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Unit	Objectives and Key Competences	Contents
		Lexis
<b>Starter Unit</b> <b>Welcome back to the Tiger Tracks Social Learning Network</b>	<ul style="list-style-type: none"> <li> Greet people</li> <li>Ask for and give personal information</li> <li>Listen to descriptions and identify people</li> <li> Meet the new members of the Tiger Tracks Social Learning Network</li> <li>Listen, identify and say big numbers</li> <li>Watch a video clip</li> <li> Use the Student's Resource Centre</li> <li> Say how to spell words</li> <li>Review language from <i>Tiger Time 5</i></li> <li> Play the games</li> <li> Ask and say your and other people's interests and ambitions</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>Canada, England, Ireland, Jamaica, New Zealand, Wales</li> <li>adventurous, artistic, creative, imaginative, musical, scientific, sporty, techy</li> <li>big numbers</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>ambitions</li> <li>character</li> <li>communicate</li> <li>interests</li> <li>secondary school</li> </ul> <p> <b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>hello, goodbye</li> <li>school subjects</li> <li>the alphabet</li> <li>Vocabulary from previous levels</li> </ul>
<b>1 In your free time</b>	<ul style="list-style-type: none"> <li> Name and describe activities we do in our free time</li> <li>Listen and do a vocabulary quiz</li> <li>Ask and say what you and other people like doing</li> <li>Understand and practise grammar</li> <li>Learn the grammar tables for Unit 1</li> <li>Listen and use everyday language</li> <li>Talk about the difficult and easy aspects of learning a foreign language</li> <li> Read a report on a survey on what people like doing in their free time</li> <li> Use the Student's Resource Centre</li> <li> Predict what happens in the story</li> <li>Practise pronunciation: counting syllables and identifying sentence stress</li> <li>Review, assess and plan your own learning</li> <li> Understand and think about values</li> <li> Play the games</li> <li>Do a role play (how to invite a friend to a concert)</li> <li>Plan, prepare, write and present your project</li> <li> Listen, read and understand the story</li> <li>Read about language, music and sport in Wales</li> <li>Do a culture quiz about Wales</li> <li>Listen and find out about a sport and music venue in London</li> <li>Listen and read about differences and similarities in languages</li> <li>Watch a video clip</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practise a foreign language, use the internet</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>do somersaults, perform, street dance, stand on your hands, youth club</li> </ul> <p><b>Everyday chit-chat vocabulary</b></p> <ul style="list-style-type: none"> <li>pop concert, spare ticket, stadium, quarter past three</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>bilingual, characters, conjugate verbs, gender, Japanese, letters of an alphabet, Welsh</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>aspects, progress</li> </ul> <p> <b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>champion, dance, go shopping, listen to music, perform, play football/board games/computer games, read a book, take photos, teach, watch films/TV, work</li> <li>Telling the time</li> </ul>

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>• What type of person are you?</li> <li>• I'm (creative).</li> <li>• What are you interested in?</li> <li>• I'm/He's/She's interested in ...</li> <li>• What do you want to do in the future?</li> <li>• In the future, I want to ...</li> </ul> <p><b>♻️ Recycled structures</b></p> <ul style="list-style-type: none"> <li>• What's your/her/his name? I'm ...</li> <li>• How old are you? How old is he/she?</li> <li>• I'm/He's/She's ... years old.</li> <li>• I'm/He's/She's from ...</li> <li>• I like ... He/She likes ...</li> <li>• Do you want to ...</li> <li>• I/You (don't) want to ...</li> <li>• He/She wants to/doesn't want to ...</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Video clip:</b> Welcome back to the Tiger Tracks Social Learning Network</li> <li>• Interest in learning English</li> <li>• Enjoyment in meeting the new members of the Tiger Tracks Social Learning Network</li> <li>• Pleasure in belonging to the Tiger Tracks Social Learning Network</li> <li>• Interest in learning to say big numbers</li> <li>• Willingness to share personal information and opinions</li> <li>• Respect for others in the group</li> <li>• Satisfaction in recalling familiar language</li> </ul>	
