A Computer for the Club

Objectives and key competencies
- Identify and name activities
- Learn the grammar table for Unit 1
- Ask and say what you do and don't do
- Read an email
- Listen and use everyday classroom language
- Listen and read about using computers
- Ask and say what you use computers for
- Listen and read a report
- Use the Student's Practice Kit
- Spell words
- Predict what happens in the story
- Practice pronunciation: /ʌ/ and /u/
- Review, assess and plan your own learning
- Understand and think about values
- Make and sort the activity cut-out cards
- Play the games
- Prepare, plan and write your project
- Listen, read, understand and act out the story
- Sing a song and say a rap
- Listen and read for pleasure

Active language
Core vocabulary: activities
play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies

Story vocabulary
kind, laptop, shed, thief

CLIL vocabulary: ICT
blog, document, email, internet, keyboard, printer, screen

Structures
Do you ...? Yes, I do./No, I don't.
What do you do in your free time?
I do ... / I don't ...
Are you ...? Yes, I am./No, I'm not.
I use a computer to ... I also ...

Recycle language
cube, draw, family, friends, games, home, listen, mouse, present, project, read a book, look at photos, school, sing songs, write stories, study, movies
the alphabet
it's a ...

Classroom language
Main function: saying you are finished and asking what to do
I'm finished. What do I do now?

Receptive language
falls over, drops, lucky, cell phones, MP3 players, policeman, runs away, window cleaner

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

CLIL and Culture
ICT: How techy are you?
Tiger Street Club Report: How I use a computer

Values and attitudes
- Interest in naming activities
- Pleasure in doing a Spelling Bee
- Enjoyment in a photo story
- Awareness of the value of helping people
- Recognition of people who are kind
- Interest in using computers
- Satisfaction in preparing and writing your project
- Enjoyment in reading an email
- Confidence in using classroom language
- Pleasure in reading a cartoon strip story
- Willingness to review, assess and plan your own learning
Objectives and key competencies

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

Active language

play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies, draw, read, sing, write the alphabet

Materials

Flashcards and Word cards: play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies, Class Audio CD

At a Glance Lesson Plan

Starting the lesson

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

Vocabulary presentation

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

In this unit

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

Activity 1

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

Activity 2

- Play Copycat chain.

Activity 3

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

Ending the lesson

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

Activity Book

1. A Computer for the Club

Lesson 1 Vocabulary and Listening

- Look, read and write.

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

Vocabulary presentation

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

In this unit

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

Activity 1

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

Activity 2

- Play Copycat chain.

Activity 3

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

Ending the lesson

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

Starting the lesson
Do the opening routine.

• Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups.
  ► CD 1 Track 2 p173

Explain the aims of the lesson.

• Say Today we’re going to learn words for activities and say The Tiger Street word rap. We’re also going to find out what we are going to do in this unit, play a game and do the Spelling Bee.

Vocabulary presentation

Present the vocabulary.

• (Books closed.) The students name activities they know (sing, dance, play, draw, read, write).
• Introduce the new activities by sticking the Unit 1 flashcards on the board. The students repeat the words and phrases once or twice.
• Hold up the Unit 1 word cards in turn. The students read the words. They then match the word cards and flashcards on the board.

Note: You can present the vocabulary with the Picture dictionary in the Presentation Kit.

In this unit
Listen, read and look.
  ► CD 1 Track 12 p173

• Say Let’s listen and find out what we do in Unit 1. Play the CD. The students listen, read and look at the photos.
• Explain the meaning of ‘thief’ and ‘quiz’.
• Ask questions such as Does the story sound exciting? Do you want to learn about computers? Do you want to talk about what you do?

Student’s Book Activity 1
Say The Tiger Street word rap.
  ► CD 1 Track 13 p174
• (Books open.) Play the CD. The students listen and point to the pictures.
• Play the CD again, pausing for the students to say the activities.
• Play the CD a third time. The students say the rap and clap rhythmically.

Student’s Book Activity 2
Play Copycat chain.

• Draw the students’ attention to the recycle logo. Explain that this game gives the students an opportunity to use the new words for activities as well as other words they know. Ask them to give you examples (read, write, draw, sing …).)
• Explain and demonstrate the game. One student says a sentence (I take photos) and mimes. Everyone repeats the sentence and copies the mime. The next student does the same (I play sports), and so on. The students then go back to the beginning and repeat all the sentences and mimes.

Student’s Book Activity 3
Do the Spelling Bee.

• Divide the class into two teams. Hold up one of the flashcards. Ask a student from one team to name the activity (e.g. use a computer).
• Ask another student from the same team How do you spell ‘(computer’)?
• If both students name the activity and spell the word correctly, they score a maximum of four points for their team (one for naming the activity and three for spelling the word and saying the letters correctly).
• Keep score on the board. The team with the most points wins.

Activity Book

Activity 1
Look, read and write.

• The students look at the pictures, read and write the words. Check the answers.

