

Syllabus

Unit	Objectives and Key Competences	Contents
		Lexis
Starter Unit Welcome to the Tiger Tracks Social Learning Network	<ul style="list-style-type: none">  Greet people Ask for and give personal information Ask and say your and other people's birthdays Listen to descriptions and identify people  Listen and say ordinal numbers Watch a video clip Listen and read about the Tiger Tracks Social Learning Network Meet the members of the Tiger Tracks Social Learning Network  Use the Student's Resource Centre  Ask and say how to spell words Review language from Levels 3 and 4  Play a game  Ask and say your and other people's favourite food and school subject 	<p>Core vocabulary</p> <ul style="list-style-type: none"> Australia, England, India, Scotland, South Africa, the USA Ordinal numbers (for dates: 1st – 31st) <p>Receptive vocabulary</p> <ul style="list-style-type: none"> Social Learning Network, Look forward to seeing you <p> Recycled vocabulary</p> <ul style="list-style-type: none"> hello, goodbye months, food, numbers, school subjects, the alphabet Vocabulary from previous levels
1 A world of gadgets	<ul style="list-style-type: none">  Name and describe electronic gadgets Listen and do a vocabulary quiz Understand and practise grammar Learn the grammar tables for Unit 1 Listen and use everyday language Talk about what people do  Read an advertisement Ask and say how often you and other people do things Listen and read about two famous cities in England Talk about the gadgets people use Read the report of a survey on electronic gadgets  Use the Student's Resource Centre  Predict what happens in the story Practise pronunciation: /tʃ/ and /dʒ/ Review, assess and plan your own learning  Understand and think about values Read and write about the pros and cons of using electronic gadgets  Play the games Do a role play (how to buy an electronic gadget) Plan, prepare, write and present your project  Listen, read and understand the story Do a culture quiz about England Listen and find out about shopping in English towns Watch a video clip 	<p>Core vocabulary</p> <ul style="list-style-type: none"> calculator, charger, headphones, MP3 player, pen drive, satnav, stopwatch, tablet, video games console, webcam <p>Story vocabulary</p> <ul style="list-style-type: none"> computer science, genius, puzzles, secret codes <p>Everyday chit-chat vocabulary</p> <ul style="list-style-type: none"> instructions, pence, pounds, receipt <p>CLIL vocabulary</p> <ul style="list-style-type: none"> con, concentrate, creative, lifestyle, pro, (keyboard) skills, world <p>Receptive vocabulary</p> <ul style="list-style-type: none"> artificial intelligence, calculate, computer printout, Egyptian mummies, glasshouse, hero, podcast, traditional costumes <p> Recycled vocabulary</p> <ul style="list-style-type: none"> digital camera, keyboard, laptop, mobile phone country, email, food, friends, gym, light, maths, message, museum, park, science, small, student do homework, go shopping, listen to music, play games/football, take photos, use a computer, watch films/TV the alphabet, members of the family

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p>Core structures</p> <ul style="list-style-type: none"> • Where are you from? • Where is he/she from? • What's your favourite ... ? • His/Her favourite ... is ... • What do you like? What does he/she like? • It's on the (31st) of (March). <p> Recycled structures</p> <ul style="list-style-type: none"> • How are you? I'm fine, thanks. • What's your name? How old are you? I'm ... • When's your birthday? It's ... • I'm from ... I like/love ... • He/She's from ... He/She likes/loves ... • My favourite ... 		<ul style="list-style-type: none"> • Video clip: Welcome to the Tiger Tracks Social Learning Network • Interest in learning English • Enjoyment in meeting the members of the Tiger Tracks Social Learning Network • Pleasure in belonging to the Tiger Tracks SLN • Interest in learning to say dates • Willingness to share personal information and opinions • Respect for others in the group • Satisfaction in recalling familiar language 	