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>• He/She likes (playing chess).</li> <li>• He/She doesn't like (playing football).</li> <li>• I/We/They like (going to the youth club).</li> <li>• I/We/They don't like (going to pop concerts).</li> <li>• Does he/she like (learn)ing ... ? Yes, he/she does./No, he/she doesn't.</li> <li>• Do you like (do)ing ... ? Yes, I do./No, I don't.</li> <li>• I'm learning (Welsh) because ...</li> <li>• I think it's easy/difficult.</li> </ul> <p><b>Everyday chit-chat structures</b></p> <ul style="list-style-type: none"> <li>• Would you like to (see the concert)?</li> <li>• We've got a (spare ticket).</li> </ul> <p><b>♻️ Recycled structures</b></p> <ul style="list-style-type: none"> <li>• sometimes, often, never</li> <li>• It's bigger than ...</li> <li>• Do you want to ... ?</li> <li>• That's great/fantastic/amazing!</li> </ul>	<ul style="list-style-type: none"> <li>• Counting syllables and identifying sentence stress</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wales:</b> Welsh culture</li> <li>• <b>Wales:</b> Culture quiz</li> <li>• <b>The UK:</b> Wembley Stadium – a venue for sport and music</li> <li>• <b>Video clip:</b> How to invite a friend to a concert</li> <li>• Interest in activities people do in their free time</li> <li>• Curiosity in reading a leaflet</li> <li>• Enjoyment in reading a success story</li> <li>• Awareness that it's good to try new activities</li> <li>• Interest in finding out what people like doing in their free time</li> <li>• Pleasure in learning about Welsh and UK culture</li> <li>• Confidence in using everyday language</li> <li>• Awareness of the differences and similarities between languages</li> <li>• Enjoyment in preparing, planning, writing and presenting your project</li> <li>• Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language:</b> Differences and similarities in languages</li> </ul>

Unit	Objectives and Key Competences	Contents
		Lexis
2 Geographical wonders	<ul style="list-style-type: none"> <li> Name and describe geographical features</li> <li> Listen and do a vocabulary quiz</li> <li> Ask and say which things are the biggest/smallest/most exceptional, etc</li> <li> Understand and practise grammar</li> <li> Learn the grammar table for Unit 2</li> <li> Listen and use everyday language</li> <li> Read a superlative quiz</li> <li> Read a website</li> <li> Read about birds in New Zealand</li> <li> Listen and find out about bird watching in the UK</li> <li> Watch a video clip</li> <li> Read and write about volcanoes</li> <li> Talk about the geographical features in your country</li> <li> Use the Student's Resource Centre</li> <li> Predict what happens in the story</li> <li> Practise pronunciation: /est/ and /ɪst/</li> <li> Review, assess and plan your own learning</li> <li> Understand and think about values</li> <li> Play the games</li> <li> Do a role play (how to describe what you can see)</li> <li> Plan, prepare, write and present your project</li> <li> Listen, read and understand the story</li> <li> Do a culture quiz about New Zealand</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>cave, cliff, desert, glacier, island, mountain range, rainforest, valley, volcano, waterfall</li> <li>north, south</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>crack, expedition, reach the top, save someone's life</li> </ul> <p><b>Everyday chit-chat vocabulary</b></p> <ul style="list-style-type: none"> <li>binoculars, hills, horizon, building</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>active, base, dormant, extinct, lava, magma, summit, surface of the earth, volcanic eruption, volcanic rock</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>bird boxes, flightless, incubates, species, (below) sea level, unique</li> </ul> <p> <b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>climb, fall, fly</li> <li>beach, ice, lake, plants, river, rocks, trees, water</li> <li>... is rich/brave/kind.</li> <li>bird, dolphin, lizard, parrot, spider</li> <li>the alphabet, dates, big numbers</li> </ul>
