<p>Activity 13</p> <ul style="list-style-type: none"> ✓ (Books closed). Ask why does the world have time zones? Explain that when it is day on one side of the world, it is night on the other. ✓ (Books open). Tell the students that they are going to learn about the time in New York, London, Mexico City and Sydney. Play the CD. The students listen and read. ✓ Clarify the meaning of vocabulary such as "dark", "light", "hour", "noon", and "night" then play the CD again. ✓ Ask What time do children get up and go to bed in your country? <p>Activity 14</p> <ul style="list-style-type: none"> ✓ Read and answer the questions, ✓ Read the questions. The students answer. (Note: The students do not



need to say the text in parentheses in the audioscript.)

- ✓ Play the CD. The students listen and check their answers.

Activity 15

- ✓ Play Time puzzles.
- ✓ The students look at the clocks, which show the times in the four cities. Explain that you add three hours to the time in Mexico City to find out the time in New York. You add five hours to the time in New York to work out the time in London. You add nine hours to the time in London to calculate the time in Sydney.
- ✓ Divide the class into two teams. Read the speaking model, then set time puzzles for each team in turn, It's (ten o'clock) in the (morning) in (Mexico City). What time is it in (New York)? (It's (one o'clock) in the afternoon.) Keep score on the board.
- ✓ Individual students then set time puzzles for the rest of the class to solve.

Activity 16

- ✓ Choose and say your favorite time of the day.
- ✓ The students say sentences about their favorite time of day, following the example My favorite time of the day is (eight o'clock) in the (evening).



Universidad del
Nariño

CENTRO DE IDIOMAS

SYLLABUS FOR THE ENGLISH COURSES OFFERED BY
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC

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Página: 254 de 70

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Vigente a partir de: 02/02/2015

	<p>Lesson 6- CLIL Reading and writing: Culture- Project Vocabulary about daily Routine and Time Page 43</p>	<p><u>Activity book</u> Activity 15</p> <ul style="list-style-type: none"> ✓ Go to Student's Book page 42. Read and write ✓ The students read and complete the sentences. <p>Activity 16</p> <ul style="list-style-type: none"> ✓ The students draw lines to match the information in the columns. <p>Activity 17</p> <ul style="list-style-type: none"> ✓ The students write the sentences. <p>Activity 18</p> <ul style="list-style-type: none"> ✓ Read the speaking model. The students draw the looks to show when they and two friends do the daily routines. <p>Activity 19</p> <ul style="list-style-type: none"> ✓ Choose and write about your favorite time of days ✓ The students write about their favorite time of days <p>Activity 17</p> <ul style="list-style-type: none"> ✓ Listen and read the story: Tiger Street Club Report. ✓ Listen and read. Answer the questions. ✓ Play the first part of the CD in the US. The students listen and read.
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		<ul style="list-style-type: none"> ✓ Ask <i>What time do many children start school and go home in the US?</i> (Many children start school at nine o'clock and go home at three thirty) ✓ Ask the students to predict what happens during a typical day for Clare. Play the second part of the CD. ✓ The students follow in their books. ✓ Ask questions about Clare's day such as <i>What time does Clare get up?</i> (seven thirty) What time is break? (ten thirty) <i>What time does Clare have lunch?</i> (Twelve o'clock.) <p><i>Activity 18</i></p> <ul style="list-style-type: none"> ✓ Prepare your project ✓ Explain that the students are going to plan and write their individual project (a description of a day in their life). 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 themselves and their daily routines ✓ Explain that they will shortly make notes and write their project in their notebook. <p><u>Activity book</u> <i>Activity 20</i></p> <ul style="list-style-type: none"> ✓ Read the speech bubbles. Say listen and draw the times on the clocks. Play the CD once or twice. The students listen and draw the times.
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**Lesson 7-
Consolidation and
extension**
*Listening, English for
communication*
**Present Simple
(affirmative, negative
and interrogative
form)**
Page 44

Activity 21

- ✓ Read Duncan's project. Now write your notes and project in your notebook.
- ✓ The students read Duncan's project.
- ✓ Draw attention to the remember! Tip.
- ✓ The students make notes in their notebook to plan their project. Monitor and help as necessary.
- ✓ Using Duncan's text as a model, and their own notes, the students write their project in their notebook.