<p>Core structures</p> <ul style="list-style-type: none"> • I think ... I want to ... • He/She uses ... He/She doesn't use ... • Does he/she use ... ? Yes, he/she does. No, he/she doesn't. • I always/often/never/sometimes/usually ... • Are you thinking about ... ? Yes, I am./No, I'm not. <p>Everyday chit-chat structures</p> <ul style="list-style-type: none"> • Can I help you? I need ... • How much is it? • please, thank you <p> Recycled structures</p> <ul style="list-style-type: none"> • Have you got ... ? Yes, I have./No, I haven't. • Do you ... ? Yes, I do./No, I don't. 	<ul style="list-style-type: none"> • the /tʃ/ and /dʒ/ sounds (chats, cheese / jam, gym) 	<ul style="list-style-type: none"> • England: Oxford and Cambridge • England: Culture quiz • Video clip: How to buy an electronic gadget • Interest in electronic gadgets • Curiosity in reading an advertisement • Enjoyment in a biography • Awareness that it's important to follow your interests at home and at school • Interest in finding out which gadgets people use • Recognition of how many gadgets are part of our daily lives • Pleasure in learning about English culture • Confidence in using everyday language • Awareness of the pros and cons of using electronic gadgets • Enjoyment in preparing, planning and writing your project • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • Social Science: How often do you use electronic gadgets?

Unit	Objectives and Key Competences	Contents
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2 Sports scene	<p> • Name and describe sports</p> <p>• Listen and do a vocabulary quiz</p> <p>• Ask and say what you and other people are doing</p> <p>• Understand and practise grammar</p> <p>• Learn the grammar tables for Unit 2</p> <p>• Listen and use everyday language</p> <p>• Watch a video clip</p> <p>• Talk about the sports you like and the exercise you do</p> <p> • Read a holiday tour leaflet</p> <p>• Read and write about the benefits of different kinds of exercise</p> <p>• Read a report on an exercise diary</p> <p> • Use the Student's Resource Centre</p> <p> • Predict what happens in the story</p> <p>• Practise pronunciation: /aɪ/ and /eɪ/</p> <p>• Review, assess and plan your own learning</p> <p> • Understand and think about values</p> <p>• Read about a good and bad cyclist</p> <p> • Play the games</p> <p>• Do a role play (how to find out about sports classes)</p> <p>• Plan, prepare, write and present your project</p> <p> • Listen, read and understand the story</p> <p>• Read about water sports in Australia</p> <p>• Do a culture quiz about Australia</p> <p>• Listen and find out about football in England</p>	<p>Core vocabulary</p> <ul style="list-style-type: none"> • badminton, bowling, cricket, cycling, kayaking, rugby, sailing, scuba diving, snowboarding, surfing • ball, bat, city, outback, rainforest, river, sea, team, tour, waves <p>Story vocabulary</p> <ul style="list-style-type: none"> • ankle, bandage, heavy, poison, scorpion, sleeping bag, spectacular, sting <p>Everyday chit-chat vocabulary</p> <ul style="list-style-type: none"> • changing room, coach, locker, sports kit <p>CLIL vocabulary</p> <ul style="list-style-type: none"> • blood, heart, joints, lungs, muscles, oxygen, ... is good for ... <p>Receptive vocabulary</p> <ul style="list-style-type: none"> • charity, extracts, raise money, route <p> Recycled vocabulary</p> <ul style="list-style-type: none"> • climb, dance, dive, do judo/karate, hop, ice skate, play table tennis/football/basketball, ride a bike/horse, rollerblade, row, run, skateboarding, swim, walk, wear • amazing, brilliant, fantastic, fun, great • clothes, food, hotel, ice, sandwich, tent, water, windy, cold, ice • exercise, fit, healthy, strong • the alphabet, numbers, parts of the body