Answers: 1 games 2 music 3 movies 4 computer 5 trips 6 photos 7 people 8 pictures 9 things 10 sports

Activity 2
Listen and number. Write.
  ► CD 1 Track 14 p174

• Say Listen and number the pictures. Play the CD once or twice. The students listen and write the numbers.
• The students write the words. Check the answers.

The students say the numbers and spell the words.

Answers: a 3 I read b 2 I write c 1 I draw d 4 I sing

Activity 3
Look and write.

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

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

Ending the lesson
Review the lesson.

• Ask What activities can we say?

Do the closing routine.

• Say It’s time to clean up and put your books away.
• Do Closing routine 1: Goodbye, goodbye. The students wave and say the chant.
  ► CD 1 Track 3 p173
• Say Goodbye. See you on … and name the day of your next lesson.

In this unit
Listen, read and look.

• Say Let’s listen and find out what we do in Unit 1. Play the CD. The students listen, read and look at the photos.
• Explain the meaning of ‘thief’ and ‘quiz’.
• Ask questions such as Does the story sound exciting? Do you want to learn about computers? Do you want to talk about what you do?
Lesson 2

Objectives and key competencies
- to use the Student’s Practice Kit
- to predict what happens in the story
- to give a personal response and think about values
- to listen, read and act out the story
- to answer questions about the story

Active language
play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies, kind, laptop, shed, thief

Materials
Flashcards and Word cards: play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies, Story cards: A Laptop for the Club, Class Audio CD

At a Glance Lesson Plan

Starting the lesson
- Do the opening routine. ► CD 1 Track 2 p173
- Match the Unit 1 flashcards and word cards.
- Say The Tiger Street word rap. ► CD 1 Track 13 p174
- Explain the aims of the lesson.

Pre-story activities
- Predict what happens in the story (books closed).
- Listen with the story cards (books closed). ► CD 1 Track 15 p174
- Listen again (books open).

Activity 4
- Read and number in order. ► CD 1 Track 15 p174
- Act out the story.

Activity 5
- Read and say True or False. ► CD 1 Track 16 p174
- Listen and check.

Activity 6
- Read and reflect.

Student’s Book

Objectives and key competencies
- to use the Student’s Practice Kit
- to predict what happens in the story
- to give a personal response and think about values
- to listen, read and act out the story
- to answer questions about the story

Tiger Street Club Values
- Think about it: Is it important to help people?
- How do you help other people?
- Go to the Activity Book. See Activity Book activities to the right.

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

Activity Book

Activity 4
- Read and number in order. Listen and check. ► CD 1 Track 17 p174
- Read and write the answers.

Activity 6
- Read and reflect. Circle.

Activity 7
- Write six words from the story. Tell your family what they mean.

Class Audio for Lesson 2
- CD 1 Track 2 p173
- CD 1 Track 3 p173
- CD 1 Track 13 p174
- CD 1 Track 15 p174
- CD 1 Track 16 p174
Detailed Lesson Plan

Starting the lesson

Do the opening routine.
- Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups. 
  ▶ CD 1 Track 2 p173

Match the Unit 1 flashcards and word cards.
- Stick the flashcards and word cards in a random order on the board. The students take turns to draw matching lines between them and say the words.

Say The Tiger Street word rap.
- Ten students stand in a line at the front, each holding a flashcard and the corresponding word card. The rest of the class stands up. Demonstrate miming activities and clap.
- Play the CD. The students hold up the flashcards and word cards in turn. The rest of the class mimes the activities and says the rap learned in Lesson 1. Repeat with ten different students.
  ▶ CD 1 Track 13 p174

Explain the aims of the lesson.
- Say Today we’re going to read a story about a thief in Tiger Street.

Pre-story activities

Predict what happens in the story (books closed).
- Read the title of the story. Hold up story card 1 and read the narrative text.
- Remind the students that there’s a thief in the story. Ask the students to predict what happens (in L1).

Listen with the story cards (books closed).
  ▶ CD 1 Track 15 p174
- Say Let’s listen and find out. Play the CD. Hold up the story cards in turn. The students listen.
- Briefly compare what happens in the story with the students’ predictions.

Listen again (books open).
- The students look briefly at the story’s narrative text and speech bubbles. Play the CD again. The students listen and read the story. Point to the photos to explain ‘ladder’, ‘laptop’ and ‘window cleaner’.

Student’s Book Activity 4
Listen and read. Act out the story.
  ▶ CD 1 Track 15 p174
- Play the CD, pausing for the students to repeat.
- Assign roles to the students. Either assign the role of narrator to a confident student or take this role yourself. The students read and act out the story.
- Ask Do you know a kind person?

Student’s Book Activity 5
Read and say True or False. Listen and check.
  ▶ CD 1 Track 16 p174
- Read the sentences. The students say It’s true/false. They correct the false sentences.
- Play the CD. The students listen and check their answers.
  Answers: See answers in audioscript.