Activity 22

- ✓ **Use technology to extend your project.**
- ✓ You may choose to ask the students to type their project on a computer and bring it to the next lesson.

Activity 19

- ✓ Class Chit-Chat: Listen and repeat. Act out.
- ✓ (Books closed.) Say A student is talking to his teacher. Listen to the dialogue. What time is it? Does the student have time to finish his picture?
- ✓ Play the CD then check the answers, (It's twelve thirty. He needs to finish his picture quickly.)
- ✓ (Books open.) Play the CD again. The students listen and read the dialogue.



		<ul style="list-style-type: none">✓ 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 questions about time in English from now on. <p>Activity 20</p> <ul style="list-style-type: none">✓ Reading Corner: Read and listen✓ Explain that the students are going to read and listen to three traditional bedtime rhymes.✓ Play the CD.✓ Explain that in the first rhyme 'rise' means 'get up' 'wealthy' means 'rich', and 'wise' means 'clever' in the second rhyme, 'sleep tight' means 'sloop wolf'✓ Play the CD again.✓ Ask <i>Do you know any traditional bedtime rhymes in your language?</i> <p>Activity 21</p> <ul style="list-style-type: none">✓ Tiger Street Tales: Listen and read.✓ The students look at the pictures and read the story.✓ Ask <i>Would you like to listen to the story?</i> Play the CD. The students listen and follow in their books.✓ Ask <i>Where does the pen pal live? What time do they call him?</i>
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		<p><u>Activity book</u> Activity 23</p> <ul style="list-style-type: none"> ✓ Explain that the students are going to review the main vocabulary and grammar in the unit. ✓ Play the CD. The students listen and circle the correct times. They then write the sentences. Check their answers <p>Activity 24</p> <ul style="list-style-type: none"> ✓ The students write the questions and true answers. (Yes, I do./No, I don't.) <p>Activity 25</p> <ul style="list-style-type: none"> ✓ The students look at the pictures and clocks and write sentences about Sally's day.
Week 12	<p>UNIT 6 At the beach</p> <p>Lesson 1 <i>Vocabulary about beach activities, listening and singing. Present continuous (affirmative, negative and interrogative form)</i> Page45</p>	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Say The Tiger Street word rap. ✓ (Books open) Play the CD. The students listen and point to the beach activities. (Collecting shells, making a sand castle, playing volleyball, playing frisbee, fishing, etc) ✓ 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 snap their fingers or clap rhythmically



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 soccer, 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 ocean).
- ✓ When all the students have had a turn, they go back to the beginning and repeat the sentences and mimes.

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).



	<p>Lesson 2. An adventure Story- Shark Attack! <i>Listening, Vocabulary about activities in the beach. Present continuous (affirmative, negative, interrogative form)</i> Page 46-47</p>	<ul style="list-style-type: none"> ✓ Keep score on the board. The team with the most points wins. <p><u>Activity book</u> Activity 1</p> <ul style="list-style-type: none"> ✓ The students look at the pictures and complete the phrases. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Play the CD. The students listen and number the pictures. ✓ The students complete the speech bubbles. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ The students look at the pictures and complete the speech bubbles. <p>Activity 4</p> <ul style="list-style-type: none"> ✓ Play the CD, pausing for the students to repeat. ✓ Assign roles (three children, Lia, Sam, Mom, narrator). ✓ The students read and act out the story. ✓ Ask Do you like dolphins? <p>Activity 5</p> <ul style="list-style-type: none"> ✓ Read and answer the questions about the story. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Read the speech bubble, sentences and options. The students think about and say their opinions.
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	<p>Lesson 3 Grammar and speaking <i>Listening, vocabulary about beach activities and present continuous</i></p>	<ul style="list-style-type: none"> ✓ Explain that an adventure story is often based on real life events. Ask Do you like the story? <p><u>Activity book</u> Activity 4</p> <ul style="list-style-type: none"> ✓ Read and match. The students read and match the sentence halves. <p>Activity 5</p> <ul style="list-style-type: none"> ✓ The students look at the pictures and complete the speech bubbles. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ 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. <p>Activity 7</p> <ul style="list-style-type: none"> ✓ 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. <p>Activity 7</p> <ul style="list-style-type: none"> ✓ Listen and say the missing words. Learn.
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(affirmative, negative,
and interrogative)
Page 64