3 Awesome animals	<p> • Name and describe animals</p> <p>• Listen and do a vocabulary quiz</p> <p>• Compare animals and compare people</p> <p>• Understand and practise grammar</p> <p>• Learn the grammar tables for Unit 3</p> <p>• Listen and use everyday language</p> <p> • Read a website about wildlife in India</p> <p>• Listen and find out about endangered animals</p> <p>• Read and write about endangered animals</p> <p>• Ask and answer questions about endangered animals</p> <p> • Use the Student's Resource Centre</p> <p> • Predict what happens in the story</p> <p>• Practise pronunciation: /ə/</p> <p>• Review, assess and plan your own learning</p> <p> • Understand and think about values</p> <p> • Play the games</p> <p>• Do a role play (how to buy tickets to visit a famous building)</p> <p>• Plan, prepare, write and present your project</p> <p> • Listen, read and understand the story</p> <p>• Read about a famous building in India</p> <p>• Do a culture quiz about India</p> <p>• Listen and find out about a famous building in England</p> <p>• Watch a video clip</p>	<p>Core vocabulary</p> <ul style="list-style-type: none"> • baboon, buffalo, deer, eagle, flamingo, hippo, panther, red panda, rhino, snow leopard <p>Story vocabulary</p> <ul style="list-style-type: none"> • curious, rope, straw, stripes <p>Everyday chit-chat vocabulary</p> <ul style="list-style-type: none"> • change, ticket, plan, souvenir shop <p>CLIL vocabulary</p> <ul style="list-style-type: none"> • elephant, giant panda, mountain gorilla, polar bear, rhino, snow leopard, tiger • endangered, global warming, loss of habitat, hunting, poaching, pollution <p>Receptive vocabulary</p> <ul style="list-style-type: none"> • creeps up to, leaps over to, shaking with fear, trust <p> Recycled vocabulary</p> <ul style="list-style-type: none"> • bear, dolphin, elephant, fox, monkey, red panda, squirrel, tiger, wolf • beak, body, scales, shell, claws, ears, eyes, feathers, fur, head, legs, paws, tail, teeth, whiskers, wings • summer, winter • big, small, tall, short, long, fast, slow • fierce, intelligent, scared, strong • forests, mountains, rivers • the alphabet, numbers, colours, ordinal numbers

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p>Core structures</p> <ul style="list-style-type: none"> • He/She's playing (rugby). We're/They're playing (golf). • Is he/she ...ing? Yes, he is./No, he/she isn't. • Are they ...ing? Yes, they are./No, they aren't. • What's he/she doing? What are they doing? <p>Everyday chit-chat structures</p> <ul style="list-style-type: none"> • I'd like to find out about ... <p> Recycled structures</p> <ul style="list-style-type: none"> • Do you like ... ? Yes, I do./No, I don't. • Do you think ... ? Yes, I do./No, I don't. • I think ... / I want to ... 	<ul style="list-style-type: none"> • the /aɪ/ and /eɪ/ sounds (kayaking, cycling / sailing, playing) 	<ul style="list-style-type: none"> • Australia: Water sports • Australia: Culture quiz • The UK: Football in England • Video clip: How to find out about sports classes • Interest in sports • Pleasure in reading a holiday tour leaflet • Enjoyment in a travel blog • Awareness that we should help other people if we can • Interest in talking about what people are doing • Respect for other people's opinions about sports • Pleasure in learning about Australian and UK culture • Enjoyment in acting out a role play • Recognition of the benefits of different kinds of exercise • Satisfaction in preparing, planning and writing your project • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • Science: Exercise is healthy and cool