Student’s Book Activity 6
Read and reflect.
- Read the speech bubble, sentences and options. Encourage the students to say their opinions.
- Explain that the story is a photo story. It shows real people in photos. Ask Do you like the story?
- Ask Students to the students. Either assign the role of narrator to a confident student or take this role yourself. The students read and act out the story.
- Ask Do you like the story?

Student’s Book Tiger Street Club Values
- Say Think about it! Is it important to help people? Establish that it is important to help other people when you can.
- Point to the photos and ask questions. Do you help clean the house? Do you help other children? Do you help make dinner? The students answer yes or no each time. If you have a confident class, encourage the students to talk about other ways they help people (in L1 if necessary).

Activity Book

Activity 4
Read and number in order. Listen and check.
  ▶ CD 1 Track 17 p174
- The students read and number the sentences in order.
- Play the CD. The students listen and check their answers.
  Answers: See answers in audioscript.

Activity 5
Read and write the answers.
- Read the questions. The students say then write the answers. Check the answers.
  Answers: 1 It’s in a shed in Ben’s yard. 2 It’s called Tiger Team magazine. 3 He’s a thief. 4 It’s a computer.

Activity Book: Home-School Link

Activity 6
Read and reflect. Circle.
- Read the sentences. The students think about and circle the words that express their opinions.
- The students compare their opinions.

Activity 7
Write six words from the story. Tell your family what they mean.
- Explain to the students that they should write six key words relating to the story. If the students are confident, they can tell their family what the words mean and explain the story in simple terms.

Ending the lesson

Review the lesson.
- Ask How do the children get a computer for the club?

Do the closing routine.
- Say It’s time to clean up and put your books away.
- Do Closing routine 1: Goodbye, goodbye. The students wave and say the chant.
  ▶ CD 1 Track 3 p173
- Say Goodbye. See you on … and name the day of your next lesson.
Objectives and key competencies
- to listen and learn the grammar table
- to play Guess who!
- to ask and say what you do
- to use the Student’s Practice Kit

Active language
play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies

Do you … ? Yes, I do./No, I don’t. Are you … ? Yes, I am./No, I’m not.

Materials
Flashcards: play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies, Class Audio CD

Activity 1
• Play Guess who!

Activity 2
• Listen and say the missing words. Learn.

CD 1 Track 18 p174

Lesson 3: Grammar and Speaking

Activity Book

Activity 9
• Ask and say what you do.
• Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
• Review the lesson.
• Do the closing routine. CD 1 Track 3 p173
Detailed Lesson Plan

Starting the lesson

Do the opening routine.
• Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups.
  ▶ CD 1 Track 2 p173

Review the A Laptop for the Club story.
• (Books closed.) Ask Can you remember the story? Ask other questions, listening to the students’ responses but not confirming if they are correct.
  Where’s the Tiger Street Club? (In a shed in Ben’s yard.) What’s the new magazine called? (Tiger Team magazine.) Who is the man on the ladder? (A thief.) What does he steal? (Mrs Jones’s laptop.) Who takes Mrs Jones her laptop? (Ben, Clare, Nasim and Ellie.) What does Mrs Jones give the Tiger Street Club? (A computer.)
• Play the CD. The students listen, follow the story in their books (SB pages 6 and 7) and check their answers.
  ▶ CD 1 Track 15 p174

Explain the aims of the lesson.
• Say Today we’re going to study grammar and play a game to practice what we learn. We’re also going to talk about activities that we do.

Student’s Book Activity 7
Listen and say the missing words. Learn.
  ▶ CD 1 Track 18 p174
• Play the CD. The students listen, follow the story in their books (SB pages 6 and 7) and check their answers.

Student’s Book Activity 8
Play Guess who!
• The students look at the table which shows activities that the members of the Tiger Street Club do (✓) and don’t do (✗).
• Explain and demonstrate the game. Student A pretends to be one of the members of the Tiger Street Club. Student B asks questions to identify the member.
  Student B: Do you (paint pictures)? Student A: Yes, I do./No, I don’t. Student A: Are you (Ben)? Student B: Yes, I am.
• Play the game with the whole class. The students then play the game in pairs.

Student’s Book Activity 9
Ask and say what you do.
• Stick the flashcards on the board. Point to them in turn and ask questions to different students. Do you (listen to music)? (Yes, I do./No, I don’t.)
• The students take turns to ask and answer questions about all the flashcards.

Ending the lesson

Review the lesson.
• Ask What question and answer have we practiced?

Do the closing routine.
• Say It’s time to clean up and put your books away.
  ▶ CD 1 Track 3 p173
• Say Goodbye. See you on … and name the day of your next lesson.

Activity Book

Activity 8
Read and write. Learn.
• The students complete the grammar table without looking at the Student’s Book. However, allow the students this extra support if needed.
• The students check their answers by looking at the grammar table (SB page 8).
• The students read the sentences in the table. Remind them again of the Tiger Tips.

