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# Limba modernă engleză



# 3

Manual pentru clasa a III-a

Acest manual este proprietatea Ministerului Educației.  
Acest proiect de manual școlar este realizat în conformitate cu Programa școlară aprobată prin Ordinul ministrului educației nr. 5003/02.12.2014.

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clasa a III-a

Manualul școlar a fost aprobat de Ministerul Educației prin ordinul de ministru nr. 4200/07.07.2021

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și digital, și este transmisibil timp de patru ani școlari, începând cu anul școlar 2021–2022.

Inspectoratul școlar .....

Școala/Colegiul/Liceul .....

**ACEST MANUAL A FOST FOLOSIT:**

| Anul | Numele elevului | Clasa | Anul școlar | Aspectul manualului* |            |                |            |
|------|-----------------|-------|-------------|----------------------|------------|----------------|------------|
|      |                 |       |             | format tipărit       |            | format digital |            |
|      |                 |       |             | la primire           | la predare | la primire     | la predare |
| 1    |                 |       |             |                      |            |                |            |
| 2    |                 |       |             |                      |            |                |            |
| 3    |                 |       |             |                      |            |                |            |
| 4    |                 |       |             |                      |            |                |            |

\* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: nou, bun, îngrijit, neîngrijit, deteriorat.  
• Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.  
• Elevii nu vor face niciun fel de însemnări pe manual.

Limba modernă engleză. Manual pentru clasa a III-a  
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|   | Competences                                  | Chapters  | Vocabulary   | Writing  | Speaking   | Project   |
|---|--|---|--|--|--|---|
| <b>Unit 1</b><br><b>A day of my life</b><br>1A. Daily routine p. 8<br>1B. My family p. 17     | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2.      | <ul style="list-style-type: none"> <li>Daily routine</li> <li>My family</li> </ul>      | <ul style="list-style-type: none"> <li>Daily routine</li> <li>Clocks and time</li> <li>Family members</li> </ul>                               | <ul style="list-style-type: none"> <li>My daily routine</li> <li>Family members</li> </ul> | <ul style="list-style-type: none"> <li>Tell the time</li> <li>Describe family members</li> </ul>     | <ul style="list-style-type: none"> <li>Daily life</li> <li>About my family</li> </ul>                 |
| <b>Unit revision</b>  |  |   |  |  |  |   |
| <b>Unit 2</b><br><b>Let's party!</b><br>2A. Food we like p. 28<br>2B. Happy birthday! p. 37   | 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 4.1, 4.2. | <ul style="list-style-type: none"> <li>Food we like</li> <li>Happy birthday!</li> </ul> | <ul style="list-style-type: none"> <li>Food</li> <li>Party items</li> </ul>  | <ul style="list-style-type: none"> <li>A birthday card</li> <li>Food names</li> </ul>      | <ul style="list-style-type: none"> <li>Buy things</li> <li>Say what you like/don't like</li> </ul>   | <ul style="list-style-type: none"> <li>At the market</li> <li>Birthday card and Invitation</li> </ul> |
| <b>Unit revision</b>  |  |   |  |  |  |   |
| <b>Unit 3</b><br><b>Adventure time!</b><br>3A. Animal World p. 50<br>3B. At the Theatre p. 59 | 1.1, 1.3, 2.3, 3.2, 4.2.                     | <ul style="list-style-type: none"> <li>Animal world</li> <li>At the Theatre</li> </ul>  | <ul style="list-style-type: none"> <li>Animals</li> <li>Theatre</li> <li>Books</li> </ul>  | <ul style="list-style-type: none"> <li>Describe animals</li> <li>Write a play</li> </ul>   | <ul style="list-style-type: none"> <li>Different animals</li> <li>Tell a story</li> </ul>            | <ul style="list-style-type: none"> <li>My Comic book</li> <li>A play</li> </ul>                       |
| <b>Unit revision</b>  |  |   |  |  |  |   |
| <b>Unit 4</b><br><b>Around the year</b><br>4A. Clothes p. 72<br>4B. At the Beach p. 81        | 1.1, 1.3, 2.2, 2.3, 3.2, 3.3, 4.1.           | <ul style="list-style-type: none"> <li>Clothes</li> <li>At the beach</li> </ul>         | <ul style="list-style-type: none"> <li>Clothes</li> <li>Seasons</li> <li>Weather</li> </ul>  | <ul style="list-style-type: none"> <li>The seasons</li> <li>Outdoor activities</li> </ul>  | <ul style="list-style-type: none"> <li>What you are wearing</li> <li>Describe the weather</li> </ul> | <ul style="list-style-type: none"> <li>Fashion show</li> <li>A perfect place</li> </ul>               |
| <b>Unit revision</b>  |  |   |  |  |  |   |
| <b>Final revision</b><br>pag 92   |  |   |  |  |  |   |
| <b>Holidays</b><br>p. 100   | 1.1, 2.2, 4.1.                               |   | <ul style="list-style-type: none"> <li>Christmas</li> <li>Easter</li> <li>Halloween</li> <li>World food day</li> <li>World book day</li> </ul> | <ul style="list-style-type: none"> <li>Write a letter</li> </ul>                           | <ul style="list-style-type: none"> <li>Celebration</li> </ul>  | <ul style="list-style-type: none"> <li>Letter to Santa</li> </ul>                                     |
| <b>Word library</b><br>p. 109   |  |   |  |  |  |   |

# What's in this textbook? Let's take a tour!

## Ce cuprinde acest manual? Să facem o trecere în revistă!

### The printed version • Varianta tipărită

This textbook is an attractive and motivating course with a focus on natural communication. Students become aware of being confident learners and excellent communicators. They discover how to achieve success – at school, in exams and throughout their life!

This **Student's Book** includes:

- ✓ Four units with two chapters each.
- ✓ *Revision* pages at the end of each unit.
- ✓ Eight pages of *Final revisions* after the last unit.
- ✓ Eight pages about *Holidays* at the end of the textbook.
- ✓ Word library at the end of the book.

Acest manual este un curs atractiv și motivant, centrat pe comunicarea naturală. Elevii devin conștienți de capacitățile lor, încrezători în procesul de învățare și vorbitori excelenți. Ei descoperă calea spre succes – la școală, la examene și pe tot parcursul vieții!

**Manualul elevului** include:

- ✓ Patru unități cu câte două capitole fiecare.
- ✓ Pagini de *evaluare* la finalul fiecărei unități.
- ✓ Opt pagini de *Recapitulări finale* la sfârșitul ultimei unități.
- ✓ Opt pagini despre sărbători la sfârșitul manualului.
- ✓ O bibliotecă de cuvinte la final.

#### Vocabulary



#### Listening



#### Speaking



#### Reading



#### Consolidation



#### Project



#### Unit revision



#### Final revisions



The **Vocabulary** is introduced through representative pictures and recorded audio so that students can practise the pronunciation.

**Vocabularul** este prezentat prin intermediul unor imagini reprezentative și al unor înregistrări astfel încât elevii să poată exersa pronunția.

The **Listening** section highlights the vocabulary terms through a specific story with audio recording.

The **Speaking** section introduces the foreign language in routine exchanges.

The **Reading** texts are informative and interesting and show the language in context. They promote communication skills and reading for pleasure.

The **Consolidation** section revisits the core concepts from each chapter.

The **Project** encourages working in a group or presenting an activity to a group of students.

At the end of each unit there is a **Unit revision** that will help the students review vocabulary and writing notions.

The eight pages of **Final revisions** invite students to revise and consolidate the notions from all the units.

Pagina de *Ascultare* evidențiază termenii de vocabular cu ajutorul unei povești cu înregistrare audio.

Pagina dedicată *Exprimării orale* introduce limba modernă în situații de comunicare uzuală.

Textele de *Exersarea citirii* sunt bogate în informații și interesante și ilustrează folosirea limbii în context. Ele promovează abilitățile de comunicare și plăcerea lecturii.

Pagina de *Consolidare* reia conceptele învățate pe parcursul fiecărui capitol.

*Proiectul* încurajează lucrul în grup sau prezentarea unei activități către un grup de elevi.

La finalul fiecărei unități există pagini de *Evaluare* menite să recapituleze noțiunile de vocabular și de scriere.

Cele opt pagini de *Recapitulări finale* invită elevii să repete și să consolideze noțiunile predate.

## Simboluri



Scrie  
pe caiet



Citește /  
asociază



Ascultă



Comunicare  
orală



Cântă

## The Digibook • Varianta digitală



The content of the digital version of the Student's book (The Digibook) is similar to the one in the printed version and it also includes a range of interactive multimedia learning activities (static, animated, interactive).

Forma electronică a manualului școlar are un conținut similar celei tipărite și cuprinde, în plus, o serie de activități multimedia de învățare (statice, animate, interactive).

AMII static  
AMII static



AMII animated  
AMII animat



AMII interactive  
AMII interactiv




## Instructions for using the Digibook


The **Help button**  **AJUTOR** opens the user manual for the Digibook.

The **Content button**  **CUPRINS** opens the contents of the Digibook and allows opening Chapters / Lessons.

The **navigation buttons**   allow scrolling through the Digibook and opening to a certain page.

 **Static activities** – opens static activities, which can be scrolled with the navigation buttons.


 **Animated activities** – highlight elements that contain animated activities found at the bottom of the page. Click on **Play**  to watch.

 **Interactive activities** – highlight items that contain interactive activities. These are found at the bottom of the page. They can be: *Associate*, *Tick*, *Use the keyboard to write*, *Select*. The validation buttons are: *Reset* (which brings the exercise back to its original state) and *Check* (which checks the solution). The user has three attempts to answer correctly, after which the correct answer is displayed automatically.

 **Audio activities** – allow listening to the audio recordings. Click on the symbol to play.

## Instrucțiuni de utilizare a manualului digital


Butonul  **AJUTOR** deschide ghidul de utilizare a manualului digital.

Butonul  **CUPRINS** deschide cuprinsul manualului digital și permite deschiderea de Capitole/Lecții.

Butoanele de navigare   permit parcurgerea manualului și deschiderea unei anumite pagini.

 **Activități de tip static** – deschide activități de tip static, care se derulează cu ajutorul butoanelor de navigare.

 **Activități de tip animat** – indică elemente care se găsesc în partea de jos a paginii. Pentru vizionare, se activează butonul **Redă** .

 **Activități de tip interactiv** – indică elemente situate în partea de jos a paginii, de tipul: *Asociază*, *Bifează*, *Scrie de la tastatură*, *Selectează*. Butoanele de validare sunt: *Resetează* (care aduce exercițiul la starea lui inițială) și *Verifică* (prin care se verifică rezolvarea). Utilizatorul are la dispoziție trei încercări de a răspunde corect, după care răspunsul corect este afișat automat.

 **Activități de tip audio** – permit ascultarea înregistrărilor audio. Click pe simbol pentru ascultare.



## ***Dragul nostru elev,***

Bun venit la întâlnirea cu disciplina *Limba modernă engleză!*

Pe parcursul acestui an, prin intermediul paginilor acestui manual, vei parcurge o călătorie minunată, în care vei învăța multe cuvinte în limba engleză și cum să le folosești ca să te prezinți, să vorbești cu prietenii tăi sau să ceri lucruri de la ei.

Privește și ascultă cu atenție materialele video și audio, dar mai ales, ascultă ce spune profesorul tău de limba engleză. Paginile manualului îți oferă exerciții și jocuri interesante, benzi desenate și proiecte.

Nu uita că ai la dispoziție și manualul digital, unde poți viziona videouri și poți rezolva activități interactive. Oricând ai întrebări, nu ezita să-l întrebi pe profesorul tău.

Îți urăm mult succes!