<p>Core structures</p> <ul style="list-style-type: none"> • Do ... live in ... ? Yes, I think so./I'm not sure./No, they don't. • ... are ... er than • ...'s got ... er ... than • ... is more ... than • Are you/Is he/she older/taller than ... ? • Have you got shorter/longer hair than ... ? <p>Everyday chit-chat structures</p> <ul style="list-style-type: none"> • I'd like ... • It's for (two adults and two children). • Here you are. <p> Recycled structures</p> <ul style="list-style-type: none"> • ... is/are ... / ... has/have got ... • I want to ... because ... 	<ul style="list-style-type: none"> • the /ə/ sound (sister, longer) 	<ul style="list-style-type: none"> • India: The Taj Mahal: A wonder of the world • India: Culture quiz • Video clip: How to buy tickets to visit a famous building in the UK • Interest in animals • Pleasure in reading a website page about wildlife • Enjoyment in a traditional story • Awareness that we should not be cruel to animals • Interest in comparing animals and people • Pleasure in learning about Indian and British culture • Awareness that everyday language can be used in different situations • Recognition of why some animals are endangered • Enjoyment in planning, preparing and writing your project • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • Natural Science: Endangered animals

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		Lexis
4 People and professions	<p> • Name and describe professions</p> <p>• Ask and say what you want to be</p> <p>• Listen and do a vocabulary quiz</p> <p>• Ask and talk about people in the past tense</p> <p>• Understand and practise grammar</p> <p>• Learn the grammar tables for Unit 4</p> <p>• Listen and use everyday language</p> <p> • Listen and do a quiz about famous people in history</p> <p> • Use the Student's Resource Centre</p> <p> • Predict what happens in the story</p> <p>• Practise pronunciation: identify and count syllables in words</p> <p>• Review, assess and plan your own learning</p> <p> • Understand and think about values</p> <p> • Play the games</p> <p>• Do a role play (how to buy things in a newsagent's)</p> <p>• Plan, prepare, write and present your project</p> <p> • Read an e-zine about famous people</p> <p>• Listen, read and understand the story</p> <p>• Read about the United States dollar</p> <p>• Do a culture quiz about the USA</p> <p>• Listen and find out about money in the UK and other countries</p> <p>• Watch a video clip</p> <p>• Read and write about American music</p> <p>• Ask and answer questions about American music</p>	<p>Core vocabulary</p> <ul style="list-style-type: none"> • basketball player, builder, chef, film star, inventor, journalist, musician, politician, scientist, TV presenter • carpenter, president, professional <p>Story vocabulary</p> <ul style="list-style-type: none"> • baker, disappointed, miner, pies, unlucky, wagon <p>Everyday chit-chat vocabulary</p> <ul style="list-style-type: none"> • comic, magazine, packet of mints, purse • pence, pounds • banknotes, coins <p>CLIL vocabulary</p> <ul style="list-style-type: none"> • country and western, hip-hop, hit, jazz, rap, rock 'n' roll <p>Receptive vocabulary</p> <ul style="list-style-type: none"> • currency, discovery, newsagent's, report in the newspapers <p> Recycled vocabulary</p> <ul style="list-style-type: none"> • actor, cook, director, farmer, fashion designer, fire fighter, pop star, singer, taxi driver, teacher, writer • house, news, politics, website, wife • apples, bananas, bike, cakes, car, chicken, food, gold, hill, rice, river, robber, spaghetti, toy • happy, lucky, naughty, noisy, poor, quiet, rich, scared, shy, wild, worried
5 Past times	<p> • Name everyday activities and talk about what you do every day</p> <p>• Listen and do a vocabulary quiz</p> <p>• Ask and answer questions about past events</p> <p>• Understand and practise grammar</p> <p>• Learn the grammar tables for Unit 5</p> <p>• Watch a video clip</p> <p>• Listen and use everyday language</p> <p> • Look and read a photo wall</p> <p>• Read and write about life in a medieval castle</p> <p>• Talk about life in a medieval castle</p> <p>• Listen and find out about life in the times of great grandparents</p> <p> • Use the Student's Resource Centre</p> <p> • Predict what happens in the story</p> <p>• Practise pronunciation: counting syllables in sentences</p> <p>• Review, assess and plan your own learning</p> <p> • Understand and think about values</p> <p> • Play the games</p> <p>• Do a role play (how to tell a friend about something