Answers: 1 Watch 2 Don’t 3 do 4 don’t

Activity 9
Order and write. Answer Yes, I do or No, I don’t.
• The students write the questions and true answers.
• Check the answers. The students ask and answer the questions.

Answers: 1 Do you play sports? Yes, I do./No, I don’t. 2 Do you help people? Yes, I do./No, I don’t. 3 Do you watch movies? Yes, I do./No, I don’t. 4 Do you play games? Yes, I do./No, I don’t.

Activity 10
Look and complete the table. Ask your friends.
• Divide the class into groups of four. Look at the key and the speaking model. The students then write the names of the three friends in their group.
• The students complete the ‘Me’ column in the table.
• The students take turns to ask and answer questions and complete the table.
• The groups report back on activities they all do. We (draw pictures).
Lesson 4

Objectives and key competencies
• to practice pronunciation: /s/ and /u/
• to make and sort the activity cut-out cards
• to play Arrange the cards
• to listen and sing What do you do in your free time?

Active language
play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies

Do you ... ? Yes, I do./No, I don’t.
What do you do in your free time? I do/don’t …

Materials
Flashcards and Word cards: play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies, Class Audio CD, Cut-out Cards, scissors

At a Glance Lesson Plan

Starting the lesson
• Do the opening routine.
  – CD 1 Track 2 p173
• Review the Unit 1 flashcards and word cards.
• Explain the aims of the lesson.

Activity 10
• Fantastic Phonics: Listen and repeat.
  – CD 1 Track 19 p174
• Pop Spot: Listen and read.
  – CD 1 Track 20 p174
• Sing What do you do in your free time?

Activity 11
• Go to page 87. Make and sort the activity cut-out cards.

Activity 12
• Make and sort the activity cut-out cards.
• Play Arrange the cards.
• Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
• Review the lesson.
• Do the closing routine.
  – CD 1 Track 3 p173

Class Audio for Lesson 4
• Hello, how are you? – CD 1 Track 2 p173
• Goodbye, goodbye – CD 1 Track 3 p173

Student’s Book
• Fantastic Phonics – CD 1 Track 19 p174
• What do you do in your free time? – CD 1 Track 20 p174

Activity Book
• Activity 12 – CD 1 Track 20 p174

Activity Book
Lesson 4: Grammar, Listening and Speaking
• Remember, write and say.
• Listen and check.

Activity 11
• Fantastic Phonics: Remember, write and say.

Activity 12
• Pop Spot: Remember the What do you do in your free time? song.
• Look and write.
• Listen and check.

Activity Book: Home-School Link
• Sing the song at home with your family.
• Write true sentences.
• Make and sort the activity cut-out cards.
Starting the lesson

Do the opening routine.
• Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups.
  ➤ CD 1 Track 2 p173

Review the Unit 1 flashcards and word cards.
• Play concentration with the Unit 1 flashcards and word cards. Stick the flashcards, face down in a random order, on one side of the board. Number them 1–10. Stick the word cards, face down in a random order, on the other side. Label them A–J.
• Invite a student to say a number. (Six) Show the student flashcard (6). The student names the activity. Another student says a letter. Show the student the corresponding word card. The student reads the word.
• If the flashcard and word card match, remove them. If not, stick them on the board again, face down. Continue until all the flashcards and word cards have been matched.

Explain the aims of the lesson.
• Say Today we’re going to practice pronunciation, sing a song and make, sort and play with the activity cut-out cards.

Student’s Book Activity 10
Fantastic Phonics: Listen and repeat. Say.
  ➤ CD 1 Track 19 p174
• Read the sentences. Draw attention to the difference between the /ʌ/ and /u/ sounds, as highlighted.
• Play the CD. The students listen and repeat the sentences. Repeat once or twice with or without the CD.
• (Optional) The students count how many times they can say the sentences in a minute.
• Draw the students’ attention to the different ways of spelling the /u/ sound in the second line.
• Note: ‘to’ is often pronounced as /ʌ/ not /u/ in ‘listen to music’.

Student’s Book Activity 11
Pop Spot: Listen and read. Sing What do you do in your free time?
  ➤ CD 1 Track 20 p174
• Ask How many questions does the singer ask?
  What does the singer do? Play the CD. The students listen and follow in their books. Check the answers. (The singer asks four questions. The singer plays sports, uses a computer, reads books, listens to music, watches movies and paints pictures.)
• Elicit or remind the students of the meaning of ‘study’.
• Play the CD again. The students join in singing.
• Ask Do you like the song?

Student’s Book Activity 12
Go to Student Book page 87. Make and sort the activity cut-out cards. Play Arrange the cards.
• The students cut out and make their cards.
• Arrange your cards in two rows. Place your cards in the corresponding rows.
• Divide the class into pairs. Each pair places a book between them to serve as a screen.
• Demonstrate the game. Student A arranges his or her cards in two rows, following your example. Student B asks What do you do in your free time? I play sports. I don’t paint pictures.
• Do the closing routine.
• Ask What words have the /ʌ/ and /u/ sounds? How can we ask people what they do in their free time?