## **Programa școlară pentru LIMBA MODERNĂ ENGLEZĂ, clasa a III-a**

### **Competențe generale**

1. Receptarea de mesaje orale simple
2. Exprimarea orală în situații de comunicare uzuală
3. Receptarea de mesaje scrise simple
4. Redactarea de mesaje simple în situații de comunicare uzuală

### **Competențe specifice**

- 1.1. Identificarea semnificației globale a unui mesaj oral clar articulat în contexte familiare
- 1.2. Identificarea orei și a cantității exprimate numeric (prețuri, numere) în cadrul unui mesaj audiat articulat clar și rar
- 1.3. Manifestarea disponibilității pentru receptarea de mesaje orale simple adecvate vârstei
- 2.1. Cererea și oferirea de informații referitoare la numere, la prețuri, la exprimarea orei
- 2.2. Participarea la interacțiuni în contexte de necesitate imediată / pe teme familiare
- 2.3. Descrierea simplă a unei persoane / unui personaj
- 3.1. Recunoașterea semnificației unor fraze uzuale tipice pentru viața cotidiană
- 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare
- 3.3. Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor
- 4.1. Scrierea unei felicitări de ziua cuiva sau pentru o sărbătoare
- 4.2. Redactarea unui mesaj simplu către un coleg

### **General competences**

1. Recognize simple oral messages
2. Oral communication in routine exchanges
3. Recognize simple written messages
4. Write simple messages in routine exchanges

### **Specific competences**

- 1.1. Identifying the global significance of a clearly articulated oral message in familiar contexts
- 1.2. Identifying the time and quantity expressed numerically (prices, numbers) in a clear and slowly articulated oral message
- 1.3. Demonstrating readiness to receive age-appropriate simple oral messages
- 2.1. Requesting and providing information regarding numbers, prices, time
- 2.2. Participating in interactions in contexts of immediate need / on familiar topics
- 2.3. Simple description of a person / character
- 3.1. Recognizing the meaning of common phrases typical of everyday life
- 3.2. Identifying the global meaning of a simple text on familiar topics
- 3.3. Deciphering simple familiar messages received from friends, colleagues or the teacher
- 4.1. Writing a greeting card for someone's birthday or for a holiday
- 4.2. Writing a simple message to a colleague



# UNIT 1



## A day of my life



### 1A. Daily routine 1B. My family

#### In this unit you will learn:

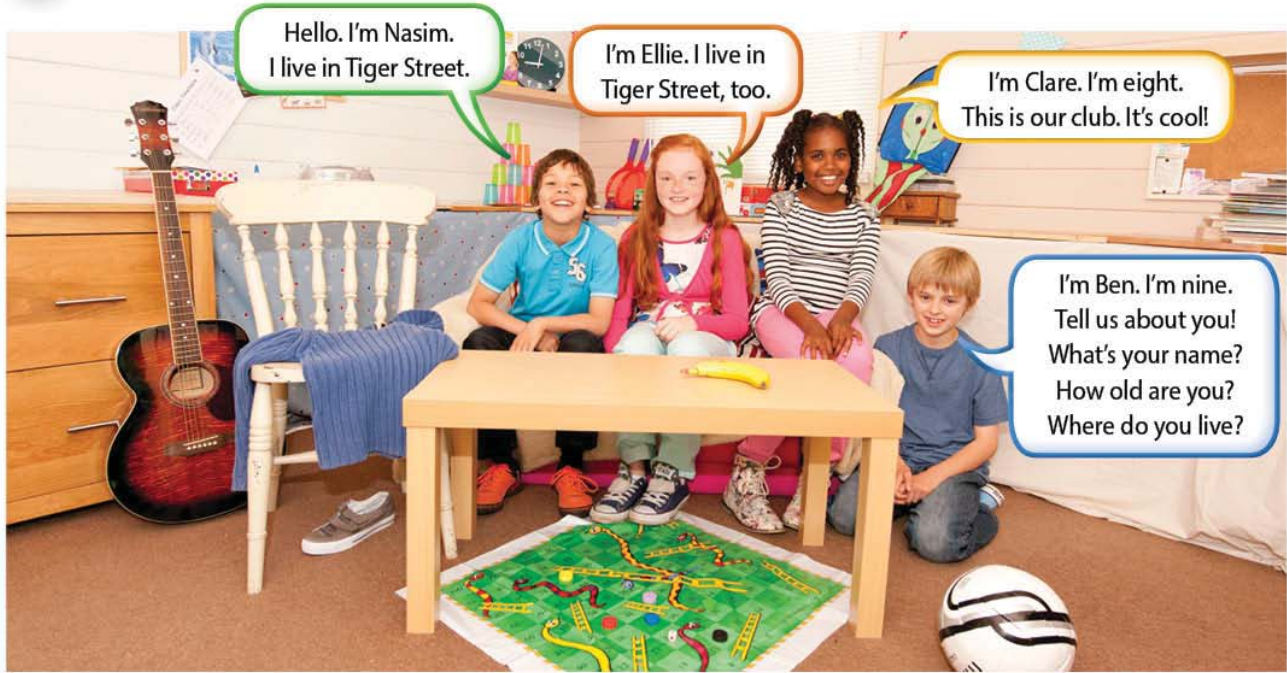
- Vocabulary**
- Daily routine
  - Clocks and time
  - Family members
- Speaking**
- Tell the time
  - Describe family members
- Writing**
- My daily routine
  - Family members
- Project**
- Daily life
  - About my family

Specific competences:  
1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2.

# 1A. Daily routine

## Vocabulary

1 Listen and read. Ask and say.



2 Listen and sing *Welcome to the Tiger Street Club.*

*Welcome to the Tiger Street Club.  
 Hello, everyone!  
 Let's learn and play together.  
 It's exciting and fun!*



We speak and read in English.  
 We do amazing projects, too.  
 Come and join the Tiger Street Club.  
 We want to be friends with you!



3 Look for things in the Tiger Street Club. Ask and say. Listen and check.



Where's the shoe?



It's under the chair.



4 Listen, read and look.

We read a story about a king.

We learn about time zones.

**In Unit 1A**

We find out about what children do around the world.

We talk about the things we do every day.

5 Say *The Tiger Street* word rap.



- 1 get up
- 2 have breakfast
- 3 brush your teeth
- 4 go to school
- 5 have lunch
- 6 go home
- 7 have dinner
- 8 have a shower
- 9 put on your pyjamas
- 10 go to bed

6 Play *Mime and guess*.

7 Do the **Spelling Bee**



What's this?

It's 'brush your teeth'.

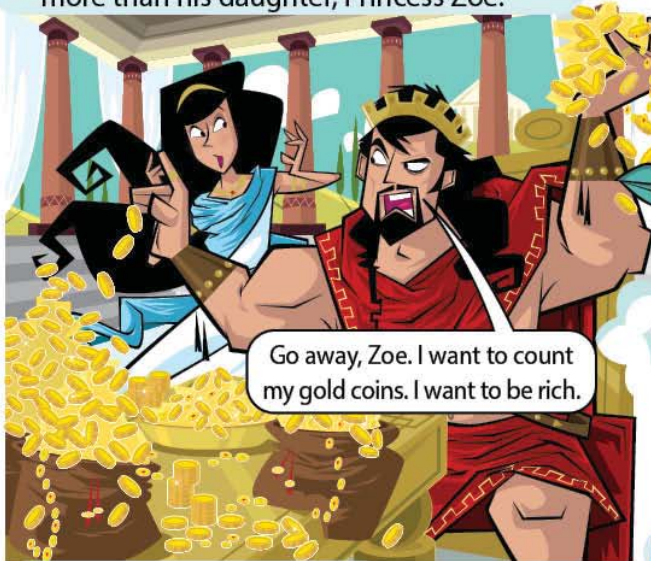
G-E-T U-P

Listening

# King Midas

1 Listen and read. Act out the story.

1 King Midas is a greedy man. He loves gold more than his daughter, Princess Zoe.



2 One day, King Midas meets a genie.



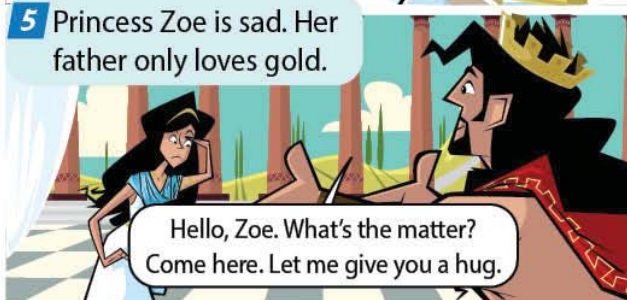
3 The next day, King Midas wakes up at seven o'clock.



4 King Midas has breakfast at half past seven.



5 Princess Zoe is sad. Her father only loves gold.



6 King Midas has lunch at one o'clock.






**Is King Midas right?  
Is love more important than gold?**

**2**    **Read and say True or False. Listen and check.**

- 1 King Midas loves gold.
- 2 King Midas meets an old woman.
- 3 King Midas can have three wishes.
- 4 King Midas' son turns into gold.
- 5 King Midas asks to change his wish.
- 6 The genie helps King Midas.

**3**  **Read and reflect.**

This story is a detective story / a myth / a fairy tale .

I think the story is scary / enjoyable / funny .

King Midas is / isn't greedy.

Princess Zoe loves gold / her father / the genie .



**TIGER STREET**

**CLUB VALUES**



**Think about it:**

- Why is it important not to be greedy?
- Are you ever greedy?





# Speaking



1 Listen and say the missing words from the audio. Learn.

I have breakfast at eight o'clock. **8:00**

I don't get up at half past six. **6:30**

Do you have lunch at half past twelve? **12:30** Yes, I do.

Do you go to bed at nine o'clock? **9:00** No, I don't.

What do you do every day? I brush my teeth.

He goes to school at half past eight. **8:30**

She has a shower every day.

**Tiger Tips**  
Remember!

- I go home.
- You have lunch.
- **He gets up.**
- **She goes to bed.**

2 Play **Guess who!**



|       |             |             |             |             |
|-------|-------------|-------------|-------------|-------------|
|       |             |             |             |             |
| Ben   | <b>7:00</b> | <b>8:30</b> | <b>6:00</b> | <b>9:00</b> |
|       |             |             |             |             |
| Ellie | <b>7:30</b> | <b>8:00</b> | <b>7:00</b> | <b>9:30</b> |
|       |             |             |             |             |
| Nasim | <b>7:00</b> | <b>7:30</b> | <b>6:30</b> | <b>9:30</b> |
|       |             |             |             |             |
| Clare | <b>7:30</b> | <b>8:00</b> | <b>7:00</b> | <b>8:30</b> |

3 Say what the Tiger Street Club do every day.



4 Listen and repeat. Say.

# Fantastic Phonics



Hannah **has** a **snack** with her **cat** at five o'clock every **Saturday**.  
 Charlie **eats** a **banana** in the **car** in his **pyjamas** at **half past six**.

5 Listen and read. Sing *What do you do every day?*

*What do you do every day?  
 Do you have time to work and play?*

I get up at seven o'clock in the morning.  
 I have breakfast and I go to school.  
 I have lunch at one o'clock.  
 I play with my friends. It's cool!

I go home at four o'clock in the afternoon.  
 I do my homework and then I'm free.  
 I do sports and I see my friends.  
 I play on my computer and I watch TV.

I have dinner at six o'clock in the evening.  
 I put on my pyjamas and I say 'goodnight'.  
 I go to bed at nine o'clock.  
 I read a book and I turn out the light.

6 On pieces of paper make some cards with the daily routine. Write the times.  
 Play *Find the same*.



## Reading



1 Listen and read.

# Time zones



The world has got 24 time zones. That's one for every hour of the day. When you get up in the morning, it's time for people on the other side of the world to go to bed.



It's seven o'clock in the morning in New York. It's light. Bradley gets up at seven o'clock.



It's twelve o'clock midday in London. Emily is at school. She has lunch at twelve o'clock.



It's one o'clock in the afternoon in Madrid. Pedro is at school, too. He's in class. He's hungry. He has lunch at half past one.



It's ten o'clock at night in Sydney. It's dark. Sonya is at home. Sometimes she goes to bed at ten o'clock.

## Do YOU know...?

Russia has got nine time zones!

2 Read and answer the questions. Listen and check.

- 1 How many time zones has the world got?
- 2 What time does Bradley get up?
- 3 What time does Emily have lunch?
- 4 Where is Pedro at one o'clock?
- 5 What time does Sonya go to bed?