that happened)</p> <p>• Plan, prepare, write and present your project</p> <p> • Listen, read and understand the story</p> <p>• Read about kilts and tartan</p> <p>• Do a culture quiz about Scotland</p> <p>• Listen and find out about traditional guards at the Tower of London</p>	<p>Core vocabulary</p> <ul style="list-style-type: none"> • (I) help (at home), (I) listen to (music), (I) look after (my pet), (I) talk (to my friends), (I) use (a computer), (I) visit (my grandparents), (I) walk (to school), (I) watch (TV), (I) work hard (at school), (I) share things (with my friends) <p>Story vocabulary</p> <ul style="list-style-type: none"> • army, battle, defeat, excited, sad, spin, web <p>Everyday chit-chat vocabulary</p> <ul style="list-style-type: none"> • collar, lead, neighbour, puppy <p>CLIL vocabulary</p> <ul style="list-style-type: none"> • castle, drawbridge, dungeon, gate, moat, tower <p>Receptive vocabulary</p> <ul style="list-style-type: none"> • independent, inspire, on his own, started spinning <p> Recycled vocabulary</p> <ul style="list-style-type: none"> • bus, car, cave, cinema, garage, garden, homework, kitchen, living room, museum, park, radio, school, shops, snack, spider, street, supermarket, wall • big, brave, dangerous, free, small, wild • last Saturday, yesterday • (Regular verbs) carry, clean, climb, close, cook, dance, drop, escape, finish, happen, hop, jump, laugh, like, live, look, notice, open, play, start, stay, stop, tidy, travel, try, walk, want, wash, watch, work • (Irregular verbs) go, have

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p>Core structures</p> <ul style="list-style-type: none"> • I/He/She was (easy to please). I/He/She wasn't ... • Were you/they ... ? Was he/she ... ? • Yes, I/he/she was./No, I/he/she wasn't. • Who was ... ? • What was ... ? • In my country, we use (dollars). <p> Recycled structures</p> <ul style="list-style-type: none"> • Do you want to ... ? Yes, I do./I'm not sure./No, I don't. • I want to ... I think it's ... • I like/don't like ... • I (admire) ... because ... 	<ul style="list-style-type: none"> • Identifying and counting syllables in words 	<p>Sociocultural aspects</p> <ul style="list-style-type: none"> • The USA: The United States dollar • The USA: Culture quiz • The UK: Money in the UK • Video clip: How to buy things in a newsagent's • Interest in different professions • Pleasure in reading about people in an e-zine • Enjoyment in a historical story • Awareness that we shouldn't depend on luck • Interest in talking about people in the past • Pleasure in learning about US and UK culture • Confidence in using everyday language • Recognition of different genres of American music • Enjoyment in preparing, planning and writing your project • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • Music: American music
<p>Core structures</p> <ul style="list-style-type: none"> • I/He/She/They lived in/didn't live in ... • Did you/he/she live in ... ? • Yes, I/he/she did./No, I/he/she didn't. • I/He/She/They went to ... /had ... <p>Everyday chit-chat structures</p> <ul style="list-style-type: none"> • Guess what happened ... • She explained that ... <p> Recycled structures</p> <ul style="list-style-type: none"> • Do you ... ? Yes, I usually/sometimes do./No, I never do. • Let's ... Good idea./No, I don't want to. • I want to ... because ... • He/She/It was ... They were ... 	<ul style="list-style-type: none"> • Counting syllables in sentences 	<ul style="list-style-type: none"> • Scotland: Kilts and tartans • Scotland: Culture quiz • The UK: Traditional guards at the Tower of London • Video clip: How to tell a friend about something that happened • Interest in talking about everyday activities • Pleasure in looking at and reading a photo wall • Enjoyment in a legend • Awareness that we need to keep trying if things are difficult • Interest in talking about past events • Pleasure in learning about Scottish and UK culture • Confidence in using everyday language • Pleasure in acting out a role play • Recognition that life in a medieval castle was difficult • Enjoyment in preparing, planning and writing your project • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • History: Life in a medieval castle