- ✓ 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 review. They can copy the grammar table into their notebooks.

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.

Activity 9

- ✓ The students look at the beach scene again. They say sentences about what



	<p>Lesson 4 Grammar: Present continuous (affirmative, negative and interrogative form)</p>	<p>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).</p> <p><u>Activity book</u> <u>Activity 8</u></p> <ul style="list-style-type: none"> ✓ 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 <p><u>Activity 9</u></p> <ul style="list-style-type: none"> ✓ The students order the words and write the questions, ✓ They look at the picture and write Yes, I am or No, I'm not. <p><u>Activity 10</u></p> <ul style="list-style-type: none"> ✓ The students look at the pictures and complete the sentences. <p><u>Activity 10</u></p> <ul style="list-style-type: none"> ✓ Fantastic Phonics Listen and repeat.
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*Listening, phonic
sound: / b / and / v /
Page 49*

- ✓ 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.

Activity 11

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

Activity 12

- ✓ Go to Student's Book page 93. 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 sunscreen. He's Snorkeling, This can also be done in a later lesson or for homework.

Activity book

Activity 11

- ✓ Fantastic Phonics: The students write the sentences from memory. The students say the sentences then count the target sounds.

Activity 12

- ✓ Pop Spot: Remember the ***It's summer time! song.***
- ✓ Write. Listen and check
- ✓ The students write the missing song lyrics. Play the CD. The students listen and check their answers.



		<p>Activity 13</p> <ul style="list-style-type: none"> ✓ Sing the song at home with your family. ✓ Encourage the students to sing the It's summer time! <p>Activity 14</p> <ul style="list-style-type: none"> ✓ The students write sentences.
<p>Week 13</p>	<p>Lesson 5- CLIL- Natural Science Tiger Team Magazine <i>Reading " Secrets of the ocean".</i> Present simple Yes/No questions and Present Continuous, Activities in the beach vocabulary <i>Page 50</i></p>	<p>Activity 13</p> <ul style="list-style-type: none"> ✓ (Books closed.) Read the title of the text. Ask What are secrets of the ocean? 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. <p>Activity 14</p> <ul style="list-style-type: none"> ✓ Read the sentences. The students say it's true or false! ✓ They correct the false sentences. ✓ Play the CD. The students listen and check their answers.



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.)

Activity book

Activity 15

- ✓ Look and match. The students match the pictures and words.

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.

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 favorite animal.
- ✓ The students write a sentence about their favorite animal in rock pools.



Lesson 6- CLIL
Reading and writing:
Culture- Project
Read about Tiger
Street club report.
Grammar: Present
Continuous
Page 51

- ✓ A few students read their sentences to the class

Activity 16

- ✓ Listen and read. Answer the questions.
- ✓ Play the first part of the CD (in the US ...), The students listen and read.
- ✓ Use the photo of Burnham-on-Sea to explain the meaning of 'pony rides',
- ✓ Ask **What can you do at the beach in the US?** (You can go for pony rides, eat fish and chips and write postcards.)
- ✓ Ask the students to predict what Nasim has written in his vacation 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 ocean.)
What does Nasim say about the weather? It's cloudy and raining.) Is Nassim having a nice time? (Yes, he is.)