3 Play *Time puzzles*.

|                |           |                  |          |                  |           |          |
|----------------|-----------|------------------|----------|------------------|-----------|----------|
| New York       | =         | London           | =        | Madrid           | =         | Sydney   |
| 7:00           | + 5 hours | 12:00            | + 1 hour | 1:00             | + 9 hours | 10:00    |
| in the morning |           | in the afternoon |          | in the afternoon |           | at night |



It's ten o'clock in the morning in New York. What time is it in London?



It's three o'clock in the afternoon.

4 Choose and say your favourite time of the day.



My favourite time of the day is eight o'clock in the evening.



Explore the internet with your teacher.

Find out the time difference between your country and Beijing in China.



Consolidation

1 Listen and repeat. Act out.



What time is it, please?

It's half past twelve. It's time to wash your hands before lunch.

Have I got time to finish my picture?

Yes, if you're quick. But you need to hurry.

All right, thank you.

2 Read and listen.

READING CORNER: traditional bedtime rhymes

Early to bed,  
Early to rise,  
Makes you healthy,  
Wealthy and wise.



Goodnight, sleep tight.  
Don't let the bed bugs bite!

Go to bed early,  
Grow very tall.  
Go to bed late,  
Stay very small.



3 Listen and read.

**TIGER STREET TALES**

Reading For Pleasure

1 I've got a letter from my pen friend in Australia.

2 Is he a squirrel?

No, he isn't! He's a koala. Look.

3 What does he say?

He says he has lunch at one o'clock, just like me.

It's one o'clock now. Let's call him.

4 Ring ... ring ... ring ...

Hello. Who is it?

It's Squirrel, your friend in the UK.

5 Are you crazy? It's eleven o'clock at night here.

6 I'm in bed.

Oops! Sorry!

Oh no! It isn't lunchtime in Australia. It's a different time zone. It's the night there.



# Project

## DAILY LIFE

*On an A4 paper write a normal day in your life.*

- ✓ *Say what's your name and where you live.*
- ✓ *Write about your daily school routine.*
- ✓ *Say what you do after school.*
- ✓ *What do you do in the evening?*
- ✓ *What time do you go to bed?*

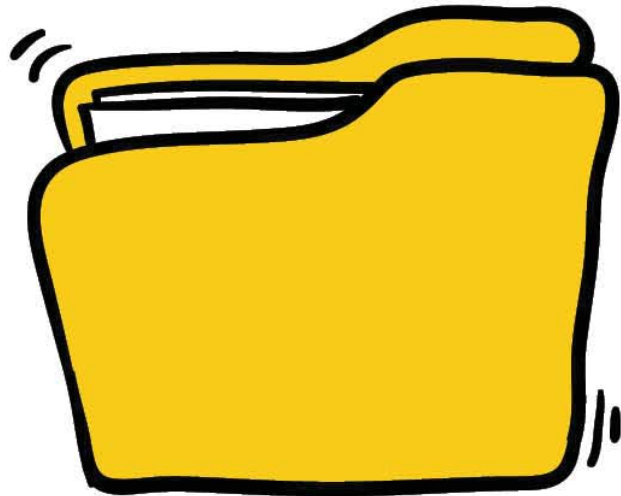
### Plan your project

**1** Think about what you want to write.

**2** Make a timetable with your activities.

**3** Think about what is different during the weekend.

**4** Prepare and write your project.



Make a **Portfolio**:

Get a file. Write your name on it.

Put your project in the file.

Remember to keep all the projects in your file. You will need it for the final revision.

# 1B. My family

## Vocabulary

1 Listen, read and look.

We read a story about a discovery.

We describe our friends.

In Unit 1B

We make our own family tree.

We talk about our family members.

2 Say *The Tiger Street* word rap.

- 1 father
- 2 mother
- 3 brother
- 4 grandmother
- 5 grandfather
- 6 sister
- 7 baby
- 8 family

3 Play *Describe your friends*.

4 Do the **Spelling Bee**

He's got black hair. He's wearing a white T-shirt.

William.

M-O-T-H-E-R

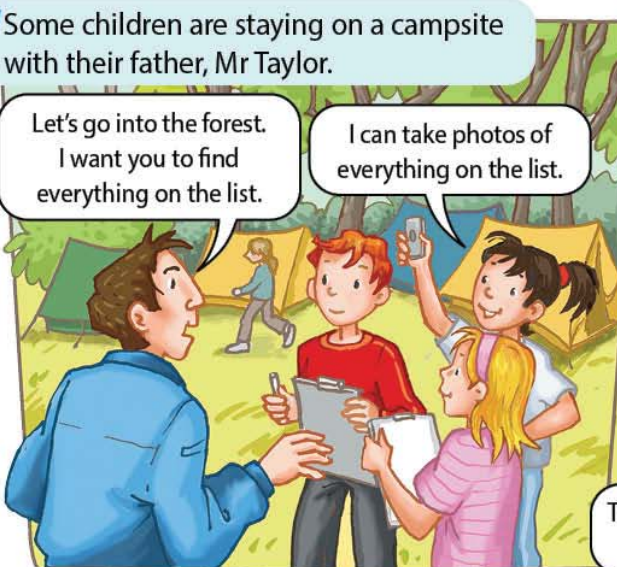
## A Discovery in the Forest

**1** Listen and read. Act out the story.

**1** Some children are staying on a campsite with their father, Mr Taylor.

Let's go into the forest. I want you to find everything on the list.

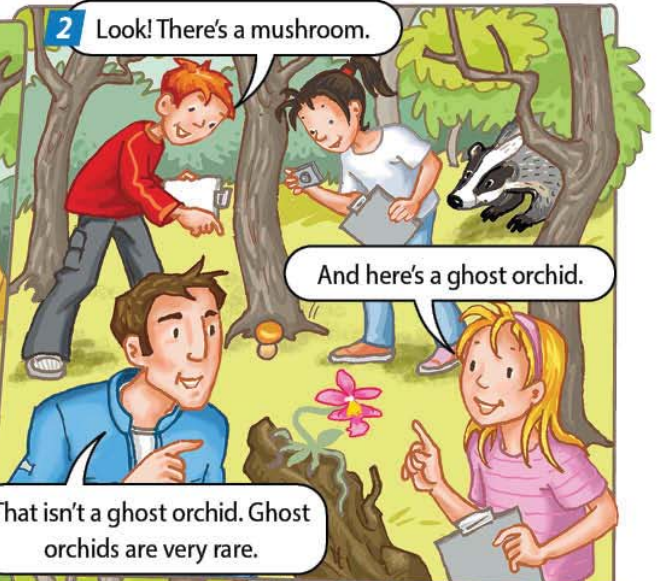
I can take photos of everything on the list.



**2** Look! There's a mushroom.

And here's a ghost orchid.

That isn't a ghost orchid. Ghost orchids are very rare.



**3**

Look! There's a badger.



**4**

Ow! I can't move. I think my leg is broken.

What can we do?

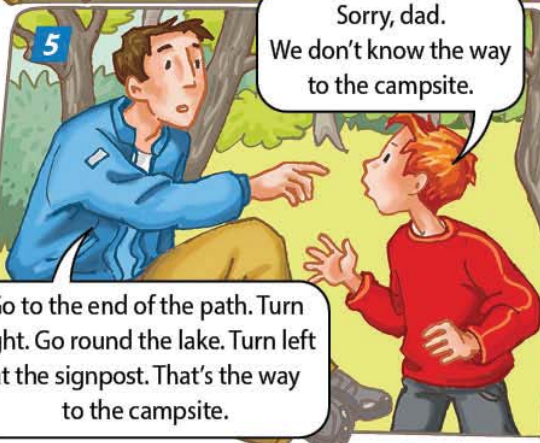
You stay here. We can go back to the campsite for help.



**5**

Sorry, dad. We don't know the way to the campsite.

Go to the end of the path. Turn right. Go round the lake. Turn left at the signpost. That's the way to the campsite.



**6** Half an hour later, the children return with the rescue services.

What's the matter?

It's my leg. I think it's broken.





**7** Look! You're lying next to a ghost orchid. They're very rare.

Fantastic! Now we've got photos of everything on the list.

**8** The next day ...

I'm feeling much better, thank you.

How are you, dad?

Look, your photo is in the newspaper. You're famous!

**Do you like exploring forests?**

**2** **Read and write the correct sentences in your notebook.**

- 1 The children are with their mother.
- 2 Ghost orchids are everywhere.
- 3 The father falls when he sees a dog.
- 4 The father hurts his back.
- 5 The mother is next to a ghost orchid.
- 6 The next day, the father's photo is in a magazine.

**3** **Read and reflect.**

This story is **an adventure story** / **a photo story** / **a ghost story** .  
 I think the story is **interesting** / **scary** / **silly** / **funny** .  
 The story ends **happily** / **unhappily** .  
 I think the ghost orchid **is** / **isn't** a real flower.



**TIGER STREET**

**CLUB VALUES**




**Think about it:**

- Is it important to respect the rules of the countryside?
- Which rules of the countryside do you think are important?





## Speaking

- 1  Read and write the Tiger Tips. Learn.

|                  |                      |
|------------------|----------------------|
| This is a book.  | It is next to me.    |
| These are books. | They are next to me. |
| That is a cake.  | It is far.           |
| Those are cakes. | They are far.        |



### Tiger Tips

#### Remember!

- **This** – for a thing near us
- **That** – for a thing far from us
- **These** – for things near us
- **Those** – for things far from us



- 2  Play *Guess who!*



She is not my mother.

No, she isn't.

Yes, she is.

Is she your aunt?

Is she old?

Oh! I know, it's grandmother.



1



father

2



mother

3



brother

4



grandmother

5



grandfather

6



sister

- 3  Ask and say what the family members wear.



4 Listen and repeat. Say.

## Fantastic Phonics



Where's Sarah? She's over there. She's got fair hair.  
Here's Pierce. He's got a long beard. And he's got big ears.

5 Listen and read. Sing *Stop! Thief!*

*Stop! Thief! Call the police!  
There's a thief, I say,  
And she's getting away.*

Look! She's wearing a coat.  
She's got long dark hair,  
Not short fair hair.  
Can't you see her?  
She's over there.

*Chorus*  
Look! She's wearing a hat.  
She's got big brown eyes,  
Not small blue eyes.  
She's got a beard,  
But it's a disguise.

*Chorus*



6 Make some drawings with the family members. Play *Who is here!*





**1** Listen and read. Answer the questions.

In the UK ...

## Grandparent's Day

*We celebrate Grandparent's Day in September. Sometimes our grandparents live in our house. Sometimes they live far away. Our grandparents are very important. They share information with us. They tell us stories about their adventures. They take us to interesting places, and they help our mums and dads look after us. Grandparents are amazing!*



What do you and your grandparents do together?

We walk in the park. What about you?

We eat pizza! My grandfather makes brilliant pizzas!

I play games with my grandmother. She's really good! She always wins!

**What do grandparents do in your country?**



**2** Listen and say the *Grandparent's Day chant!*

Happy, Happy Grandparent's Day!  
Let's celebrate all day!  
Make a cake  
Sing some songs  
It's Grandparent's Day! Hooray!



Happy, Happy Grandparent's Day!  
Let's celebrate all day!  
Read a story  
Play some games  
It's Grandparent's Day! Hooray!

**3** Ask and say.



Can you make a cake?



Yes, I can.

**4** Do a survey.



Your great grandparents are your grandparent's mother and father.



## Consolidation

1 Listen and repeat. Act out.

I've finished the activity on the computer. What do I do now?



Why don't you check your answers with a partner?

Can I work with David?

Yes, of course.

Thank you.

2 Read and listen.

### READING CORNER: an email

Hi!

My name is Mathew. I am 9 years old. I have a younger sister, Amy. She is 7 years old. My mother's name is Jane. She is 36 years old. My father's name is Mark. He is 38 years old. I live near my grandparents. My grandmother and my grandfather are old, but they are very funny. I like swimming and going to the cinema. What do you like doing? Write to me.

3 Listen and read.

**1** **TIGER STREET TALES**  
Reading For Pleasure

Who are you?