Syllabus

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		Lexis
6 Fruit and vegetables	<p> • Name and describe fruit and vegetables</p> <p> • Listen and do a vocabulary quiz</p> <p> • Ask and talk about fruit and vegetables</p> <p> • Understand and practise grammar</p> <p> • Learn the grammar tables for Unit 6</p> <p> • Listen and use everyday classroom language</p> <p> • Talk about fruit and vegetables you eat</p> <p> • Read a web page about fruit and vegetables in season</p> <p> • Read and write about nutrients in fruit and vegetables</p> <p> • Listen to and read a report on a food diary</p> <p> • Use the Student's Resource Centre</p> <p> • Predict what happens in the story</p> <p> • Practise pronunciation, count syllables and identify word stress</p> <p> • Review, assess and plan your own learning</p> <p> • Understand and think about values</p> <p> • Play the games</p> <p> • Do a role play (how to shop for food in a market)</p> <p> • Plan, prepare, write and present your project</p> <p> • Listen, read and understand the story</p> <p> • Read about arts and crafts markets in South Africa</p> <p> • Do a culture quiz about South Africa</p> <p> • Listen and find out about farmers' markets in the UK</p> <p> • Watch a video clip</p>	<p>Core vocabulary</p> <ul style="list-style-type: none"> aubergine, avocado, cauliflower, cherries, grapes, pineapple, plums, raspberries, red pepper, spinach inside, outside, seed, stone <p>Story vocabulary</p> <ul style="list-style-type: none"> helicopter, jetboat, smoke, spray, thunder <p>Everyday chit-chat vocabulary</p> <ul style="list-style-type: none"> bakery, pie, slice, stall <p>CLIL vocabulary</p> <ul style="list-style-type: none"> calcium, digestion, disease, fibre, mineral, nutrient, vitamin <p>Receptive vocabulary</p> <ul style="list-style-type: none"> broken, engine, speeds up the rapids <p> Recycled vocabulary</p> <ul style="list-style-type: none"> autumn, spring, summer, winter apples, bananas, basket, biscuits, breakfast, carrots, dinner, glass bottle, lunch, peas, plate, pot, potatoes, sandwiches, snack, strawberries, tomatoes big, bridge, crocodile, helmet, moon, river, rock, small, waterfall colours, days of the week
7 Holiday in the city	<p> • Name and describe clothes</p> <p> • Listen and do a vocabulary quiz</p> <p> • Ask and say what you want</p> <p> • Ask and talk about what other people want</p> <p> • Understand and practise grammar</p> <p> • Learn the grammar tables for Unit 7</p> <p> • Play the games</p> <p> • Listen and find out where Rosa and friends went on their holiday</p> <p> • Describe and talk about paintings</p> <p> • Understand descriptions and opinions of places</p> <p> • Use the Student's Resource Centre</p> <p> • Predict what happens in the story</p> <p> • Practise pronunciation: identify sentence stress</p> <p> • Review, assess and plan your own learning</p> <p> • Understand and think about values</p> <p> • Plan, prepare, write and present your project</p> <p> • Read an article about fashion</p> <p> • Listen, read and understand the story</p> <p> • Read about places to visit in London</p> <p> • Say where you want to go in London and why</p> <p> • Watch video clips</p> <p> • Read about looking at art</p> <p> • Read and listen to a description of a painting</p>	<p>Core vocabulary</p> <ul style="list-style-type: none"> cap, cropped trousers, dress, fleece, jacket, jeans, sandals, short-sleeved shirt, top, trainers <p>Story vocabulary</p> <ul style="list-style-type: none"> airport, go shopping/sightseeing, group photo, hostel, I'm fed up, It's really cool, luggage, miserable, what a shame, what a coincidence <p>CLIL vocabulary</p> <ul style="list-style-type: none"> abstract, landscape, oils, portrait, realistic, still life, water colours <p>Receptive vocabulary</p> <ul style="list-style-type: none"> can't believe her eyes, coincidence, matching, whatever the weather <p> Recycled vocabulary</p> <ul style="list-style-type: none"> coat, jumper, hat, shirt, shoes, shorts, skirt, socks, T-shirt, trousers, umbrella, warm apple, banana, biscuit, clock, cold, colour, favourite, glass of water, hot, light, photo, plane, present, rainbow, rainy, sandwich, shop, shopping, size, sunny, tiger buy, go for a walk, play football/a computer game, read a book, take, watch TV, wear