Ending the lesson

Review the lesson.
• Ask What do you do in your free time? I play sports. I don’t play games. I don’t take photos.
• The students remove the screen and check their cards are in the same order. Student B asks Is this right? (Yes, it is!) They change roles and play again.
• Note: Once finished, the students stick the cards in their notebooks and write sentences. I play sports. I don’t make things. This could also be done in a later lesson or for homework.
Lesson 5

Objectives and key competencies
- to play Question chain
- to listen and read ‘How techy are you?’
- to answer questions in a quiz
- to say ways you use and don’t use a computer
- to explore the internet with your teacher

Active language
blog, document, email, internet, keyboard, printer,
screen, family, find out, friends, games, play, stories,
watch, write, videos

Do you ... ? Yes, I do./No, I don’t.
I do ... /don’t ...

Materials
Class Audio CD

At a Glance Lesson Plan

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

Activity 13
- Listen and read. ► CD 1 Track 22 p175

Activity 14
- Listen and read. ► CD 1 Track 23 p175

Do you know ...? fact
- Read the fact.

Activity 15
- Play Question chain.

Explore the internet with your teacher
- Find out what ‘www’ stands for.
- Go to the Activity Book. See Activity Book activities to the right.

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

Activity Book
Activity 15
- Look, order and write.
- Write. Answer Yes, I do or No, I don’t.

Activity 16
- Say what you do and don’t do.

Activity 17
- Write questions. Ask a friend.

Activity 18
- Write about what you use a computer to do.

Class Audio for Lesson 5
- Hello, how are you? ► CD 1 Track 2 p173
- Goodbye, goodbye ► CD 1 Track 3 p173

Student’s Book
- What do you do in your free time? ► CD 1 Track 20 p174
- ‘How techy are you?’ ► CD 1 Track 22 p175
- ‘Now try our quiz!’ ► CD 1 Track 23 p175
Detailed Lesson Plan

Starting the lesson

Do the opening routine.
- Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups.
  - CD 1 Track 2 p173

Review the What do you do in your free time? song.
- Ask Can you remember the What do you do in your free time? song? What does the singer say? (See answers in audioscript.)
- Say Let’s listen and find out if you’re right! Play the CD. The students listen and check their answers.
  - CD 1 Track 20 p174
- Play the karaoke version. The students sing. (Optional) They can look at the lyrics (SB page 9).
  - CD 1 Track 21

Explain the aims of the lesson.
- Say Today we’re going to do a quiz about computers and find out how ‘techy’ we are. Explain that ‘techy’ is short for ‘technological’. Elicit examples of ways to use computers. (Play online games, watch music videos …)

Student’s Book Activity 13

Listen and read.
- CD 1 Track 22 p175
  - (Books closed.) If there’s a computer in the classroom, use it to pre-teach ‘screen’, ‘keyboard’ and ‘mouse’.
  - (Books open.) The students look at the labeled photo.
  - Play the CD. The students listen and read the sentences and say if they are true or false (they’re all true).
  - Explain other vocabulary such as ‘images’ and ‘documents’, as necessary.

Student’s Book Activity 14

Listen and read.
- CD 1 Track 23 p175
  - Say Let’s do a quiz. Play the CD. The students read and listen to the questions. Use the pause button for the students to write their answers. If necessary, check understanding of vocabulary such as ‘online’.
  - The students add up their score to find out how techy they are and report back to the class.
  - Play the CD again. The students listen and call out Yes or No in response to each question.

Do you know …? fact
- Make the students aware that very small computers are embedded in many things we use every day.

Student’s Book Activity 15

Play Question chain.
- Demonstrate the game. Ask a student Do you (watch DVDs)? They respond and ask a question to another student. Yes, I do./No, I don’t. Do you (write emails)? That student responds and asks a question to the next student.
- Note: The question chain can go round the class or the students choose who to ask.
- The game finishes when all the students have asked and answered at least one question. (Optional) The students can also play the game in groups.

Student’s Book Activity 16

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

Explore the internet with your teacher
Find out what ‘www’ stands for.
- Read the instructions as a class. The children research with the teacher what ‘www’ stands for on the internet.
  - Answer: world wide web

Ending the lesson

Review the lesson.
- Ask Can you name the parts of a computer? How techy are you?
- Do the closing routine.
  - Say It’s time to clean up and put your books away.
  - Do Closing routine 1: Goodbye, goodbye. The students wave and say the chant.
  - CD 1 Track 3 p173
  - Say Goodbye. See you on ... and name the day of your next lesson.
Lesson 6

Objectives and key competencies
• to read and listen to a report
• to use the Student’s Practice Kit
• to prepare, plan and write your project

Active language
blog, document, email, internet, keyboard, printer, screen, family, find out, games, home, photos, play, projects, school, stories, videos, watch, write

At … I use a computer to …
I also …

Materials
Class Audio CD

At a Glance Lesson Plan

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

Activity 17
• Listen and read. ► CD 1 Track 24 p175
• Answer the questions.