I'm Fox. I live in the garden at number 7.

**2**

I'm Squirrel. I live in the shed at number 15.

And I'm Magpie. I live in the tree at number 9.

**3**

Let's start a club.

Great idea! My shed is big. Come and see.

**4**

Oh no! It's big, but it's empty!

Let's find things to put in the shed.

**5** Two hours later ...

This is heavy.

I'm tired.

**6**

What a fantastic club!

Perfect!

Good teamwork.



# Project

## ABOUT MY FAMILY

*Write a project about your family on an A4 paper.*

- ✓ *Say how many members there are in your family.*
- ✓ *How old are they and what are their names?*
- ✓ *What do you like about them?*
- ✓ *What do you do at the weekend with your family?*
- ✓ *Who helps you when you have a problem?*



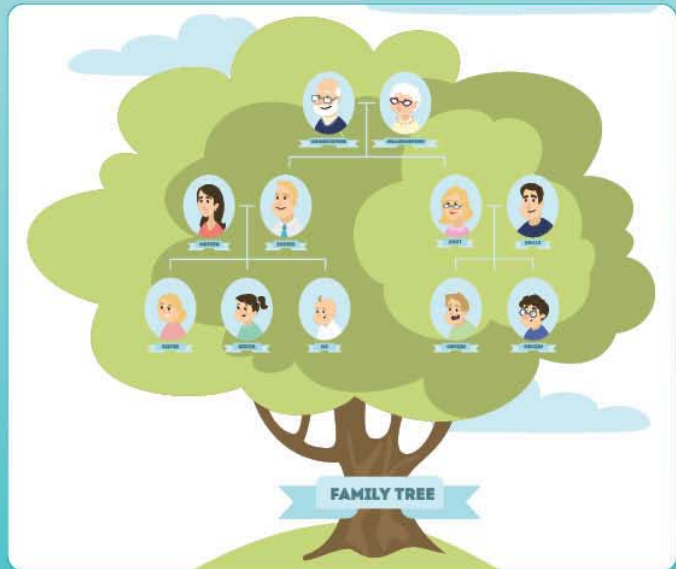
### Plan your project

**1** Think about your family.

**2** Write a list of things you do with them.

**3** Draw a family tree like the one in the picture.

**4** Prepare and write your project.



**Put the project in your file.**

**Remember to keep all the projects in your file. You will need it for the final revision.**

# Unit revision

How much did I learn? Do the exercises. Check your score.

**1** Look and write. (3 points)



1 get up



2 have ...



3 brush your ...



4 go to...



5 have ...



6 go ...



7 have ...



8 have a ...



9 put on your ...



10 go to ...

**2** Listen and number. Write. (2 points)



**c** I *wash my face* every day.

**3** Write true sentences. Tell a friend. (2 points)

Before school

...

After school

...

4 Describe the picture. Write the family members in your notebook. (2 points)



5 Complete the sentences and put the letters in the correct order. (1 point)

My name is Mark. I am 8 years old. I live with my ... (hromte) and with my ... (hertfa). I have a ... (rhebrto) and a ... (ssiter). They are older than me. My ... (herbotr) is ten years old and my ... (issert) is 9.

How well did I do?

- Very good (8-10 POINTS)
- Good (5-7 POINTS)
- Poor (1-4 POINTS)

# UNIT 2



## Let's party!



### 2A. Food we like 2B. Happy birthday!

#### In this unit you will learn:

- Vocabulary**
- Food
  - Party items
- Speaking**
- Buy things
  - Say what you like/ don't like
- Writing**
- A birthday card
  - Food names
- Project**
- At the market
  - Birthday card and Invitations

#### Specific competences:

1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 4.1, 4.2.

# 2A. Food We Like

## Vocabulary

1 Listen, read and look.

We read a story about the word 'sandwich'.

We learn about fun ways to eat fruit and vegetables.

In Unit 2A



We go shopping and learn how to buy things.



We talk about food we like.

2 Say *The Tiger Street* word rap.



1 fruit juice



2 water



3 sandwiches



4 chicken



5 salad



6 yoghurt



7 crisps



8 chocolate



9 strawberries



10 ice cream

3 Listen and play *Repeat if it's true*.



I like salad.



I don't like crisps.

4 Do the **Spelling Bee**

W-A-T-E-R



|      |      |               |
|------|------|---------------|
| I    |      | strawberries. |
| You  | like | chocolate.    |
| We   | love | yoghurt.      |
| They |      | ice cream.    |

|     |  |       |          |
|-----|--|-------|----------|
| He  |  | likes | water.   |
| She |  | loves | carrots. |
| It  |  |       | meat.    |

|        |                              |                  |                                       |
|--------|------------------------------|------------------|---------------------------------------|
| I like | salad,<br>water,<br>chicken, | but I don't like | crisps.<br>fruit juice.<br>chocolate. |
|--------|------------------------------|------------------|---------------------------------------|

**Remember!**  
Love is stronger than like!



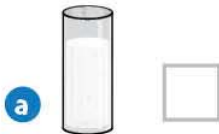
**5** Correct the sentences.

|   |                                 |
|---|---------------------------------|
| 1 | <i>He like chocolate.</i> X     |
| 2 | <i>I loves carrots.</i> X       |
| 3 | <i>She like strawberries.</i> X |
| 4 | <i>I likes sandwiches.</i> X    |

- 1 *He likes chocolate.*
- 2 ...
- 3 ...
- 4 ...



**6** Listen and number. Write in your notebook.



salad

**7** Write sentences.

yoghurt salad water strawberries

ice-cream peas fruit juice apples

- 1 *I like yoghurt,  
but I don't like ice cream.*
- 2 ...

- 3 ...
- 4 ...

Listening

# The Earl of Sandwich



1 Listen and read. Act out the story.

1 It's the year 1762. John Montagu is the Earl of Sandwich. Sandwich is a small town in England.



2 The Earl of Sandwich works very hard.



I haven't got time for lunch. Bring me some meat and two slices of bread.

Yes, sir.

3



Mmm. This is delicious. I like meat. I like bread. It's quick. And I can work at the same time.

4 In the evening, the Earl of Sandwich sees his friends.



Come in. Let's play cards.

Yes, great idea.

I like cards.

5 The Earl of Sandwich and his friends play cards for several hours.



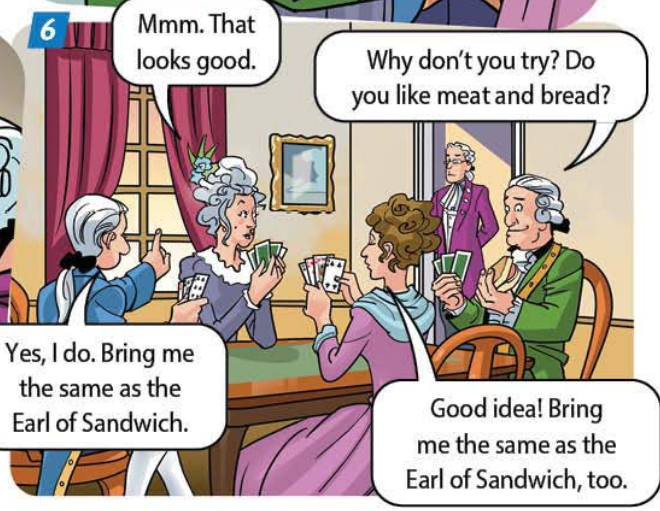
I'm hungry.

Let's stop and have dinner.

No, I want to play. Bring me some meat and two slices of bread.

Yes, sir.

6



Mmm. That looks good.

Why don't you try? Do you like meat and bread?

Yes, I do. Bring me the same as the Earl of Sandwich.

Good idea! Bring me the same as the Earl of Sandwich, too.

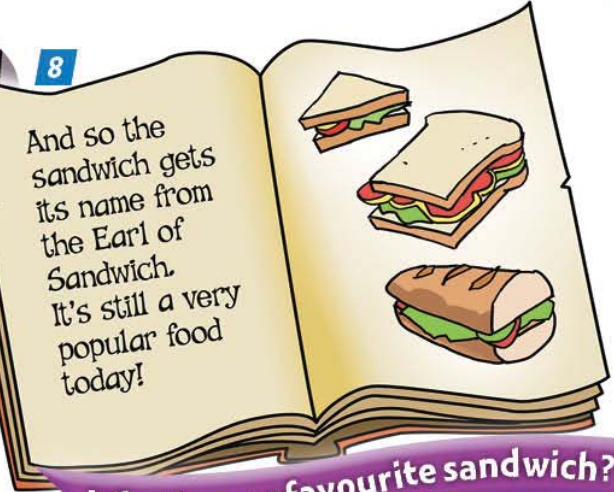




This is delicious! I love meat. And I love bread.

It's quick. And we can play cards at the same time.

What a great invention! Let's call it a 'sandwich'.



And so the sandwich gets its name from the Earl of Sandwich. It's still a very popular food today!

What's your favourite sandwich?

2 Read and answer the questions. Listen and check.

- 1 Who is John Montagu?
- 2 Where is Sandwich?
- 3 What does the Earl eat for lunch?
- 4 What two things does the Earl eat for dinner?
- 5 What do his friends call the Earl's food?

3 Read and reflect.

This story is a fairy tale / a spy story / a legend .  
 I think the story is interesting / funny / exciting .  
 I think the sandwich is a good / bad invention.  
 In my language, we have got / haven't got a word similar to 'sandwich'.

What do you think?



TIGER STREET

CLUB VALUES



Think about it:

- Is it important to eat healthy food?
- What healthy snacks do you eat?



## Speaking

1 Listen and say the missing words from the audio. Learn.

I like fruit juice. I love water.

I don't like crisps.

Do you like ice cream? Yes, I do.

Do you like chocolate? No, I don't.

I like ice cream, but I don't like chocolate.

He likes salad. She likes strawberries.



2 Play *Guess who!*



|  | like ✓  | don't like ✗   |
|--|---|--|
| <br>Clare | <br><br> | <br><br> |
| <br>Nasim | <br><br> | <br><br>  |
| <br>Ellie | <br><br> | <br><br> |
| <br>Ben   | <br><br> | <br><br>  |

3 Say what the Tiger Street Club like. Play *Memory*.



Ben likes chocolate.

Ellie likes strawberries.



4 Listen and repeat. Say.



Lizzie eats chicken, biscuits and sandwiches.  
Tyler likes ice cream with slices of nice, white bread.

5 Listen and read. Sing *I like food*.



*I like food when it's delicious.  
I like food when it's nutritious.  
Some food is good for me to eat.  
And some food is a special treat!*

I love ice cream. I like bananas, too.  
But I don't like yoghurt. What about you?

I love strawberries. I like chocolate, too.  
But I don't like chicken. What about you?

I love salad. I like sandwiches, too.  
But I don't like crisps. What about you?



6 Make some food cards on pieces of paper. Play snap!



## Reading

### 1 Listen and repeat.



pounds



pence



receipt



stall

### 2 Listen and read. Repeat.

**Seller:** Hello! Can I help you?

**Tania:** Yes, please. I have a long shopping list.  
I'd like a kilo of strawberries. How much does it cost?

**Seller:** That makes five pounds. Anything else?

**Tania:** Yes, I want a bottle of water and two sandwiches.

**Seller:** Ok, the bottle of water is one pound fifty pence  
and the sandwiches are four pounds sixty pence.  
That makes eleven pounds and ten pence in total.

**Tania:** Here you are. Five... ten... eleven pounds and ten pence.

**Seller:** Lovely. Thank you. Here is your receipt.  
And the things are in the bag.

**Tania:** Thank you very much. Goodbye!

**Seller:** You're welcome. Goodbye!



### 3 Read and answer True or False. Write the answer in your notebook.

1 Tania wants a bar of chocolate.

2 A kilo of strawberries costs 10 pounds.

3 The seller gives Tania a receipt.

4 Tania wants three sandwiches.

### 4 Ask and say.



How much does this book cost?



The book is 10 pounds.