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p>Core structures</p> <ul style="list-style-type: none"> • Do you like (pineapple)? Yes, I love it!/I quite like it./No, I don't like it at all. • It grows in (winter). They grow in (summer). • There is a/are some ... There isn't/aren't any ... • Is there a ... ? Yes, there is./No, there isn't. • Is/Are there any ... ? No, there isn't/aren't. <p>Everyday chit-chat structures</p> <ul style="list-style-type: none"> • The (pies) look delicious. • Have you got any ... ? Do you want ... ? Can I have ... ? <p> Recycled structures</p> <ul style="list-style-type: none"> • Have they got ... ? Yes, they have./No, they haven't. • I want to ... I think ... I had ... • I eat lots of/some ... /I don't eat any ... 	<ul style="list-style-type: none"> • Counting syllables and identifying word stress 	<ul style="list-style-type: none"> • South Africa: Arts and crafts markets • South Africa: Culture quiz • The UK: Farmers' markets • Video clip: How to shop for food in a market • Interest in learning and talking about fruit and vegetables • Pleasure in reading a web page • Enjoyment in an adventure story • Awareness that it's important to respect and keep away from wild animals • Pleasure in learning about South African and UK culture • Confidence in using everyday language • Pleasure in acting out a role play • Recognition that fruit and vegetables are an important source of nutrients • Enjoyment in preparing, planning and writing your project • Willingness to review, assess and plan your own learning 	<ul style="list-style-type: none"> • Science: Eating a rainbow (nutrients in fruit and vegetables)
<p>Core structures</p> <ul style="list-style-type: none"> • Are you taking ... ? Yes, definitely./I'm not sure./No, I don't think so. • He/She wants a ... /wants to ... (because ...) He/She doesn't want a ... /want to ... • Does he/she want a ... /want to ... ? Yes, he/she does./No, he/ she doesn't. • What (kind of trainers) do you want? <p> Recycled structures</p> <ul style="list-style-type: none"> • I've got ... There's ... • I love/like/don't like ... because ... He/She loved/liked/enjoyed ... • I can see ... I think ... • He's/She's wearing/taking ... • I/We/They went ... /had ... /liked ... • It was ... His/Her favourite place was ... 	<ul style="list-style-type: none"> • Identifying sentence stress 	<ul style="list-style-type: none"> • England: Top six places to visit in London • Video clip: Photo story: A happy coincidence • Video clip: Holiday in the city • Interest in naming and describing clothes • Pleasure in reading a teen magazine • Enjoyment in a photo story • Awareness that it is important to be kind to your friends • Interest in asking and saying what you and other people want • Respect for what other people want • Pleasure in learning about London • Interest in finding out where Rosa and friends went in London • Pleasure in saying where you want to go in London • Recognition of things to look for in paintings • Enjoyment in preparing, planning and writing your project • Willingness to review, assess and plan your own learning • Satisfaction with learning in <i>Tiger Time 5</i> 	<ul style="list-style-type: none"> • Art: Looking at art

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Unit	Objectives and Key Competences	Contents
		Lexis