Activity 17

- ✓ Prepare your project: Think about and say.
- ✓ Explain that the students are going to plan and write their individual project (a vacation postcard). They will first do a speaking activity in preparation.



		<ul style="list-style-type: none"> ✓ 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. <p><u>Activity book</u> Activity 19</p> <ul style="list-style-type: none"> ✓ Read the options. Say Listen and check the correct information. Play the CD once or twice. The students listen and tick. <p>Activity 20</p> <ul style="list-style-type: none"> ✓ 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.
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**Lesson 7-
Consolidation and
extension**
Listening, English for
communication
**Present Continuous
(affirmative, negative
and interrogative
form)**
Page 52

Activity 21

- ✓ **Use technology to extend your project.**
- ✓ You may choose to ask the students to type their project on a computer and bring it to the next lesson.

Activity 18

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

Activity 19

- ✓ Reading Corner: Read and listen.
- ✓ 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?



		<p>Activity 20</p> <ul style="list-style-type: none"> ✓ Tiger Street Tales: Listen and read. ✓ 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? <p>Activity book</p> <p>Activity 22</p> <ul style="list-style-type: none"> ✓ Listen and number. Write. ✓ 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. <p>Activity 23</p> <ul style="list-style-type: none"> ✓ Write and answer for you. ✓ The students write the questions and answers. <p>Activity 24</p> <ul style="list-style-type: none"> ✓ The students look at the pictures and write sentences.
Week 14	UNIT 7 Tiger Street Club Review	



Lesson 1
Vocabulary about theater, listening and reading. Present Simple (affirmative, negative and interrogative form)
Page 53

- Activity 1**
- ✓ Say The Tiger Street word rap.
 - ✓ (Books open.) Play the CD. The students listen and point to the photos.
 - ✓ Play the CD again, pausing before each item is named for the students to say the words.
 - ✓ Play the CD a third time. The students say the rap and snap their fingers or clap rhythmically

- Activity 2**
- ✓ Play Word chain,
 - ✓ Draw the students' attention to the recycle logo.
 - ✓ Explain that this game gives the students the opportunity to use now theater vocabulary and other words they know.
 - ✓ Read the speech bubbles, Point out that some letters are highlighted. Explain that the words 'reptile', 'email' and 'lights' begin with the last letter in the previous word.
 - ✓ The students play the game, following the example The word chain goes round the class.

- 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 item (e.g stage)



		<ul style="list-style-type: none"> ✓ Ask another student from the same team How do you spell "(stage)?" ✓ If the students name and spell the word correctly, they score a maximum of four points for their team (one for naming the item and three for spelling the word and saying the letters correctly). ✓ • Keep score on the board. The team with the most points wins. <p><u>Activity book</u> Activity 1</p> <ul style="list-style-type: none"> ✓ Find, circle and write. ✓ The students find and circle the words in the word search. They then match the words to the pictures and write the words. <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Say Listen and number the pictures. Play the CD. ✓ The students write the numbers. ✓ Play the CD again. The students complete the speech bubbles. ✓ Check the answers. The students say the numbers and spell the words. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Read and write true answers. Ask a friend. ✓ The students read the questions and write true answers. ✓ The students ask and answer the questions with a friend.
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Lesson 2. A traditional play: "Stone soup"
Listening and reading
Present Simple
(affirmative, negative, interrogative form)
 Page 54-55

Activity 4

- ✓ Listen and read. Act out the play.
- ✓ Play the CD. Pause after each line for the students to repeat.
- ✓ Assign roles (narrator, Dina, Anton, Boris, Klara, Old Woman, Old Man, Young Woman). The students read and act out the play.
- ✓ Ask ***Do you like the Stone Soup play?*** Ask questions about each scene.
- ✓ Suggested questions: Scene 1: ***Who are Anton, Dina, Boris and Klara? Where are they? Are they hungry? What do they see? Scene 2: What do they ask? What is the answer? What do they decide to do? Scene 3: What are the children doing? What do they think the soup needs? What do the people of the town do? Scene 4: What do the people think of the soup? Are Anton, Dina, Boris and Klara hungry now?***

Activity 5

- ✓ Read the speech bubble, sentences and options.
- ✓ Clarify meaning. Encourage the students to think about and say their opinions.