### 5 Count up to 100.

## Consolidation

1 Listen and repeat. Act out.

### CLASS CHIT-CHAT



2 Read and listen.

### READING CORNER: a recipe

## Banana and strawberry smoothie

### Ingredients

- \* 1 banana
- \* 6 strawberries
- \* 1 natural yoghurt
- \* 1 small glass of milk
- \* 1 small glass of orange juice
- \* 6 ice cubes

### Preparation method

- 1 Put the ingredients in a blender.
- 2 Blend until smooth.
- 3 Pour into a glass and drink.



3 Listen and read.

## TIGER STREET TALES

Reading For Pleasure

- 1 Look! The kitchen door is open.
- 2 Come on. Let's make a smoothie. I can see a blender. Good idea!
- 3 I love nuts. I like chicken. And I like cheese.
- 4 Now add milk, yoghurt and ice cubes. Great! It's ready to go.
- 5 Oh no!
- 6 What a mess! Never mind! Cheese, chicken and nut smoothie is delicious!

## AT THE MARKET

*Choose a partner. One is the seller, the other one is the customer.*

- ✓ *Write a dialogue on an A4 paper. Act it out.*
- ✓ *Ask what he/she wants to buy.*
- ✓ *Ask about different prices.*
- ✓ *Ask if he/she wants something extra.*



### Plan your project

**1** Think about what you want to buy/sell.



**2** Think about what you want to ask about the object.



**3** Discuss different prices for what you want to buy/sell.



**4** Prepare and write your project.



**Put the project in your file.**

**Remember to keep all the projects in your file. You will need it for the final revision.**

# 2B. Happy birthday!

## Vocabulary

1 Listen, read and look.

**We read a story about a party.**

**In Unit 2B**

**We talk about the months of the year.**

**We find out about other people's birthdays.**

**We write birthday cards.**

2 Say *The Tiger Street* word rap.

|   |   |  |  |
|---|---|--|--|
| <br>1 gift | <br>2 flower   | <br>3 cake  | <br>4 birthday card, invitation |
| <br>5 hat  | <br>6 balloons | <br>7 mask | <br>8 decoration                |

3 Play *When is your birthday*.

4 Do the **Spelling Bee**

## Listening

1   Listen and read. Answer the questions.



It's December twenty-first. It's Matthew's birthday. He is nine years old. When he wakes up, his mother, his father and his little sister sing Happy birthday to him.

**Mother:** What would you like to eat this morning, Matthew? It is your Birthday and you can eat whatever you want.

**Matthew:** Great! I want to eat pancakes with chocolate and bananas.

**Amy:** Me too!

**Mother:** Ok, I will make some.

**Amy:** We have a surprise for you! It's a party!

**Mother:** Amy, it is our secret, you can't tell him.

**Matthew:** A party? Hurray!

**Mother:** Yes, at twelve o'clock we invited some of your friends.

**Amy:** Tania and Andrew will come too. I am so happy!

**Matthew:** Hmm... will Ayden, Liam and Eric come too?

**Mother:** Yes, of course.



It's 12 o'clock. The children ring at the door. They give Matthew lots of presents. He is very happy. But Amy is sad.

**Mother:** What's the matter, Amy?

**Amy:** Nobody gave me a present.

**Mother:** Oh, we also have a present for you. It's in your bedroom, go and find it. It's in a red basket.

Amy goes in the bedroom. When she comes back, she is holding a puppy.

**Amy:** Thank you! It's the best gift ever.

The father brings out the cake, all the children sing Happy Birthday! They eat the cake, and dance. It is such a great party!

## 2 Read and answer the questions.

- 1 How old is Matthew?
- 2 When is his birthday?
- 3 What's his sister's name?
- 4 Why is Amy sad?

## 3 Read and reflect.

This story is a detective story / a photo story / a nice story .

I think the story is funny / interesting / clever .

There is / isn't a moral to the story.

What do you think?



# TIGER STREET

## CLUB VALUES





### Think about it:

- Is it important to remember people's birthdays?
- How do you celebrate other people's birthdays?



## Speaking

- 1   Listen and say the missing words from the audio. Learn.

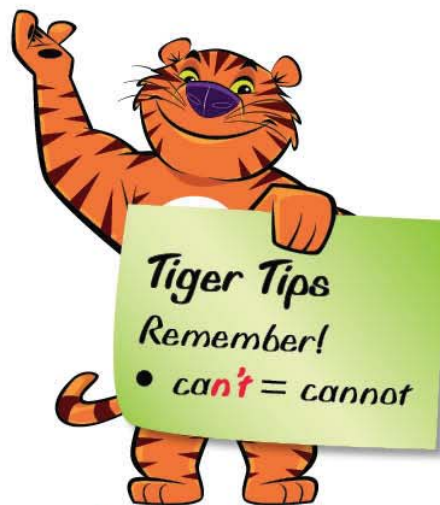
I can sing.

I can't dance.

Can you make a cake? Yes, I can.

Can you drive a car? No, I can't.


He can write a birthday card. She can't draw.



- 2 Sing Happy Birthday!

Happy birthday to you!  
 Happy birthday to you!  
 Happy birthday dear (Name)  
 Happy birthday to you!



- 3  Write your birthday date on a card, then put them all in a hat. The teacher reads the dates and the children have to guess whose birthday is. Play *Whose birthday is it?*

- 4  Play Question chain.



- 5 Say when your mother's birthday is.

**6**  **Complete the Quiz! Write the correct answer in your notebook.**

When is your mother's birthday?  
 When is your father's birthday?  
 When is your grandmother's birthday?  
 When is your grandfather's birthday?  
 When is your best friend's birthday?

My mother's birthday is ....  
 My father's birthday is ....  
 My grandmother's birthday is ....  
 My grandfather's birthday is ....  
 My best friend's birthday is ....



## Reading

- 1  Read and answer the questions. Write the answer in your notebook.

In the UK ...

*On Children's Day we find out about children's rights and responsibilities. Rights are things that every child needs. One children's right is to go to school. We go to school to learn. Responsibilities are things children do to help other people. It is our responsibility to learn and help our classmates. On Children's Day, some children have a class party. They bring food to share. They make party hats and play games! It's a great day!*

- 1 Do children have to go to school?
- 2 How do you celebrate Children's Day?
- 3 Why do we go to school?
- 4 When is Children's Day in your country?

- 2    Listen and say *The months chant*.

January February March

April May June

July August September

October November December

Do you remember the months of the year?

Do you remember the months of the year?

**Remember!**

- Months begin with a capital letter.

- 3   Listen and act out. Ask and answer.



### Consolidation

1 Listen and repeat. Act out.



What are you doing?

I'm reading the poem.  
What are you doing?

I'm looking  
for my pen.

Here it is.

Great! Thank you.

2 Read.

**READING CORNER: a programme**

Matthew's  
Turning 9  
Let's Party!  
Sunday December 21st  
12-2 pm at Kreativ.  
Dancing, music,  
Pizza and cake.  
Answer by text message  
To my mother.

3 Listen and find. Say the *Friendship Day chant!*



## WRITING CARDS

Write a birthday invitation card.

- ✓ When is the party?
- ✓ Where is the party?
- ✓ What is the dress code?
- ✓ What are you going to do there?
- ✓ Ask them to confirm if they are coming.



Put the project in your file.

Remember to keep all the projects in your file. You will need it for the final revision.

# Project

## BIRTHDAY CARDS

*Write a birthday card.*

- ✓ *Who is the card for?*
- ✓ *What do you want to wish him/her.*
- ✓ *Draw your birthday card.*
- ✓ *Write a funny memory you have together.*

### Plan your project

- 1** Plan what you want to write.
- 2** Who do you want to send the card to?
- 3** Find photos or draw pictures to illustrate the card.
- 4** Prepare and write your project.



**Put the project in your file.**

**Remember to keep all the projects in your file. You will need it for the final revision.**

# Unit revision

How much did I learn? Do the exercises. Check your score.

**1** **Look and match.** (2 points)



- 1 ice cream
- 2 strawberries
- 3 chocolate
- 4 crisps
- 5 yoghurt
- 6 salad
- 7 chicken
- 8 fruit juice
- 9 sandwiches
- 10 water



**2** **Read and write *love* (☺☺), *like* (✓) or *don't like* (✗).** (1 point)

- 1 I *love* (☺☺) ice cream. I *like* (✓) bananas, but I *don't like* (✗) yoghurt.
- 2 I ... (☺☺) salad. I ... (✓) chocolate, but I ... (✗) chicken.
- 3 I ... (☺☺) strawberries. I ... (✓) sandwiches, but I ... (✗) crisps.

**3** **Read and choose.** (1 point)



smoothie



fruit ice lollies



fruit salad



vegetable sticks



salad

- 1 You can make a funny face with salad / smoothies.
- 2 You make **fruit ice lollies** / **vegetable sticks** with celery and carrots.
- 3 You make **smoothies** / **a fruit salad** with fruit, milk, yoghurt and ice cubes.
- 4 You can make **a fruit salad** / **vegetable sticks** with any fruit you like.
- 5 You can make **salad** / **fruit ice lollies** with fruit juice.



**4** **Read and write the Tiger Tips. Write the correct answer in your notebook and learn. (1 point)**

|           |                    |  |
|-----------|--------------------|--|
| I         | like<br>don't like | yoghurt.<br>chicken.<br>water.             |
| He<br>She | likes              | chocolate.<br>sandwiches.<br>strawberries. |



don't like don't likes don't Do do

- I (✓) *like* ice cream. I love water.
- I (X) ... like strawberries.
- Do you like ice cream? Yes, I ... .
- ... you like chicken? No, I ... .
- I like fruit juice, but I ... like chocolate.
- He likes salad. She (✓) ... crisps.

**5** **Read and write in your notebook answers for you. Use Yes, I do or No, I don't. (1 point)**



1 Do you like fruit juice?



2 Do you like crisps?

3 Do you like salad?



4 Do you like bananas?

**6** **Look, read and write the correct answer in your notebook. (1 point)**

ice cream likes chocolate likes

- Luis likes *chocolate*.
- Nina ... sandwiches.
- Liam likes ... .
- Chloe ... strawberries.



**7** Look, order and write. (2 points)



**1** utrfi cujei  
*fruit juice*



**2** etrwa



**3** cinsdsewha



**4** hkencic



**5** dsaal



**6** grtoyuh



**7** psrisc



**8** lcothaceo

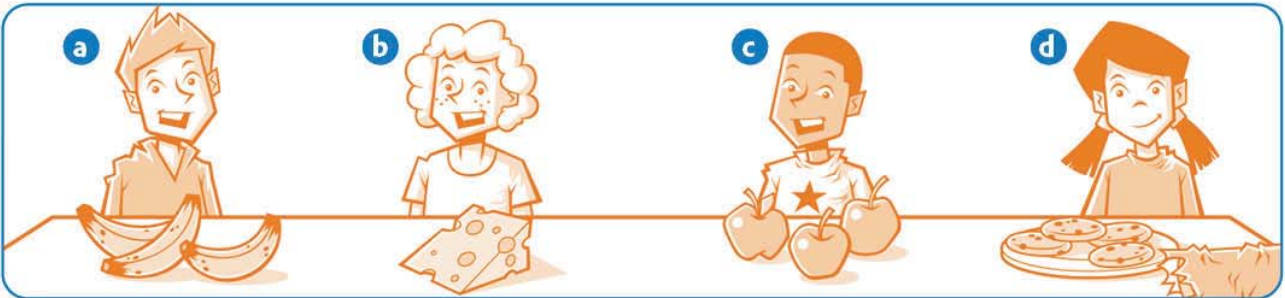


**9** sarertbwresi



**10** eci racme

**8** Listen and number. Write. (1 point)



...

...

1 *apples*

...

How well did I do?

Very good (8-10 POINTS)

Good (5-7 POINTS)

Poor (1-4 POINTS)



# UNIT 3



# Adventure time!



## 3A. Animal World 3B. At the Theatre

### In this unit you will learn:

- Vocabulary**
- Animals
  - Theatre
  - Books
- Speaking**
- Different animals
  - Tell a story
- Writing**
- Describe animals
  - Write a play
- Project**
- My comic book
  - A play

Specific competences:  
1.1, 1.3, 2.3, 3.2, 4.2.