Activity 18
• Prepare your project: Think about and say.

My words to remember
• Learning to Learn: Make sentences.
• Go to the Activity Book. See Activity Book activities to the right.

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

Activity Book

Activity 19
• Listen and check (✓). Say what David uses a computer to do.

Activity 20
• Read Tania’s project. Now write your notes and project in your notebook.

Activity Book: Home-School Link

Activity 21
• Use technology to extend your project.

Class Audio for Lesson 6

Hello, how are you? ► CD 1 Track 2 p173
Goodbye, goodbye ► CD 1 Track 3 p173

Student’s Book

Tiger Street Club Report ► CD 1 Track 24 p175

Activity Book

Activity 19 ► CD 1 Track 25 p175

Objectives and key competencies
• to read and listen to a report
• to use the Student’s Practice Kit
• to prepare, plan and write your project

Active language
blog, document, email, internet, keyboard, printer, screen, family, find out, games, home, photos, play, projects, school, stories, videos, watch, write

At … I use a computer to …
I also …

Materials
Class Audio CD

At a Glance Lesson Plan

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

Activity 17
• Listen and read. ► CD 1 Track 24 p175
• Answer the questions.

Activity 18
• Prepare your project: Think about and say.

My words to remember
• Learning to Learn: Make sentences.
• Go to the Activity Book. See Activity Book activities to the right.

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

Activity Book

Activity 19
• Listen and check (✓). Say what David uses a computer to do.

Activity 20
• Read Tania’s project. Now write your notes and project in your notebook.

Activity Book: Home-School Link

Activity 21
• Use technology to extend your project.

Class Audio for Lesson 6

Hello, how are you? ► CD 1 Track 2 p173
Goodbye, goodbye ► CD 1 Track 3 p173

Student’s Book

Tiger Street Club Report ► CD 1 Track 24 p175

Activity Book

Activity 19 ► CD 1 Track 25 p175

Objectives and key competencies
• to read and listen to a report
• to use the Student’s Practice Kit
• to prepare, plan and write your project

Active language
blog, document, email, internet, keyboard, printer, screen, family, find out, games, home, photos, play, projects, school, stories, videos, watch, write

At … I use a computer to …
I also …

Materials
Class Audio CD

At a Glance Lesson Plan

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

Activity 17
• Listen and read. ► CD 1 Track 24 p175
• Answer the questions.

Activity 18
• Prepare your project: Think about and say.

My words to remember
• Learning to Learn: Make sentences.
• Go to the Activity Book. See Activity Book activities to the right.

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

Activity Book

Activity 19
• Listen and check (✓). Say what David uses a computer to do.

Activity 20
• Read Tania’s project. Now write your notes and project in your notebook.

Activity Book: Home-School Link

Activity 21
• Use technology to extend your project.

Class Audio for Lesson 6

Hello, how are you? ► CD 1 Track 2 p173
Goodbye, goodbye ► CD 1 Track 3 p173

Student’s Book

Tiger Street Club Report ► CD 1 Track 24 p175

Activity Book

Activity 19 ► CD 1 Track 25 p175

Objectives and key competencies
• to read and listen to a report
• to use the Student’s Practice Kit
• to prepare, plan and write your project

Active language
blog, document, email, internet, keyboard, printer, screen, family, find out, games, home, photos, play, projects, school, stories, videos, watch, write

At … I use a computer to …
I also …

Materials
Class Audio CD

At a Glance Lesson Plan

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

Activity 17
• Listen and read. ► CD 1 Track 24 p175
• Answer the questions.

Activity 18
• Prepare your project: Think about and say.

My words to remember
• Learning to Learn: Make sentences.
• Go to the Activity Book. See Activity Book activities to the right.

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

Activity Book

Activity 19
• Listen and check (✓). Say what David uses a computer to do.

Activity 20
• Read Tania’s project. Now write your notes and project in your notebook.

Activity Book: Home-School Link

Activity 21
• Use technology to extend your project.
Detailed Lesson Plan

Starting the lesson

Do the opening routine.
- Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups.
- CD 1 Track 2 p173

Review computers and their uses.
- Ask Can you name the parts of a computer? Can you name five ways to use a computer?

Explain the aims of the lesson.
- Say Today we’re going to read and listen to the Tiger Street Club Report for the Tiger Team magazine and Ben’s description of how he uses a computer. We’re also going to plan and write our projects.

Student’s Book Activity 17

Listen and read. Answer the questions.
- CD 1 Track 24 p175
- Say Let’s listen to the Tiger Street Club Report for the Tiger Team magazine! Play the first part of the CD (In the US …) The students listen and read.
- Ask What do children in the US use a computer to do at school/at home? (They learn about different subjects, do projects, sometimes keep a class blog, do homework, play games.)
- Ask What does Ben use a computer to do at the club/at school/at home? (He writes emails, watches music videos, plays online games, writes stories, does projects, finds out about things on the internet, looks at photos on his parents’ computer and watches DVDs.)