Festivals	<ul style="list-style-type: none">  Review vocabulary related to Earth Day, New Year and Carnival Talk about how you celebrate Earth Day and New Year Talk about what you like about Carnival  Listen and read how to make chocolate trees Listen and read how to make a Mardi Gras eye mask  Use the Student's Resource Centre  Listen and sing a traditional song for New Year's Eve  Make chocolate trees (optional) Make a Mardi Gras eye mask (optional)  Read about Earth Day in the UK Read about New Year in Scotland Read about Carnival in the USA Listen and sing a traditional song for New Year's Eve 	<p>Core vocabulary</p> <ul style="list-style-type: none"> celebration, Earth, planet, protect, pyramids, celebrate, endangered animals, bag, bowl, chocolate, wax paper, sweets visitor, clock strikes twelve, midnight, visitor, coal bead, costume, entertainment, float, mask, necklace, parade <p>Receptive vocabulary</p> <p>Wales, resources, melt, wax paper, 'first footing', elastic, glitter, Roman, sequins, 17th century</p> <p> Recycled vocabulary</p> <ul style="list-style-type: none"> plants, animals, tree, plant trees, walk to school, recycle paper tradition, party, midnight, fireworks, neighbour, visitor, bread, money feathers, festival, friends, fun, gold, green, music, party, card, glue
Songs bank	<ul style="list-style-type: none">  Review electronic gadgets Review water sports Review wild animals Review jobs and professions Review fruit and vegetables  Listen and understand the songs  Use the Student's Resource Centre  Predict the content of the songs  Sing and act out the songs 	<p>Vocabulary: Let's communicate!</p> <ul style="list-style-type: none"> calculator, charger, headphones, MP3 player, pen drive, satnav, stopwatch, tablet, video games console, webcam, gadget, mobile phone, digital camera, computer <p>Vocabulary: The Cool Crowd</p> <ul style="list-style-type: none"> kitesurfing, snorkelling, water-skiing, windsurfing <p>Vocabulary: Red Alert!</p> <ul style="list-style-type: none"> baboon, buffalo, deer, eagle, elephant, flamingo, gorilla, hippo, leopard, panda, panther, polar bear, red panda, rhino, snow leopard, tiger global warming, pollution, loss of habitat, hunting and poaching <p>Vocabulary: Who was it?</p> <ul style="list-style-type: none"> basketball player, builder, chef, film star, inventor, journalist, musician, politician, scientist, TV presenter <p>Vocabulary: The fruit and veg song</p> <ul style="list-style-type: none"> aubergine, avocado, cauliflower, cherries, grapes, pineapple, plums, raspberries, red pepper, spinach calcium, fibre, minerals, nutrients, vitamins seasons colours <p>Vocabulary: Tiger Time holiday song</p> <ul style="list-style-type: none"> art, city, cool, dinosaurs, fun, gallery, heroes, holiday, the London Eye, parks, the planetarium, sandals, shops, shorts, superstars, top, wax figures, weather

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p>Core structures</p> <ul style="list-style-type: none"> • I think it's special because ... <p>♻ Recycled structures</p> <ul style="list-style-type: none"> • I think of ... • In my country, we ... • It's the same/different because ... 		<ul style="list-style-type: none"> • Festivals: Earth Day in the UK • Festivals: New Year in Scotland • Festivals: Carnival in the USA • Enjoyment in recalling vocabulary associated with Earth Day, New Year and Carnival • Interest in reading about Earth Day in the UK • Interest in reading about New Year in Scotland • Interest in reading about Carnival in the USA • Pleasure in talking about how you celebrate Earth Day, New Year and Carnival • Curiosity in how to make chocolate trees • Pleasure in learning a traditional song to sing on New Year's Eve • Curiosity in how to make an eye mask for Carnival 	
<p>Structures: Who was it?</p> <ul style="list-style-type: none"> • Who ... ? It was ... ! <p>Structures: Tiger Time holiday song</p> <ul style="list-style-type: none"> • I want to ... • He/She/My friend wants to ... 		<ul style="list-style-type: none"> • Pleasure in learning new songs • Willingness to participate in class • Satisfaction in recalling familiar language 	