# 3A. Animal World

## Vocabulary

1 Listen, read and look.

We read a story about a tortoise and a hare.

We learn about mammals and reptiles.

In Unit 3A



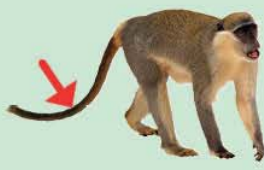
We find out about animals at Cotswold Wildlife Park.

We talk about animals.

2 Say *The Tiger Street* word rap.



1 teeth



2 tail



3 claws



4 feathers



5 whiskers



6 wings



7 shell



8 fur



9 beak



10 scales

3 Play *Say what it's got*.



A hamster.



It's got fur.

4 Do the **Spelling Bee**

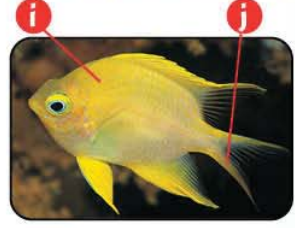
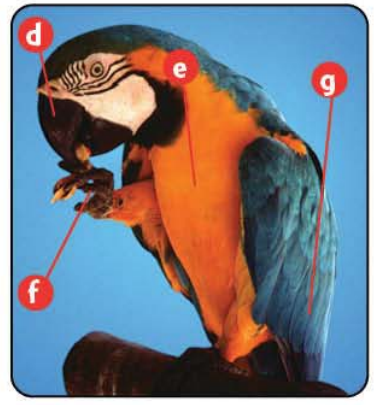
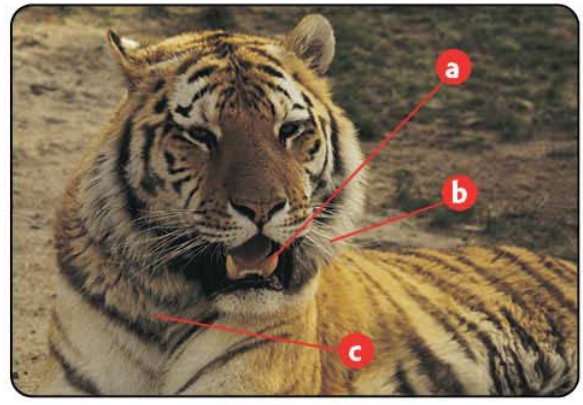
T-E-E-T-H





5 Look and write in your notebook.

teeth tail fur whiskers claws feathers wings beak scales shell



a teeth

6 Look and write in your notebook.

crocodile mouse rabbit frog monkey snake hamster lizard



1 frog

7 Look and write in your notebook.

shell scales fur tail



1 It's got fur.

2 It's got ...

3 It's got a ...

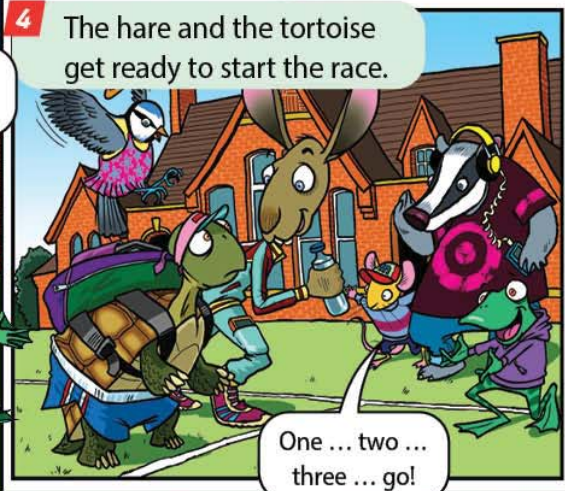
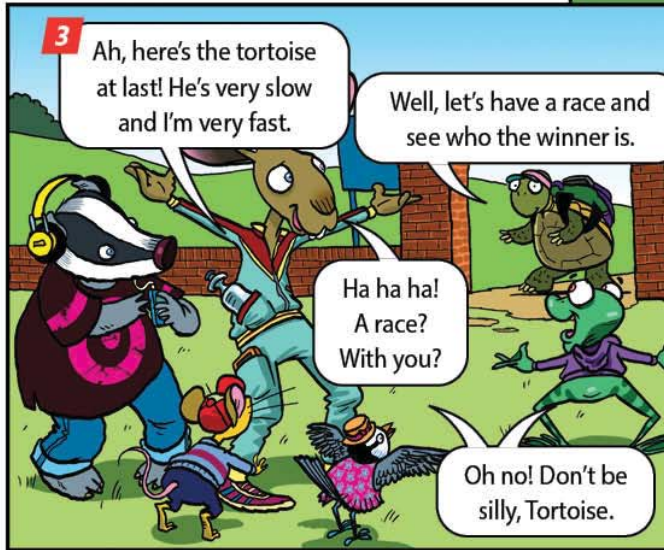
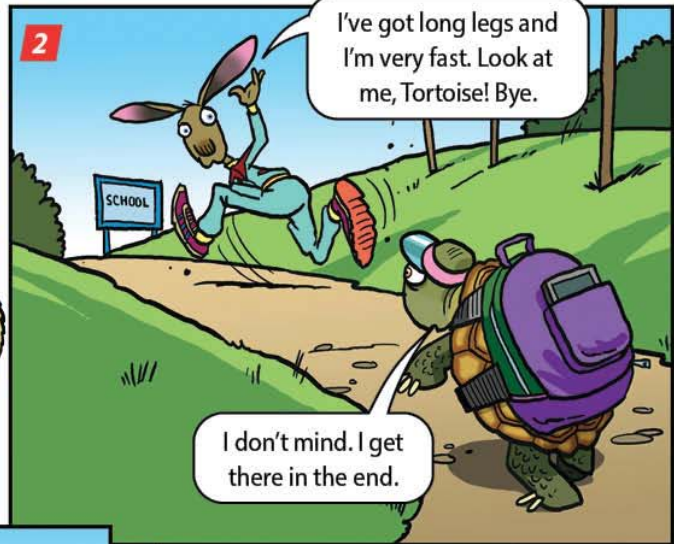
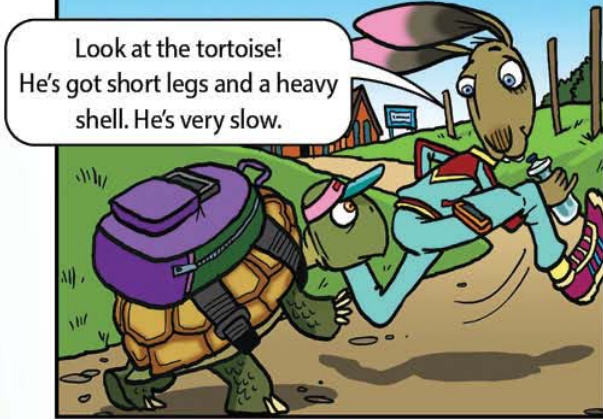
4 It's got a ...

Listening

# The Tortoise and the Hare

1 Listen and read. Act out the story.

1 One day the hare sees the tortoise on the way to school.



**7** The tortoise walks and walks.  
The computer game ends.  
The hare stands up.



**8** The hare tries to catch the tortoise, but it's too late.



**Does the tortoise deserve to win?**

**2** **Read and answer the questions. Listen and check.**

- 1 Has the tortoise got long legs?
- 2 Is the tortoise slow?
- 3 Has the hare got a shell?
- 4 Who wins the race?

**3** **Read and reflect.**

This story is a detective story / a photo story / a fable .

I think the story is clever / funny / interesting .

There is / isn't a moral to the story.

My favourite character is the tortoise / the hare .



**TIGER STREET**

**CLUB VALUES**



**Think about it:**

- Is it important to use your time well?
- How do you use your time well?



Speaking

1 Listen and say the missing words from the audio. Learn.

It's got a shell.

It hasn't got fur.

Has it got feathers? Yes, it has.

Has it got a tail? No, it hasn't.

**Tiger Tips**  
Remember!

- *it's got* = it has got
- *hasn't* = has not

2 Play *Guess the animal!*

Has it got feathers?

Has it got claws?

Is it the hamster?

No, it hasn't.

Yes, it has.

Yes, it is.

|         |        |        |
|---------|--------|--------|
| frog    | rabbit | fish   |
| hamster | bird   | lizard |

3 Choose and say.

The hamster has got whiskers.

The lizard hasn't got fur.



4 Listen and repeat. Say.

Fantastic Phonics



It's a thin lizard. It's got pink skin, big wings and whiskers.  
It's a cheetah. It's got green feet, teeth and a beak.

5 Listen and read. Sing *A tiger has got sharp teeth.*

A tiger has got sharp teeth.  
A monkey has got a long tail.  
A bird has got feathers.  
And a fish has got scales.

An elephant has got big ears.  
A cat has got whiskers and claws.  
A rabbit has got soft fur.  
And a crocodile has got jaws.



6 Read and write the answer in your notebook.



1 Has it got fur?  
*No, it hasn't.*



2 Has it got a beak?



3 Has it got fur?



4 Has it got a beak?



5 Has it got a shell?



6 Has it got a tail?



1 Listen and read.

# Amazing mammals and reptiles



Mammals and reptiles are different. Mammals have got warm blood. They've got fur or hair. Mammals have live babies. Baby mammals drink their mother's milk.

Reptiles have got cold blood. They've got dry skin or scales. Some reptiles have got a shell. Most reptiles lay eggs.



Do YOU know...?

Reptiles don't live in Antarctica!



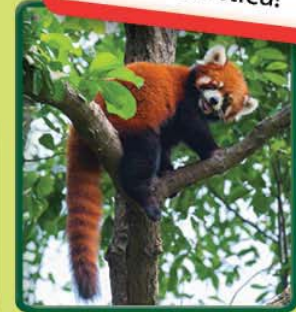
This is a chameleon. It's got scales and a long tongue.



This is a marmoset. It's a kind of monkey. It's got grey fur and small eyes.



This is a star tortoise. It's got a beautiful shell.



This is a red panda. It's got red fur and a long tail.

2 Read and answer the questions. Listen and check.

- 1 Have mammals got warm blood?
- 2 What do baby mammals drink?
- 3 Have all reptiles got a shell?
- 4 Do most reptiles lay eggs?
- 5 Which animals in the photos are reptiles?

3 Play True or false.



4 Choose and say your favourite animal.



## Consolidation

1 Listen and repeat. Act out.



Look at this website. It's got amazing photos of gorillas.

Has it got information about where they live?

Yes, it has. And it's got information about what they eat.

Brilliant! Let's have a look.

2 Read and listen.

**READING CORNER: public signs**

*PLEASE RESPECT*  
the animals in  
**ANIMAL WORLD**

**PLEASE DON'T FEED**

**THE ANIMALS**

These animals are dangerous

**DON'T TOUCH**

This way to the **Reptile House**

**DON'T use**

flash photography

3 Listen and read.

**TIGER STREET TALES**

*Reading For Pleasure*

1 What's the matter, Magpie?

I'm scared. There's a strange animal in the street.

2 Is it a mammal or a reptile?

I don't know. I think it's an alien.

3 Has it got a head?

No, it hasn't.

4 Has it got legs?

No, but it moves. It's very slow. Come and see!

5 Oh look! It's got spikes.

I think Magpie is right. It's an alien.