Activity book

Activity 4

- ✓ Go to Student's Book page 54. Answer the questions.



	<p>Lesson 3 Grammar and speaking <i>Modal verb "Can"</i>. Page 56</p>	<ul style="list-style-type: none"> ✓ The students read and answer the questions, referring to Student's Book page 54. <p>Activity 5</p> <ul style="list-style-type: none"> ✓ Remember, read and write the words. ✓ The students read and complete the play extracts from memory. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ The students circle words and complete the sentences. They then take turns to read their sentences and compare opinions. <p>Activity 7</p> <ul style="list-style-type: none"> ✓ Write six words from the story. Tell your family what they mean. ✓ The students write six key words relating to the story. If they are confident, they can tell their family what the words mean and explain the story in simple terms. <p>Activity 6</p> <ul style="list-style-type: none"> ✓ Play the Tiger Street Club 'can do' board game. Divide the class into two teams. Have a dice ready. Make sure each team has a counter, such as a rubber or a pencil sharpener. ✓ Demonstrate and play the game with the whole class. Throw the dice for
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each team in turn. Say the number shown. The students move their counter the corresponding number of squares on the board. If they land on a question, team members read and answer the question. If they answer correctly, they move their counter forward two squares (but don't answer another question). If they answer incorrectly, they move their counter back two squares. The other team then has the next turn. The winner is the first team to reach square 26.

- ✓ Divide the class into pairs. Make sure that each pair has a dice and two counters. The students then play the game again with their partner.

Activity 7

- ✓ Listen and do the Tiger Street Club quiz.
- ✓ Divide the class into two teams.
- ✓ Play the CD or read the questions. Press pause after each question to give the students time to answer. Then play the CD to check their answers. The students in each team take turns to answer. They score points for correct answers depending on the question. For question 1, for example, they potentially score four points and for question 2, two points. If the team can't answer, or can only partially answer a



	<p>Lesson 4 Grammar: Present continuous (affirmative, negative and interrogative form)</p>	<ul style="list-style-type: none"> ✓ question, it passes to the other team. The team with the most points at the end of the quiz is the winner. ✓ Ask Can you answer all the questions? Say Well done! <p><u>Activity book</u> <u>Activity 8</u></p> <ul style="list-style-type: none"> ✓ Make your own 'can do' game. Write questions. Play with a friend, ✓ Explain that the students are going to make and play their own version of the 'can do' game. ✓ Elicit examples of possible questions. Can you name three beach activities? Can you name two things in a theatre? ✓ Divide the class into pairs. Make sure the students have a dice and counters. In pairs, the students prepare and write five more questions for their game. The students then play the games they have made with their partner. <p><u>Activity 9</u></p> <ul style="list-style-type: none"> ✓ Read and write the answers to the Tiger Street Club quiz. ✓ The students read the instructions and write answers to the quiz. <p><u>Activity 8</u></p> <ul style="list-style-type: none"> ✓ Fantastic Phonics: Listen and repeat. Say.
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*Listening, phonic
sound: /s/
Page 57*

- ✓ Read the sentences. Draw attention to the importance of not adding an extra vowel sound before initial /s/ when it comes immediately before a consonant in English.
- ✓ The students practice this by hissing first and saying Ssstella, sssskirt in an exaggerated way to avoid adding the extra vowel sound.
- ✓ 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.