Student’s Book Activity 18

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

My words to remember

Learning to Learn: Make sentences.
- Read the words to remember as a class.
- The students make sentences using the words.
  Suggested answers: You see text on the screen. You use the keyboard to type. You use the printer to print documents. You find things out on the internet. I write emails to my grandmother.

Activity Book

Activity 19

Listen and check (✓). Say what David uses a computer to do.
- CD 1 Track 25 p175
- Say Listen and check what David uses a computer to do at home and at school. Play the CD once or twice. Check the answers.
  Answers: At home: write emails, play online games, watch music videos, learn English; At school: do projects, learn English

Activity 20

Read Tania’s project. Now write your notes and project in your notebook.
- The students read Tania’s project. Draw attention to the Remember! tip. The students write notes in their notebooks to plan their project. Using Tania’s text as a model, and their own notes, the students write their project in their notebooks.

Project extension
- Go to Teacher’s Notes page 26 for ideas on how to extend the students’ projects.

Activity Book: Home-School Link

Activity 21

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

Ending the lesson

Review the lesson.
- Ask Where do you use a computer? What do you use a computer to do?

Do the closing routine.
- Say It’s time to clean up and put your books away.
- Do Closing routine 1: Goodbye, goodbye. The students wave and say the chant.
- CD 1 Track 3 p173
- Say Goodbye. See you on … and name the day of your next lesson.
Lesson 7

At a Glance Lesson Plan

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

Activity 19
- Class Chit-Chat: Listen and repeat. ► CD 1 Track 26 p175
- Repeat.
- Act out.

Student's Book

Active language:
play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies.

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

Activity Book

1. Listen and number. Write.
   I paint pictures.

2. Order and write.
   1 trips /? / on / you / go

   Do you go on trips?

3. Listen and number.
   You / music / do

   Do you listen to music?

Materials
Class Audio CD
**Starting the lesson**

Do the opening routine.
- Greet the students. Do Opening routine 1: *Hello, how are you?* The students say the chant in groups.
  - *CD 1 Track 2 p173*

Review Tiger Street Club activities.
- Ask Can you remember what Ben, Clare, Ellie and Nasim use the computer at the Tiger Street Club to do? (*Write emails, play online games, watch music videos, read about sports, find out interesting facts.*)

**Explain the aims of the lesson.**

- Say *Today we’re going to practice classroom language. We’re also going to listen to and read a Tiger Street Tale and an email, and review vocabulary and grammar in the unit.*

**Student’s Book Activity 19**

Class Chit-Chat: Listen and repeat. Act out.
  - *CD 1 Track 26 p175*
  - Note: You can present the dialogue using the Dialogue Builder in the Presentation Kit.
  - (Books closed.) Say *It’s time for Class Chit-Chat!* Explain that Class Chit-Chat helps the students use English to communicate in class.
  - Say Listen to the dialogue. What questions does the student ask? Play the CD. The students listen.
  - Check the answers. *(What do I do now? Can I work with David?)* Elicit or remind the students of the meaning of ‘partner’.
  - (Books open.) Play the CD again. The students listen and read the dialogue.
  - Explain that ‘I’m finished’ is a phrase the students can say when they’ve completed their work.
  - Divide the class into two groups, one to take each part. Play the CD a third time, pausing for the groups to repeat the exchanges.
  - Divide the class into pairs. The partners read the dialogue.
  - Establish that you expect the students to say they’ve finished and ask what to do in English from now on.

**Student’s Book Activity 20**

Reading Corner: Read and listen.
  - *CD 1 Track 27 p175*
  - Refer to the story on Student’s Book pages 6 and 7 and ask *Can you remember what Mrs Jones gives the Tiger Street Club? (A computer.)*
  - Say Ben, Clare, Ellie and Nasim write Mrs Jones an email to say ‘thank you’.
  - Play the CD. The students listen and read the email.
  - Check understanding. Draw attention to the way the email starts and ends.
  - Play the CD again.
  - Ask *Do you ever write emails to say ‘thank you’?

**Student’s Book Activity 21**

Tiger Street Tales: Listen and read.
  - *CD 1 Track 28 p175*
  - Explain that the Tiger Street Tales are funny stories about three animals who also live in Tiger Street: a fox, a squirrel and a magpie.
  - The students look at the pictures and read the story.
  - Ask *Would you like to listen to the story?* Play the CD. The students listen and follow in their books.
  - Ask *Do you think the story is funny? Who is your favorite character?*

**Activity Book**

Activity 22

Order and write.
- The students order the words and write the sentences. Check the answers.
  - *Answers: 1 Do you go on trips? 2 Do you listen to music? 3 I don’t use a computer. 4 I don’t paint pictures.*

Activity 23

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

**Ending the lesson**

Review the lesson and the unit.
- Ask What classroom language have you learned? What are the animals in the Tiger Street Tales? What vocabulary for activities do you know? What grammar do you know?