3 Recipes and food	<ul style="list-style-type: none"> <li> Name and describe types of food</li> <li> Listen and do a vocabulary quiz</li> <li> Say what food there is and isn't in a cupboard</li> <li> Understand and practise grammar</li> <li> Learn the grammar tables for Unit 3</li> <li> Listen and use everyday language</li> <li> Watch a video clip</li> <li> Read a food blog</li> <li> Read about products that come from trees</li> <li> Listen and read a recipe</li> <li> Use the Student's Resource Centre</li> <li> Predict what happens in the story</li> <li> Practise pronunciation: homophones</li> <li> Review, assess and plan your own learning</li> <li> Understand and think about values</li> <li> Talk about the importance of trees and name trees in English</li> <li> Express an opinion about a recipe</li> <li> Play the games</li> <li> Do a role play (how to give instructions in the kitchen)</li> <li> Plan, prepare, write and present your project</li> <li> Listen, read and understand the story</li> <li> Read about traditional Jamaican food and eating out in Kingston</li> <li> Do a culture quiz about Jamaica</li> <li> Listen and find out about traditional breakfast in the UK</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>beans, citrus fruits, coconuts, coffee, honey, olives, rice, salt, spices, sugar</li> <li>chocolate, ingredients, instructions, lime, oven, serving suggestions, tablespoon, teaspoon, (50)g</li> <li>add, blend, pour, mix</li> <li>bag of ..., bottle of ..., box of ..., packet of ...</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>destroy, force-five hurricane, lucky to be alive, tent</li> </ul> <p><b>Everyday chit-chat vocabulary</b></p> <ul style="list-style-type: none"> <li>cream cheese, crisps, slice of bread, slices of apple</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>chewing gum, cork, medicines, natural rubber, oxygen, paper, wood</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>flavouring, grated, greased baking tin, photosynthesis, How about ... ?</li> </ul> <p> <b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>banana, cake, cereal, chicken, eggs, fruit juice, lemon, milk, oranges, salad, strawberries, water</li> <li>breakfast, lunch</li> <li>in the cupboard/fridge</li> <li>bees, cows, grass, grown, vitamin C</li> <li>delicious, flavour, table</li> </ul>

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>• What's the longest/highest/hottest/noisiest/smallest/widest ... in the world?</li> <li>• ... is the biggest/most exceptional ... in the world.</li> <li>• Who is the oldest/noisiest (person)?</li> <li>• Are you the (youngest)? Yes, I am./No, I'm not.</li> <li>• Where can you see ... ?</li> <li>• Are there any ... ? Yes, there are./No, there aren't.</li> </ul> <p><b>Everyday chit-chat structures</b></p> <ul style="list-style-type: none"> <li>• What's that over there?</li> </ul> <p><b>♻️ Recycled structures</b></p> <ul style="list-style-type: none"> <li>• Which is bigger? ... is bigger than ...</li> <li>• I want to .. because ...</li> </ul>	<ul style="list-style-type: none"> <li>• /est/ and /ɪst/</li> </ul>	<ul style="list-style-type: none"> <li>• <b>New Zealand:</b> The Land of Birds</li> <li>• <b>New Zealand:</b> Culture quiz</li> <li>• <b>The UK:</b> Bird watching and feeding birds</li> <li>• <b>Video clip:</b> How to describe what you can see</li> <li>• Interest in geographical features</li> <li>• Pleasure in reading a website</li> <li>• Enjoyment in reading a biography</li> <li>• Awareness that it's good to work as a team</li> <li>• Interest in important moments in history</li> <li>• Interest in talking about the exceptional characteristics of people and things</li> <li>• Respect for other people's differences and achievements</li> <li>• Pleasure in learning about New Zealand and UK culture</li> <li>• Enjoyment in acting out a role play</li> <li>• Satisfaction in preparing, planning, writing and presenting your project</li> <li>• Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Geography:</b> Volcanoes</li> </ul>
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>• Is there any (+ uncountable noun)? There's some ...</li> <li>• Is there a (+ countable noun)? There's a ...</li> <li>• Are there any (+ countable nouns)?</li> <li>• Yes, there is/are. No, there isn't/aren't.</li> </ul> <p><b>Everyday chit-chat structures</b></p> <ul style="list-style-type: none"> <li>• First, ... Then, ... Next, ... Last of all, ...</li> <li>• You cut .... You put ...</li> </ul> <p><b>♻️ Recycled structures</b></p> <ul style="list-style-type: none"> <li>• Have you got any ... ? Yes, I have. I've got (some) ...</li> <li>• You need (some) ...</li> <li>• It comes from ... They come from ...</li> <li>• Regular verbs: baked, cooked, saved, served</li> <li>• I think ...</li> <li>• I want to ...