Activity 9

- ✓ Pop Spot: Listen and read. Sing it's the Tiger Street Club Review
- ✓ Explain that this is the song the Tiger Street Club sing as part of their show in the Tiger Street Hall.
- ✓ Ask **How many words connected with the theater can you hear in the song?** Play the CD. The students listen and follow in their books.
- ✓ Check the answers. (Six: make-up, lights, actors, stage, costumes, audience. Also accept 'play' and 'show' if the students suggest these.)
- ✓ Play the CD again. The students join in singing.
- ✓ Ask **Do you like the song?**



Activity 10

- ✓ Go to Student's Book page 93. Make the review sentence cut-out cards. Play Sentence bingo.
- ✓ The students cut out and make their cards.
- ✓ Demonstrate the game. The students choose six cards and lay them out, face up, on their desks. Explain that you will read out the sentences. He gets up at seven thirty every day. A bird has wings and feathers ... When the students hear a sentence that corresponds with one of their cards, they should turn that card over and say Yes! The first student to turn over all six cards says bingo! and is the winner.
- ✓ The students play the game again in groups of 4-6 students.
- ✓ **Note:** Once the students have finished, they stick the sentence review cut-out cards in their notebooks. Explain that these are example sentences which contain the main language structures they have learned in American Tiger 3.

Activity book

Activity 10

- ✓ Fantastic Phonics: The students write the sentences from memory.
Check the answers by asking the students to say the sentences. They then count the target sounds.



		<p>Activity 11</p> <ul style="list-style-type: none"> ✓ Pop Spot: Remember the It's the Tiger Street Club. Review song. ✓ The students write the missing song lyrics. Play the CD. The students listen and check their answers. <p>Activity 12</p> <ul style="list-style-type: none"> ✓ Sing the song at home with your family. ✓ Encourage the students to sing the It's the Tiger Street Club Review song at home. <p>Activity 13</p> <ul style="list-style-type: none"> ✓ Order and write. Play sentence bingo with your family. ✓ The students write the words in the correct order to form sentences.
Week 15	<p>Lesson 5- CLIL- Citizenship Tiger Team Magazine <i>Reading " Team work for a show" and listening. Present Continuous (affirmative, negative and interrogative form). Page 58</i></p>	<p>Activity 11</p> <ul style="list-style-type: none"> ✓ (Books closed.) Ask What is teamwork? Use the students' responses to establish that teamwork is when people work together and help each other achieve a common aim. ✓ (Books open.) Explain that this issue of the Tiger Team magazine focuses on the Tiger Street Club preparations for their end-of-year show. ✓ Play the CD. The students listen and read. Explain the meaning of new vocabulary such as 'rehearse', 'jobs' and "designing".



Activity 12

- ✓ Read the questions. The students answer.

Activity 13

- ✓ Play Mime and guess.
- ✓ Explain and demonstrate the game. Student A mimes an action relating to preparations for a show and asks
- ✓ What am I doing? Student B tries to guess the mime.
- ✓ Are you (reading a script)? Student A responds Yes, am./No, I'm not.
- ✓ The students play the game in pairs.

Activity 14

- ✓ Either explain that you're planning an end-of-year show or ask the students to imagine this.
- ✓ The students take turns to say what they want to do to help. I want to (design the poster).

Activity book

Activity 14

- ✓ Go to Student's Book page 58. Read and write correct sentences.
- ✓ The students read the sentences. They correct the sentences, referring to Student's Book page 58.

Activity 15

- ✓ Go to Student's Book page 58. Write the answers.



	<p>Lesson 6- CLIL Reading and writing: Tiger Street Club Report-Culture- Project- Present Simple Grammar Page 59</p>	<ul style="list-style-type: none"> ✓ The students write answers to the questions, referring to Student's Book page 58 <p>Activity 16</p> <ul style="list-style-type: none"> ✓ Choose and write what you want to do. Tell a friend. ✓ The students write sentences about what they want to do to help with a show. ✓ The students take turns to say their sentences to a friend. <p>Activity 15</p> <ul style="list-style-type: none"> ✓ Play the first part of the CD (In the US...). The students listen and read. ✓ Ask Do people sometimes pay for tickets for an end-of-year show? (Yes, sometimes friends and family pay for the tickets.) What do schools use the money for? (The money is used to buy something the school needs, or the school sometimes gives the money to charity.) Explain 'charity' by giving examples of charities the students know. ✓ Ask the students to predict what Mrs Jones has written in her review of Stone Soup. Play the second part of the CD. The students follow in their books. Explain 'Don't miss it!' ✓ Ask questions such as What's the play about? (It's about a trick by four hungry
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hikers.) What are the costumes like?
(They're fantastic.)