Do the closing routine.
- Say *It’s time to clean up and put your books away.*
  - Do Closing routine 1: *Goodbye, goodbye.* The students wave and say the chant.
  - *CD 1 Track 3 p173*
  - Say *Goodbye. See you on …* and name the day of your next lesson.
Lesson 8

Objectives and key competencies
- to complete the Picture Dictionary and Grammar Reference Bank for Unit 1
- to review CLIL and culture in the unit
- to self-assess work in the unit
- to complete the Progress Journal for Unit 1

At a Glance Lesson Plan
Starting the lesson
- Do the opening routine.
  ► CD 1 Track 2 p173
- Review the Unit 1 flashcards and word cards.
- Explain the aims of the lesson.
- Play Twelve sentences!

Activity Book
Activity 25
- Find and circle. Write.
Activity 26
- Listen and circle. Write the correct sentences in your notebook.
  CD 1 Track 30 p176
Activity 27
- Complete the Picture Dictionary for Unit 1.
Activity 28
- Listen and say Yes or No.
  ► CD 1 Track 31 p176

Active language
blog, document, email, internet, keyboard, printer, screen family photos, find out, friends, home, play games, projects, school, watch video, write stories

Materials
Flashcards and Word cards: play sports, go on trips, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch movies.

Class Audio CD, Picture Dictionary (AB page 61), Grammar Reference Bank (SB page 65), Progress Journal pages 3–5

Ending the lesson
- Review the lesson and the unit.
- Do the closing routine.
  ► CD 1 Track 3 p173
Detailed Lesson Plan

Starting the lesson

Do the opening routine.
• Greet the students. Do Opening routine 1: Hello, how are you? The students say the chant in groups.
  CD 1 Track 2 p173

Review the Unit 1 flashcards and word cards.
• Stick the word cards on the board and cover them in turn. Reveal the letters one by one. The students say the words as soon as they recognise them.
• Stick the flashcards on the board. Give out the word cards to pairs of students. They stick the word cards under the flashcards.
• The students read all the words with you in chorus.

Explain the aims of the lesson.
• Say Today we’re going to review CLIL and culture in the unit and focus on Learning to Learn. We’re also going to complete our Picture Dictionary, Grammar Reference Bank and Progress Journal for Unit 1.

Play Twelve sentences!
• Challenge the students to say twelve sentences about computers. Keep score on the board.

Example answers: You see text and images on a screen. You use a keyboard to type. You use a printer to print documents. I use a computer at home/at school/at my granny’s house. I use a computer at home/at school/at my granny’s house. I use a computer at home/at school/at my granny’s house. I use a computer at home/at school/at my granny’s house.

Activity Book

Activity 25
Find and circle. Write.
• The students find and circle the words in the word snake and then write the words. Check the answers.
  Answers: 1 keyboard 2 mouse/screen 3 printer/documents 4 Internet

Activity 26
Listen and read. Write the correct sentences in your notebook.
  CD 1 Track 30 p176
• Explain that the students will listen to Ellie, read then write the correct sentences. Play the CD, pausing between tracks to give the students time to write. Check the answers.

Answers: (See answers in audioscript.)

Activity 27
Complete the Picture Dictionary for Unit 1.
• The students complete the Picture Dictionary for Unit 1, either during the lesson or for homework.

Activity 28
Listen and say Yes or No.
  CD 1 Track 31 p176
• Read the speech bubbles. Say ‘Yes’ to what you can do in Unit 1!
• Play the CD. The students listen and respond in the pauses. Clarify the meaning of the statements. (Note: Unless the students have been absent they should be able to say ‘yes’ to all the statements.)
• Encourage the students to feel positive about what they can do.

Learning to Learn
• Explain that Learning to Learn helps the students become better learners by giving them an opportunity to say what they can do, and to assess and plan their learning.

Activity 29
Complete your American Tiger score card.
• Read the heading and options in the first column. The students look back through their work in the unit.
• The students circle or color the stars to self-assess their work.
• Read the heading and text in the second column. Clarify meaning if necessary. The students check (✓) what they plan to do.

Activity 30
Do an activity from your Learning Plan and complete your Progress Journal for Unit 1.
• The students do an activity from their Learning Plan.
• The students complete their Progress Journal for Unit 1, either during the lesson or for homework.
• They can also complete their Grammar Reference Bank for Unit 1 (Student Book page 65).

Ending the lesson

Review the lesson and the unit.
• Ask (using L1 as necessary) What have you learned in Unit 1? What have you enjoyed? Which activities have helped you learn? How? What do you plan to do to remember what you have learned?

Do the closing routine.
• Say It’s time to clean up and put your books away.
• Do Closing routine 1: Goodbye, goodbye. The students wave and say the chant.
  CD 1 Track 3 p173
• Say Goodbye. See you on ..., and name the day of your next lesson.