</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones: their / there / they're</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jamaica:</b> Eating out in Kingston</li> <li>• <b>Jamaica:</b> Culture quiz</li> <li>• <b>The UK:</b> The traditional cooked breakfast</li> <li>• <b>Video clip:</b> How to give instructions in the kitchen</li> <li>• Interest in different types of food</li> <li>• Pleasure in reading a food blog</li> <li>• Enjoyment in reading a survival story</li> <li>• Awareness that we should prepare for the weather</li> <li>• Awareness that recipe instructions need to be clear and sequenced</li> <li>• Interest in talking about how to prepare food</li> <li>• Pleasure in learning about Jamaican and UK culture</li> <li>• Awareness that everyday language can be used in different situations</li> <li>• Recognition of the importance of trees</li> <li>• Enjoyment in planning, preparing, writing and presenting your project</li> <li>• Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Natural Science:</b> Generous Trees</li> </ul>













Unit	Objectives and Key Competences	Contents
		Lexis
4 Around the city	<ul style="list-style-type: none"> <li> Name and describe places in towns and cities</li> <li>Listen and do a vocabulary quiz</li> <li>Ask and say where you were yesterday and at what time</li> <li>Ask and talk about people in the past tense</li> <li>Understand and practise grammar</li> <li>Learn the grammar tables for Unit 4</li> <li>Listen and use everyday language</li> <li>Watch a video clip</li> <li> Read a letter</li> <li>Read and write about how people use technology</li> <li>Ask and answer questions about technology in cities</li> <li> Use the Student's Resource Centre</li> <li> Predict what happens in the story</li> <li>Practise pronunciation: /ə/ in telling the time</li> <li>Review, assess and plan your own learning</li> <li> Understand and think about values</li> <li> Play the games</li> <li>Do a role play (how to find out about opening and closing times)</li> <li>Plan, prepare, write and present your project</li> <li> Listen, read and understand the story</li> <li>Read about a popular Irish song</li> <li>Do a culture quiz about Ireland</li> <li>Listen and find out about the Sherlock Holmes museum in London</li> <li>Listen and read a tourist guide to Liverpool in England</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>alibi, bump into someone, clumsy, identical twin, mistaken identity, robbery</li> </ul> <p><b>Everyday chit-chat vocabulary</b></p> <ul style="list-style-type: none"> <li>information, lift, restaurant, wheelchair access</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>app, chat, go online, online shopping, smartphone, wifi zone</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>professional recordings, seafood, wheelbarrow</li> </ul> <p> <b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>police officer</li> <li>beach, boat, bridge, bus, café, castle, flowers, money, museum, park, plane, plants, restaurants, river, school, ship, souvenir shop, team, zoo</li> <li>laptop, satnav, tablet</li> <li>Telling the time</li> </ul>
5 Ingenious inventions	<ul style="list-style-type: none"> <li> Name and define inventions</li> <li>Listen and do a vocabulary quiz</li> <li>Understand and practise grammar</li> <li>Learn the grammar table for Unit 5</li> <li>Listen and use everyday language</li> <li> Read four mini-biographies</li> <li>Put historical events in chronological order</li> <li>Read and find out about a famous scientist from history</li> <li>Read about the Eden Project in Cornwall, England</li> <li>Listen and find out about the National Science + Engineering Competition in the UK</li> <li>Watch a video clip</li> <li>Read a timeline showing the history of television in the UK</li> <li>Listen and find out about an invention</li> <li> Use the Student's Resource Centre</li> <li> Predict what happens in the story</li> <li>Practise pronunciation: regular past tense verb endings</li> <li>Review, assess and plan your own learning</li> <li> Understand and think about values</li> <li> Play the games</li> <li>Do a role play (how to talk about what you did at school)</li> <li>Plan, prepare, write and present your project</li> <li> Listen, read and understand the story</li> <li>Do a culture quiz about England</li> <li>Talk about how much TV you watch</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>bilingual dictionary, digital thermometer, dishwasher, light bulb, microscope, microwave, paper clip, plasters, stamps, umbrella</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>cowpox, milk the cows, prove, pus, rub, scratch, serious, smallpox, spots</li> </ul> <p><b>Everyday chit-chat vocabulary</b></p> <ul style="list-style-type: none"> <li>batteries, idea, electricity, the 19th century</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>at the beginning of the 20th century, clear, channels, flat screen, image, television programmes</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>case, commercial, phonograph, the most efficient, theories, treat a patient</li> </ul> <p> <b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>ordinal numbers</li> <li>school subjects</li> <li>dishes, finger, food, foreign language, knee, paper</li> <li>farm, ice rink, park, science museum</li> <li>doctor, inventor, scientist</li> <li>birds, hedgehogs, wildlife</li> <li>at the weekend, yesterday, last Tuesday, last week, last month</li> </ul>