Activity 16

- ✓ Prepare your project.
- ✓ Explain that the students are going to plan and write their individual project (a review of a show). This can either be a review of a show they put on, an imaginary review or another review of the Tiger Street Club show. The students will first do a speaking activity in preparation.
- ✓ Read the bullet points and the speaking model as a class. The students then talk about the different aspects of the review.
- ✓ 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 review.

Activity book

Activity 17

- ✓ Read the categories and options. Say Listen and circle the correct information.

Activity 18

- ✓ Read Carla's project. Now write your notes and project in your notebook.
- ✓ The students read Carla's project. Draw attention to the Remember! tip.



	<p>Lesson 7- Consolidation and extension Listening, English for communication Present Simple (affirmative, negative and interrogative form) Page 60</p>	<ul style="list-style-type: none"> ✓ The students make notes in their notebook to plan their project. Monitor and help as necessary. ✓ Using Carla's text as a model, and their own notes, the students write their project in their notebook. <p>Project extension</p> <ul style="list-style-type: none"> ✓ Go to Teacher's Notes page 27 for ideas on how to extend the students' projects. <p>Activity 19</p> <ul style="list-style-type: none"> ✓ 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. <p>Activity 17</p> <ul style="list-style-type: none"> ✓ Class Chit-Chat: Listen and repeat. Act out. ✓ (Books closed.) Explain that the children are ✓ rehearsing for a show. Say Listen to the dialogue. What does the girl ask the boy to do? Play the CD. ✓ Check the answer. (Wave to the audience and smile, then join the others and sing the song.) ✓ (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.
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		<ul style="list-style-type: none"> ✓ Point out that show rehearsals offer many opportunities for the students to use the English they know. <p>Activity 18</p> <ul style="list-style-type: none"> ✓ Explain that the students are going to listen and read the programme for the Tiger Street Club show. ✓ Play the CD. The students listen and read. ✓ Ask the students to identify the information in the program - days, times, scenes, characters. Clarify the meaning of 'cast'. Play the CD again. ✓ Note: If you're planning to put on an end-of-year show, the students can use this program as the basis for their own program. <p>Activity 19</p> <ul style="list-style-type: none"> ✓ The students look at the pictures and read the story. ✓ Ask Would you like to listen to the story? Play the CD. The students listen and follow in their books. ✓ Ask Do you like the story? Can Squirrel dance? <p>Activity book</p> <p>Activity 20</p> <ul style="list-style-type: none"> ✓ Explain that the students are going to review the main vocabulary and grammar in the unit. ✓ The students look at the scene and write the words. ✓ Play the CD. The students listen and check their answers.
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Universidad de
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

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Versión: 2

Vigente a partir de: 02/02/2015

		<ul style="list-style-type: none"> ✓ Do a final check Ask the students to spell the words. <p>Activity 21</p> <ul style="list-style-type: none"> ✓ The students read the story and write the missing words. Option: They can look at Student's Book pages 54 and 55 to do this. ✓ Check the answers by asking the students to read the story.
Week 16	<p>Third written evaluation Third oral evaluation.</p> <p>Check grades with each student</p>	<p>It will be applied the Third oral and written evaluation including all skills.</p>

COMPLEMENTARY ACTIVITIES

Learners will develop the complementary activities in class. In this place, they will have the opportunity to explore, learn and practice the four skills. This is a great way to become motivated and use the target language meaningfully. Additionally, learners will have the chance to use the laboratory to develop listening exercises and the computers to practice reading and writing.