6 Oh, you silly animals! Of course I'm not an alien. I'm a hedgehog!

## MY COMICBOOK

*Work with a partner. Fold an A4 paper in two, then draw and write a short comic. Think about the story „The Tortoise and the Hare” from page 52.*

- ✓ *Say who the main characters are.*
- ✓ *Don't forget about the beginning, content and end.*
- ✓ *The story should have a moral.*



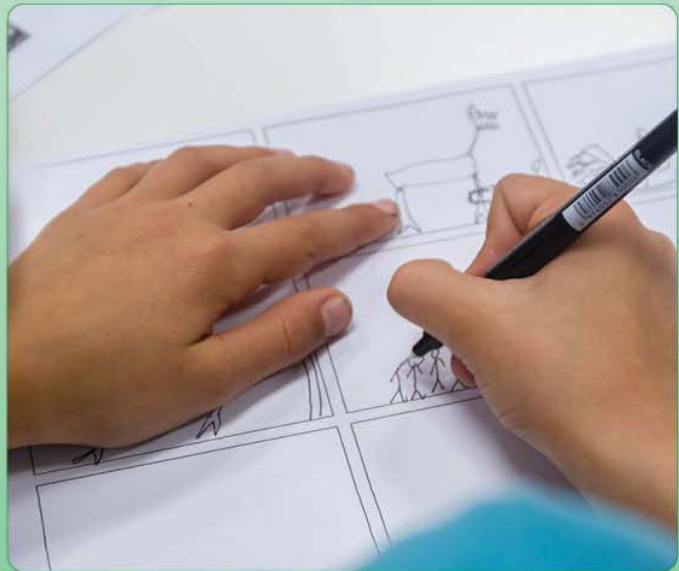
## Plan your project

**1** Think about what you want to write.

**2** Plan out the beginning, the content and the conclusion.

**3** Think about what to draw from the story.

**4** Prepare and write your project.



**Put the project in your file.**

**Remember to keep all the projects in your file. You will need it for the final revision.**

# 3B. At the Theatre

## Vocabulary

1 Listen, read and look.

In Unit 3B

**We read a play about four hungry hikers.**

**We learn about teamwork in the theatre.**

**We find out about a traditional play.**

**We talk about things in the theatre.**

2 Say *The Tiger Street* word rap.

1 actor

2 audience

3 stage

4 costume

5 lights

6 make-up

7 script

8 ticket

9 programme

10 poster

3 Play *Word chain*.

actor

reptile

email

lights

4 Do the **Spelling Bee**

A-C-T-O-R

## Listening

**1**    Listen and read. Act out the play.

**SCENE 1 In the mountains**

**NARRATOR** Anton, Dina, Boris and Klara are hikers. They walk in the mountains for many days.

**BORIS** I'm hungry.

**KLARA** Me too. But we haven't got any food.

**ANTON** Look! There's a village. We can ask for food there.

**DINA** Good idea!

**SCENE 2 In the village**

**NARRATOR** Anton, Dina, Boris and Klara arrive in the village. They knock on the doors of the houses.

**OLD WOMAN** Who is it?

**BORIS** Hello. We're hikers and we're hungry. Please share your food with us.

**OLD WOMAN** No, sorry. I don't want to share my food with you.

**OLD MAN** Who is it?

**NARRATOR** The hikers knock on the doors of more houses in the village ...

**BORIS** I don't like the people in this village.

**DINA** They aren't very kind.

**KLARA** Let's teach them a lesson. Do you know the *Stone Soup* story?

**ANTON** Yes! What a brilliant idea!

**SCENE 3 Making stone soup**

**NARRATOR** Anton, Dina, Boris and Klara put stones and water in a pot on their camping stove. The people of the village come and watch.

**OLD MAN** What are you doing?

**KLARA** We're making stone soup for dinner.

**BORIS** It's delicious! Can you smell it?

**OLD MAN** Hmm, ... err, ... no, I can't. But I'm very hungry.

**KLARA** You can share the soup with us.

**DINA** Mmm. The soup is good. But I think it needs some onions.

**OLD MAN** Oh, I've got some onions at home. Wait a minute. I can get them.

**NARRATOR** The old man brings some onions. Dina puts the onions in the pot.

**ANTON** Mmm! The soup is good. But I think it needs some carrots and potatoes.

**OLD WOMAN** Oh, I've got some carrots and potatoes at home. Wait a minute. I can get them.

**KLARA** Mmm. The soup is good. But I think it needs some meat.

**YOUNG WOMAN** Oh, I've got some meat at home. Wait a minute. I can get it.

**NARRATOR** Klara puts the carrots, potatoes and meat in the pot.

**Stone Soup**

### SCENE 4 Dinnertime

**NARRATOR** The stone soup is ready now. It smells delicious.

Everyone is hungry.

**ANTON** Come and share our stone soup.

**KLARA** The stones in your village are very good.

**VILLAGERS** Oh, thank you!

**OLD MAN** Mmm. I love stone soup.

**OLD WOMAN** It's delicious!

**KLARA** Yes, stone soup is delicious and we aren't hungry now.



Do you like the Stone Soup play?

2



Read and say True or False. Listen and check.

- 1 The hikers walk in the mountains for a single day.
- 2 The villagers refuse to give them any food.
- 3 Anton, Dina, Boris and Klara start making a soup by adding stones and water.
- 4 The villagers aren't hungry.

3



Read and reflect.

The play is a fairy tale / a traditional play / a detective story .

The play is interesting / enjoyable / funny .

At first, the villagers are kind / generous / mean .

The stone soup is delicious / horrible .

What do you think?



## TIGER STREET

### CLUB VALUES

#### Think about it:

- Is it important to share?
- What things do you share?



## Speaking








### 1 Read and learn.

Go behind the curtain!  
 Let's make a theatre show!  
 Don't go on the stage! Do not talk in here!  
 You mustn't talk during the show!



### 2 Play *Guess who!*



|   | <br>paint pictures | <br>take photos | <br>make things |
|---|--|---|--|
|  Ben   | ✓  | ✗   | ✓  |
|  Clare | ✗  | ✓   | ✓  |
|  Ellie | ✓  | ✓   | ✗  |
|  Nasim | ✗  | ✓   | ✗  |

### 3 Ask and say what you are allowed to do.





4 Listen and repeat. Say.



Stella is wearing a skirt with spots and speaking on stage with a script.  
Stewart loves sport, strawberries and spaghetti.

5 Listen and read. Sing *It's the Tiger Street Club Review*.



It's the Tiger Street Club Review.  
Come and watch our show.  
Look at our make-up and the lights.  
We're nearly ready to go.

We're the actors, we're on stage.  
We're wearing costumes, too.  
You're the lovely audience,  
And our show is just for you.

Be ready to smile, be ready to laugh  
At the stone soup in our play.  
It's funny and it's delicious.  
Enjoy our show today!



6 Listen and choose.

Tell me about  
*The Funny Show*.



- |             |         |                  |
|-------------|---------|------------------|
| 1 actors:   | good    | <u>excellent</u> |
| 2 costumes: | great   | fantastic        |
| 3 make-up:  | cool    | great            |
| 4 music:    | good    | brilliant        |
| 5 lights:   | amazing | beautiful        |

Reading

# Teamwork for a show

1 Listen and read.

You need lots of people to put on a show. It's hard work, but it's also fun. You prepare the show after school and at the weekend. The actors need to rehearse. There are many other jobs, too. Everyone needs to work as a team.

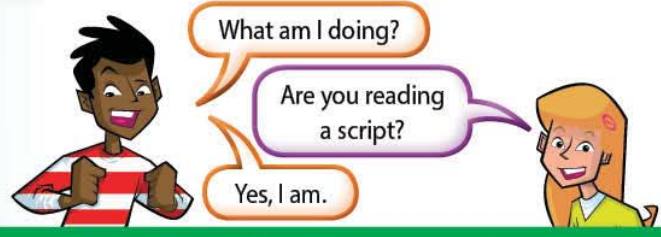


**Do YOU know...?**  
Every day there are more than a hundred shows in London theatres.

2 Read and answer the questions. Listen and check.

- 1 Do you need lots of people to put on a show?
- 2 When do you prepare the show?
- 3 What do the actors need to do?
- 4 Are there many other jobs?
- 5 What does everyone need to do?

3 Play *Mime and guess*.



4 Choose and say.



Explore the internet with your teacher.  
Find out about a show for children in London.

## Consolidation

1 Listen and repeat. Act out.



2 Read and listen.

**READING CORNER: a programme**

**End-of-Year Show**  
**Tiger Street Hall**  
**Monday & Saturday, 3pm & 8pm**

**SONG: *It's the Tiger Street Club Review***

**PLAY: Stone Soup**

**Scene 1:** In the mountains  
**Scene 2:** In the village  
**Scene 3:** Making stone soup  
**Scene 4:** Dinnertime

**CAST:**

|                 |                           |
|-----------------|---------------------------|
| Anton .....     | Nasim                     |
| Dina .....      | Clare                     |
| Boris .....     | Ben                       |
| Klara .....     | Ellie                     |
| Villagers ..... | Daisy, Jack, Alfie, Chloe |

3 Listen and read.

TIGER STREET TALES

1 Let's do an end-of-year show.

Great idea!

Oh no! I'm shy and I can't act. I don't want to do it.

Oh, all right.

Hurray!

Come on. Let's rehearse!

2 You can dance and sing, Squirrel.

No! I can't dance and I can't sing.

Yes, you can.

On the night of the show ...

I'm scared. I can't do it.

Go on, Squirrel. Yes, you can.

3 Oh, Squirrel. We're a team.

It's only a show for our friends. You don't need to be shy.

Look, Squirrel can dance. She can sing, too.

You're right. Squirrel is brilliant.

What a wonderful show!



# Project

## ENTRANCE TICKET

*Make a theatre ticket on a carton like this and complete it.*

*Go to the ticket office and act out the dialogue. You have to buy two tickets.*



Date

Row

Seat

Time

№ 456832865

ADMIT ONE

CONTROL

THEMPE THEATRE

This ticket must be retained.

Name of show

Put the project in your file.

Remember to keep all the projects in your file. You will need it for the final revision.

# Project

## A PLAY

*Work with four or five other partners and make a play together.*

- ✓ *You have to write the script.*
- ✓ *Where is the action happening?*
- ✓ *Who are the characters?*
- ✓ *Write a beginning, content and end.*
- ✓ *Act out the play.*
- ✓ *Don't forget about the moral of the story.*

### Plan your project

**1** Think about what characters are in the play.

**2** Plan out the beginning, the content and the conclusion.

**3** Think about who should act out each character.

**4** Prepare and write your project.



Put the project in your file.

Remember to keep all the projects in your file. You will need it for the final revision.

# Unit revision

How much did I learn? Do the exercises. Check your score.

**1**  Write *has got* or *have got*. (1 point)


- 1 A lizard *has got* a long tail.
- 2 Mammals ... warm blood.
- 3 A fish ... scales.
- 4 Some reptiles ... a shell.
- 5 A bird ... feathers.




**2**  Write the opposite. (2 points)

- 1 I listen to music.  
*I don't listen to music.*
- 2 They do sports.
- 3 We play games.
- 4 You use a computer.
- 5 I paint pictures.



**3**  Read and write *has got* and *hasn't got*. (1 point)

- |  |                         |
|--|-------------------------|
| 1 The frog <i>hasn't got</i> claws.    | 4 The bird ... a beak.  |
| 2 The hamster <i>has got</i> whiskers. | 5 The fish ... claws.   |
| 3 The rabbit ... fur.                  | 6 The lizard ... wings. |

**4**  Read and write. (1 point)

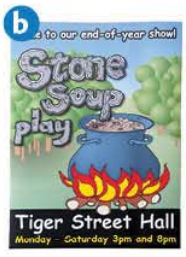
### The story of stone soup

Anton, Dina, Boris and Klara are (1) *hikers*. They walk in the mountains for many days. They're very (2) ... . They arrive in a (3) ... and ask for food. But the people don't want to share their (4) ..., so the hikers put water and (5) ... in a pot on their camping stove. The people of the village come and watch. The hikers ask them for onions, (6) ..., potatoes and (7) ... to go in the pot. The stone (8) ... is delicious!