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>• I/He/She was at (the bank) at (quarter past five).</li> <li>• I/He/She wasn't at (the cinema) at (quarter to six).</li> <li>• Where were you/they at (half past seven)?</li> <li>• Where was he/she at (quarter to six) yesterday?</li> <li>• Is there ... ? Are there ... ?</li> </ul> <p><b>Everyday chit-chat structures</b></p> <ul style="list-style-type: none"> <li>• Can you tell me what time the ... opens (on Saturdays), please?</li> <li>• Does it close for lunch?</li> </ul> <p><b>♻️ Recycled structures</b></p> <ul style="list-style-type: none"> <li>• He likes/lives/plays/works ...</li> <li>• There is/are ...</li> <li>• I think so./I don't think so.</li> <li>• I want to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>• The /ə/ in telling the time</li> </ul>	<p><b>Sociocultural aspects</b></p> <ul style="list-style-type: none"> <li>• <b>Ireland:</b> Molly Malone</li> <li>• <b>Ireland:</b> Culture quiz</li> <li>• <b>The UK:</b> Sherlock Holmes and the Sherlock Holmes Museum in London</li> <li>• <b>Video clip:</b> How to find out about opening and closing times</li> <li>• Interest in places in towns and cities</li> <li>• Pleasure in reading a letter</li> <li>• Enjoyment in reading a detective story</li> <li>• Awareness that things are not always what they seem</li> <li>• Interest in talking about where you were yesterday</li> <li>• Pleasure in learning about Irish and UK culture</li> <li>• Confidence in using everyday language</li> <li>• Recognition of the importance of technology to people in cities</li> <li>• Enjoyment in preparing, planning, writing and presenting your project</li> <li>• Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ICT:</b> Technology in the city</li> </ul>
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>• How old is the (light bulb)?</li> <li>• Who invented the ... ?</li> <li>• When did he/she live? What did he/she do/discover?</li> <li>• I/He/She/They invented ... /discovered ... in (1952).</li> <li>• Where did he/she work? He/She worked (on a farm).</li> <li>• In the past, ... Today, ...</li> </ul> <p><b>Everyday chit-chat structures</b></p> <ul style="list-style-type: none"> <li>• What did you do at school today?</li> </ul> <p><b>♻️ Recycled structures</b></p> <ul style="list-style-type: none"> <li>• Regular verbs: appear, climb, continue, die, invent, kill, like, live, look, notice, paint, play, protect, rain, save, send, start, travel, visit, want, wash, work</li> <li>• Irregular verbs: be, go, have, see</li> <li>• What's the matter? I've got a headache/a temperature.</li> <li>• He was interested in ...</li> </ul>	<ul style="list-style-type: none"> <li>• Regular past tense verb endings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>England:</b> The Eden Project</li> <li>• <b>England:</b> Culture quiz</li> <li>• <b>The UK:</b> The National Science + Engineering Competition</li> <li>• <b>Video clip:</b> How to talk about what you did at school</li> <li>• Interest in talking about things we use every day</li> <li>• Pleasure in reading mini-biographies</li> <li>• Enjoyment in reading a true story</li> <li>• Awareness that prevention is better than cure</li> <li>• Interest in talking about past events</li> <li>• Respect for people's achievements</li> <li>• Pleasure in learning about English and UK culture</li> <li>• Confidence in using everyday language</li> <li>• Pleasure in acting out a role play</li> <li>• Recognition that inventions have changed and continue to change our lives</li> <li>• Enjoyment in preparing, planning, writing and presenting your project</li> <li>• Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>History:</b> The History of Television in the UK</li> </ul>

Unit	Objectives and Key Competences	Contents
		Lexis
6 Helping people	<ul style="list-style-type: none"> <li> Name and talk about chores</li> <li> Listen and do a vocabulary quiz</li> <li>Talk about the chores people did last week</li> <li>Read a poem</li> <li>Understand and practise grammar</li> <li>Learn the grammar tables for Unit 6</li> <li>Listen and use everyday classroom language</li> <li> Do a role play (how to ask for and give directions)</li> <li> Use the Student's Resource Centre</li> <li> Predict what happens in the story</li> <li> Practise pronunciation: contrastive intonation</li> <li>Review, assess and plan your own learning</li> <li> Read about who does the chores in a family</li> <li> Understand and think about values</li> <li> Read and write about children who help people in their community</li> <li> Talk about how you can help people in your community</li> <li> Play the games</li> <li> Plan, prepare, write and present your project</li> <li> Listen, read and understand the story</li> <li> Read about Canada at the Winter Olympics</li> <li>Do a culture quiz about Canada</li> <li>Listen and find out about the 2012 Summer Olympics in London</li> <li>Watch a video clip</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>clean the windows, do the washing up, feed the pets, make your bed, put your clothes away, sweep the floor, take out the rubbish, tidy up, wash the car, water the plants</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>fairy godfather, running shoes, stepsisters, waved a magic wand</li> </ul> <p><b>Everyday chit-chat vocabulary</b></p> <ul style="list-style-type: none"> <li>go straight on, go under the bridge, turn left at the traffic lights, turn right at the post box</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>charity, elderly neighbour, pensioner, pick up litter, retirement home, walk the dog</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>abandoned dogs, bookshelves, exhausted, Her Majesty, snowboarding</li> </ul> <p> <b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>the time</li> <li>numbers</li> <li>members of the family</li> <li>cook, get up, go to school/work, have breakfast/a shower/a coffee, help, live, offer, participate, run, send an email, share, teach, tidy, visit, wait</li> <li>every day, at the weekend, once a month/week, yesterday</li> </ul>
7 A camping trip	<ul style="list-style-type: none"> <li> Name and describe camping equipment</li> <li> Listen and do a vocabulary quiz</li> <li>Ask and say what you and other people are going to do</li> <li>Understand and practise grammar</li> <li>Learn the grammar tables for Unit 7</li> <li>Act out a dialogue about secondary school</li> <li> Say where you want to go and what you want to do in Yorkshire</li> <li>Read, write and find out about extreme weather</li> <li>Talk about the weather in your country</li> <li> Use the Student's Resource Centre</li> <li> Predict what happens in the story</li> <li> Practise pronunciation: /ə/ in 'going to + verb'</li> <li>Listen and find out what people are going to do</li> <li>Review, assess and plan your own learning</li> <li> Read a list of campsite rules</li> <li> Understand and think about values</li> <li> Play the games</li> <li> Plan, prepare, write and present your project</li> <li> Listen, read and understand the story</li> <li> Read about things to do in Yorkshire in the UK</li> <li>Read and listen to the Tiger Tracks SLN members' opinions of their camping holiday</li> <li>Watch a video clip</li> <li>Listen to and read someone's plans for a weekend away</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>blanket, first aid kit, map and compass, penknife, sleeping bag, tent, toothbrush and toothpaste, torch, towel, waterproof jacket</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>catch/caught the thieves, fur, promote a charity, souvenir, tiger cubs</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>hailstorm, heatwave, thunder and lightning, tornado</li> <li>climate, clouds, meteorologist, storm, weather forecast, weather station</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>approximately, director, steam train, extreme, spectacular</li> </ul> <p> <b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>Telling the time</li> <li>climb, explore, go shopping, listen to the radio, play, see, travel by (train), visit</li> <li>charity, endangered species, save the tiger</li> <li>It was amazing/awesome/incredible/really cool.</li> </ul>

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>Who (makes your bed)? I do./My (mother) does.</li> <li>Irregular verbs: do/did, feed/fed, go/went, have/had, make/made, put/put, sweep/swept, take/took</li> </ul> <p><b>Everyday chit-chat structures</b></p> <ul style="list-style-type: none"> <li>Can I help you?</li> <li>Do you know the way to the ... ?</li> </ul> <p><b>♻️ Recycled structures</b></p> <ul style="list-style-type: none"> <li>I like ...ing. She/He loves ...ing.</li> <li>I never/often/sometimes/usually ...</li> <li>Remember to ... Don't forget to ...</li> <li>Did you ... yesterday?</li> <li>Where did ... live?</li> <li>What did ... do?</li> <li>I think it's important to ...</li> </ul>	<ul style="list-style-type: none"> <li>Contrastive intonation</li> </ul>	<ul style="list-style-type: none"> <li><b>Canada:</b> The Winter Olympics</li> <li><b>Canada:</b> Culture quiz</li> <li><b>The UK:</b> The 2012 Summer Olympics</li> <li><b>Video clip:</b> How to ask for and give directions</li> <li>Interest in housework and chores</li> <li>Pleasure in reading an extended blog post</li> <li>Enjoyment in reading a modern fairy tale</li> <li>Awareness that it's important to share housework</li> <li>Interest in talking about how we can help people</li> <li>Pleasure in learning about Canadian and UK culture</li> <li>Confidence in using everyday language</li> <li>Pleasure in acting out a role play</li> <li>Recognition that we need to help people in the community</li> <li>Enjoyment in preparing, planning, writing and presenting your project</li> <li>Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li><b>Social Science:</b> Children and teenagers in action</li> </ul>
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>What are you going to do?</li> <li>Are you going to ... ? Yes, I am./No, I'm not.</li> <li>I'm (not) going to (+ verb).</li> <li>He/She/It is(n't) going to (+ verb).</li> <li>You/We/They are(n't) going to (+ verb).</li> <li>I think he needs to take a (torch).</li> </ul> <p><b>♻️ Recycled structures</b></p> <ul style="list-style-type: none"> <li>They've/You've got ...</li> <li>What do you think?</li> <li>Imperatives: Don't drop litter. Use the bins.</li> <li>I/He/She/We/They liked/loved/enjoyed ...</li> <li>I/He/She/We/They didn't like ...</li> <li>My favourite activity/place was ...</li> <li>There's a ... There are ...</li> <li>Irregular verbs in the past simple</li> </ul>	<ul style="list-style-type: none"> <li>The /ə/ in 'going to + verb'</li> </ul>	<ul style="list-style-type: none"> <li><b>England:</b> Things to do in Yorkshire</li> <li><b>Video clip:</b> Photo story: The tiger thieves</li> <li><b>Video clip:</b> Tiger Tracks SLN opinions of their holiday</li> <li>Interest in camping</li> <li>Pleasure in understanding a list of rules</li> <li>Enjoyment in reading a photo story</li> <li>Awareness of the existence of charities that try to save endangered animals</li> <li>Respect for what other people want to do</li> <li>Awareness of the importance of planning for a holiday</li> <li>Pleasure in learning about England</li> <li>Interest in finding out what Ed and friends did in Yorkshire, and where</li> <li>Pleasure in saying where you want to go in Yorkshire</li> <li>Interest in finding out about extreme weather conditions</li> <li>Enjoyment in preparing, planning, writing and presenting your project</li> <li>Willingness to review, assess and plan your own learning</li> <li>Satisfaction with learning in <i>Tiger Time 6</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Geography:</b> Weather stations and weather forecasts</li> </ul>



Unit	Objectives and Key Competences	Contents
		Lexis
<b>Festivals</b>	<ul style="list-style-type: none"> <li> • Review vocabulary related to music, inventions and Independence Day</li> <li>• Talk about how you celebrate festivals</li> <li> • Listen and read how to make a percussion instrument</li> <li>• Listen and read how to make a golden eagle</li> <li> • Use the Student's Resource Centre</li> <li> • Listen and sing a song about World Music Day</li> <li> • Make a percussion instrument (optional)</li> <li>• Make a golden eagle (optional)</li> <li> • Read about World Music Day</li> <li>• Read about Inventor's Day</li> <li>• Read about Independence Day in Mexico</li> <li>• Listen and sing a song for World Music Day</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>• festival, free, perform, popular, rule, Midsummer's Day, event, take part, classical music, rap, jazz</li> <li>• inventor, light bulb, wheel, heavy load, pottery, cloth, raw materials, coal, gas, wood, pollute, solar power, beans, plastic food wrap</li> <li>• colony, government, ruled, law, freedom, war, nation, public holiday,</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>• France, take part, Thomas Edison, tightly, have a good time</li> </ul> <p> <b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>• musician, play, band, brilliant, travel</li> <li>• plastic pot, instrument</li> <li>• traditional, costume, parade, flag, food, song, picnic, barbecue, concert, fireworks</li> </ul>
<b>Songs bank</b>	<ul style="list-style-type: none"> <li> • Review character types</li> <li>• Review geographical features</li> <li>• Review recipes and food</li> <li>• Review places in towns and cities</li> <li>• Review inventions</li> <li>• Review camping equipment</li> <li> • Listen and understand the songs</li> <li> • Use the Student's Resource Centre</li> <li> • Predict the content of the songs</li> <li> • Sing and act out the songs</li> </ul>	<p><b>Everyone's welcome at our youth club:</b></p> <ul style="list-style-type: none"> <li>• adventurous, artistic, musical, scientific, technical, sporty</li> <li>• climbing, designing, going fishing, juggling, painting, playing basketball/ the clarinet, reading, running, scuba diving, singing, swimming, thinking, using the internet, writing</li> <li>• afterschool, cool, different, same, sport, welcome, youth club</li> </ul> <p><b>My superhero :</b></p> <ul style="list-style-type: none"> <li>• forests, mountains, seas, sky, trees, volcanoes, waterfalls</li> <li>• catch, climb, erupt, fly, lift</li> <li>• generous, kind, kindest, strong, strongest, superhero</li> </ul> <p><b>Chocolate Cake:</b></p> <ul style="list-style-type: none"> <li>• bake, make, mix, put</li> <li>• butter, cake, chocolate, coffee, cup of tea, eggs, flour, spice, sugar</li> <li>• bowl, spoon, oven</li> <li>• delicious, very nice</li> </ul> <p><b>Who's got the statue?</b></p> <ul style="list-style-type: none"> <li>• airport, square, theme park</li> <li>• brother, missing, nowhere near, robbery, sister, statue</li> <li>• quarter past three</li> </ul> <p><b>Inventions, inventions</b></p> <ul style="list-style-type: none"> <li>• dictionary, microphone, microscope, microwave, paperclip, rollerskate</li> <li>• great, hip</li> </ul> <p><b>We're gonna go camping</b></p> <ul style="list-style-type: none"> <li>• bat and ball, blanket, book, cap, compass, first aid kit, map, shoes, soap, sun cream, shampoo, sunglasses, toothbrush, toothpaste, waterproof jacket</li> <li>• in the country, on a campsite</li> <li>• go camping, have fun</li> </ul>

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>• In my country, we ...</li> <li>• It's the same/different because ...</li> </ul> <p><b>♻ Recycled structures</b></p> <ul style="list-style-type: none"> <li>• I like to listen to music ...</li> <li>• Some important inventors or inventions I know are ...</li> <li>• It's on / in ...</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Festivals:</b> World Music Day</li> <li>• <b>Festivals:</b> Inventor's Day in the UK and the USA</li> <li>• <b>Festivals:</b> Independence Day in Mexico</li> <li>• Enjoyment in recalling vocabulary associated with music, inventions and Independence Day</li> <li>• Interest in reading about World Music Day</li> <li>• Interest in reading about Inventor's Day in the UK and the USA</li> <li>• Interest in reading about Independence Day in Mexico</li> <li>• Pleasure in talking about how you celebrate World Music Day, Inventor's Day and Independence Day</li> <li>• Curiosity in how to make a percussion instrument</li> <li>• Pleasure in learning a World Music Day song</li> <li>• Curiosity in how to make a golden eagle</li> </ul>	
<p><b>Everyone's welcome at our youth club</b></p> <ul style="list-style-type: none"> <li>• I like/love ... I don't like ...</li> <li>• My (brother) likes/doesn't like ...</li> </ul> <p><b>My superhero:</b></p> <ul style="list-style-type: none"> <li>• My best friend isn't/cannot ...</li> <li>• He's/She's (the kindest/most generous) person</li> </ul> <p><b>Chocolate Cake:</b></p> <ul style="list-style-type: none"> <li>• Let's ...</li> <li>• We can have ...</li> <li>• There's some ... There are ...</li> </ul> <p><b>Who's got the statue?</b></p> <ul style="list-style-type: none"> <li>• Who's got ... ?</li> <li>• Did you ... ? Was it you?</li> <li>• It wasn't me. I wasn't there.</li> <li>• You can ask my (sister). (She) was there with me.</li> </ul> <p><b>Inventions, inventions</b></p> <ul style="list-style-type: none"> <li>• What did he/she ... invent?</li> <li>• Was it ... ?</li> <li>• Where did he/she invent it ?</li> <li>• Do you know the date?</li> </ul> <p><b>We're gonna go camping</b></p> <ul style="list-style-type: none"> <li>• I'm packing a ...</li> <li>• Don't forget to take ...</li> </ul>		<ul style="list-style-type: none"> <li>• Pleasure in learning new songs</li> <li>• Willingness to participate in class</li> <li>• Satisfaction in recalling familiar language</li> </ul>	