**5** Look and match. Write the correct answer in your notebook. (2 points)



- 1 programme
- 2 actor
- 3 poster
- 4 costume
- 5 stage
- 6 script
- 7 make-up
- 8 audience
- 9 lights
- 10 ticket



**6** Remember the *It's the Tiger Street Club Review* song. Write the correct answer in your notebook. (1 point)

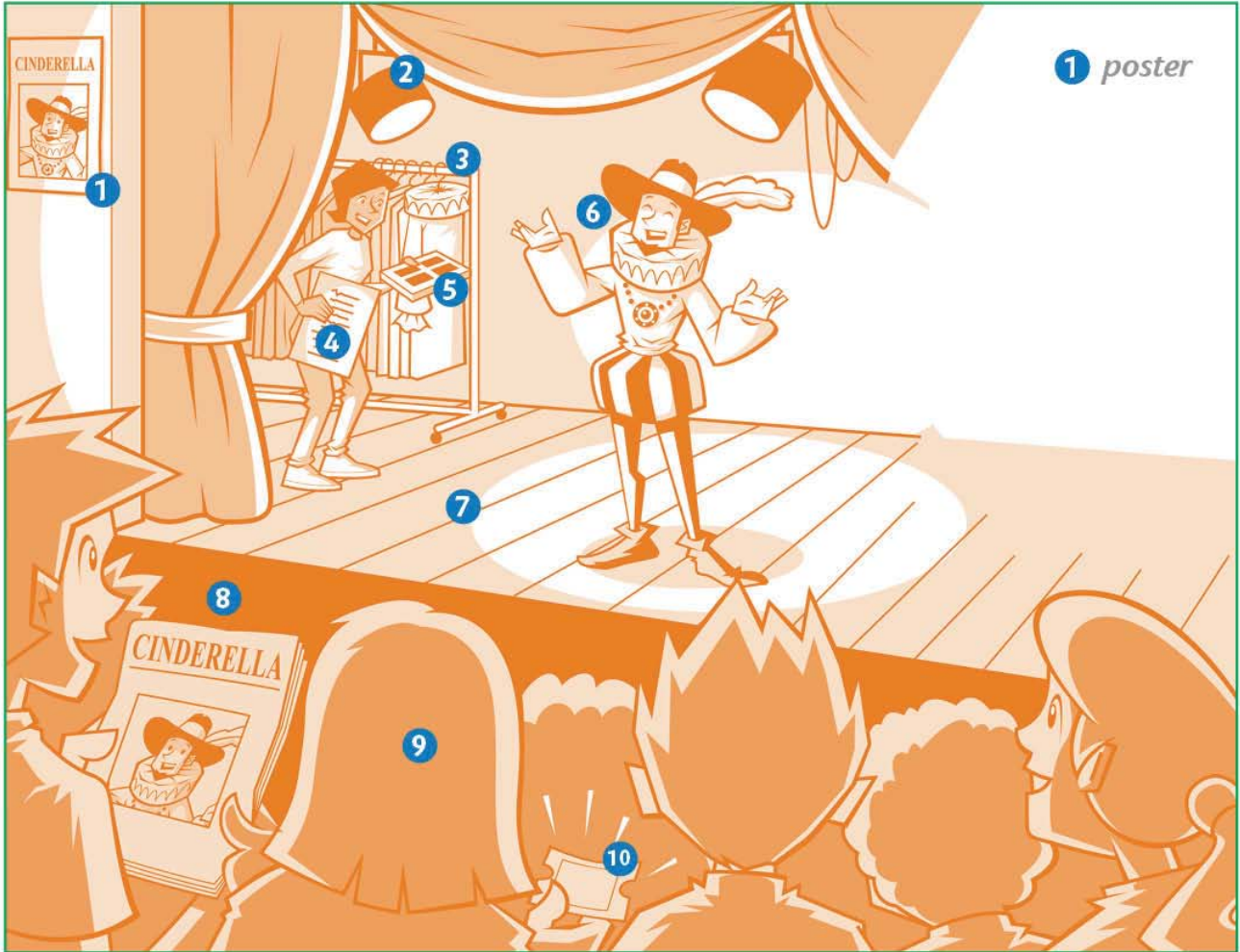
*It's the Tiger Street Club Review.  
Come and watch our show.  
Look at our costumes / make-up and the lights / stage.  
We're nearly ready to go!*

We're the actors / audience, we're  
on lights / stage.  
We're wearing stage / costumes, too.  
You're the lovely audience / actors,  
And our show is just for you.

Be ready to smile, be ready to laugh  
At the stone sandwiches / soup in our play.  
It's funny and it's delicious.  
Enjoy our show today!



7   Look and write. Listen and check. (2 points)



1 poster

How well did I do?

-  Very good (8-10 POINTS)
-  Good (5-7 POINTS)
-  Poor (1-4 POINTS)





# UNIT 4



# Around the year



## 4A. Clothes

## 4B. At the Beach

### In this unit you will learn:

- Vocabulary**
- Clothes
  - Seasons
  - Weather
- Speaking**
- What are you wearing
  - Describe the weather
- Writing**
- The seasons
  - Outdoor activities
- Project**
- Fashion show
  - A perfect place

Specific competences:  
1.1, 1.3, 2.2, 2.3, 3.2, 3.3, 4.1.

# 4A. Clothes

## Vocabulary

1 Listen, read and look.

We read a story about Tiger, Sue, Li and Jay.

We learn about clothes.



We find out about seasons.



In Unit 4A



We talk about weather.



2 Say *The Tiger Street* word rap.



1 coat



2 sweater



3 shirt



4 socks



5 shorts



6 dress



7 pants



8 T-shirt



3 Play *What are you wearing.*



What are you wearing?





A t-shirt.

4 Do the **Spelling Bee**



S-H-I-R-T

5    Say what are the children wearing.

1 Look! I'm wearing a green *skirt*.




*Sue*

2 Look! I'm wearing a red ....



*Jay*

3 Look! I'm wearing blue ... and orange ....



*Li*

6  Find the clothes! Write them in your notebook.



7  Look and match. Write the correct answer in your notebook.

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| shoes   | coat  | jumper   | T-shirt   |
|  |  |   |   |
| socks   | shorts  | shirt  | trousers  |
|   |   |  |  |
|   |   |  | shoes   |

8   Read and write the correct answer in your notebook.

When it's hot outside I take my coat/shorts.  
 When it's rainy and windy I take my trousers/  
 skirt.

When it's cold outside I take my T-shirt/jumper.  
 On warm days I take my shirt/T-shirt.

# Listening

**1** Listen and read. Act out the story.





**2** Read and answer the questions. Listen and check.

- 1 How is the weather today?
- 2 Is Sue wearing a skirt?
- 3 Is Tiger wearing a jumper?
- 4 Is the snowman wearing a hat?

**3** Read and reflect.

This story is a photo story / an adventure story / a fable .

I think the story is enjoyable / interesting / funny .

Tiger is funny / sad .

The weather is cold / warm today .



# TIGER STREET

## CLUB VALUES



**Think about it:**

- Can boys and girls wear the same things?
- What things can you wear?



## Speaking

### 1 Listen and say the missing words.

I am wearing two T-shirts and a ...  
 Brr! I like snow, but it's ...  
 Where is my ...  
 My coat is green and ...  
 My jumper is ... and yellow.  
 That is my ...  
 Tiger you are wearing my coat and your ...  
 Tiger, you are wearing my football ...



### Tiger Tips

#### Remember!

- I want
- he / she wants
- Do you want?
- Does she want?



### 2 Listen and read. Say what the boy wants and what his friend wants.

I want to buy a shirt, please.

I want a short-sleeved shirt for summer.

Yes, I do. Thank you.

I want blue or green, please.

No, she doesn't. She wants a jacket.

What kind of shirt do you want?

They're here. Do you want to try one on?

What colour do you want?

Does your friend want a shirt as well?

### 3 Read and learn.

I am wearing a blue coat. It is new.  
 You are wearing yellow trousers. They are clean.  
 He is wearing a black shirt. It is dirty.

We are wearing pink T-shirts. They are old.  
 They aren't wearing purple socks. They are brown.

### 4 Play *Guess who!*

This person is wearing black shoes.

No, he is wearing a white shirt.

Yes, he is.

Yes!

Is he wearing a blue T-shirt?

Is he wearing blue trousers?

Is this person Matthew?

5 Look and read. Say.

## Fantastic Phonics



Grandfather is wearing a green jumper and brown shoes. Grandmother is wearing a purple dress. The girl is wearing a blue and yellow dress and red shoes. The boy is wearing blue shorts, a blue T-shirt and purple shoes. Mother is wearing a red dress and red shoes. Father is wearing a grey shirt, blue jeans and brown shoes.

6 Look and read. Sing *I'm wearing a coat!*

It's snowing today, but I'm not cold  
No, I'm not cold, I'm wearing a coat.  
Under the coat I'm wearing a jumper  
And under coat I'm wearing shorts.

It's snowing today, but I'm not cold  
No, I'm not cold, I'm wearing a coat.  
Under the coat I'm wearing a jumper  
And under coat I'm wearing shorts.

It's snowing today, but I'm not cold.  
No, I'm not cold. I'm wearing a coat, a jumper and shorts  
I'm wearing a coat, a jumper and shorts. I'm wearing a coat!



7 Draw some people wearing different types of clothes. Play *What are you wearing.*



Reading



1 Listen and read.

# Season

There are four seasons: Spring, Summer, Autumn and Winter. Not all countries have the same season. For example, when it is summer in Romania, in Australia it's winter. When in Australia is spring, it's autumn in Romania.

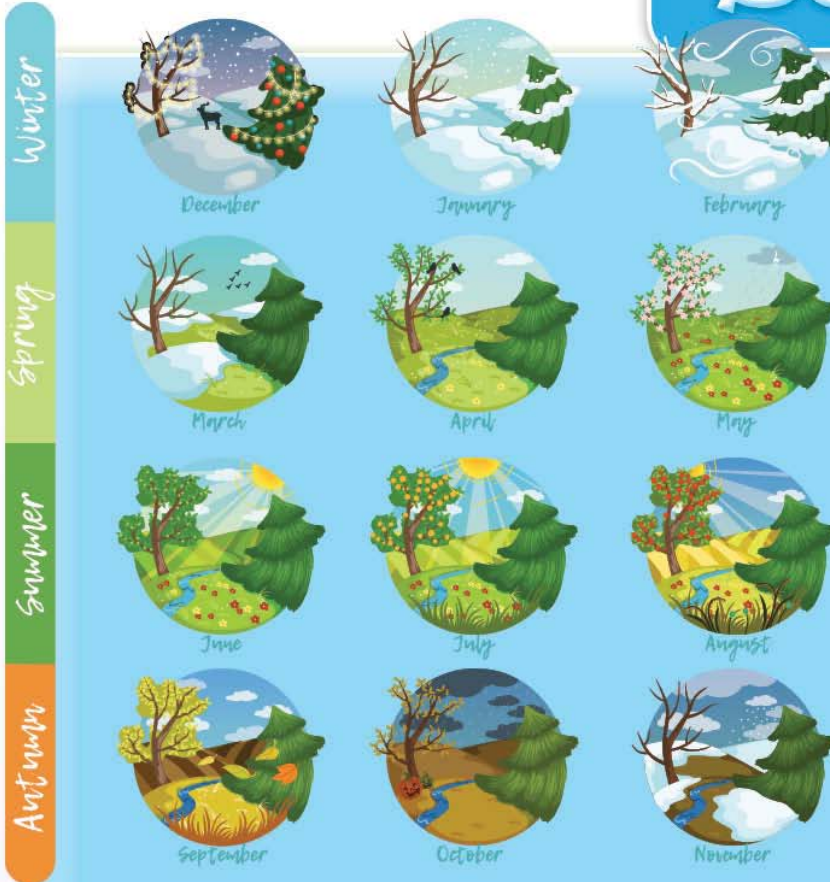
Each season has three months:

**Spring:** March, April, May

**Summer:** June, July, August

**Autumn:** September, October, November

**Winter:** December, January, February



Springtime in Romania is when everything becomes green. In summer you can see lots of bright-coloured flowers. In autumn the leaves become brown, yellow or red and fall down. In winter it's snowy and some of the plants die.

In spring you can eat some fruits like cherries or strawberries. In summer you can eat apples, peaches or raspberries. In autumn you can eat quince, walnuts or blueberries. In winter you can eat some exotic fruit from other countries, like oranges or bananas.

2 Read and answer. True or false. Write the answer in your notebook.

- 1 There are three seasons.
- 2 It's summer in Australia when it is spring in Romania.
- 3 In winter you can eat cherries.
- 4 In spring some of the plants die.

3 Which is your favourite season? Why?



# Consolidation

1 Read and repeat. Act out.



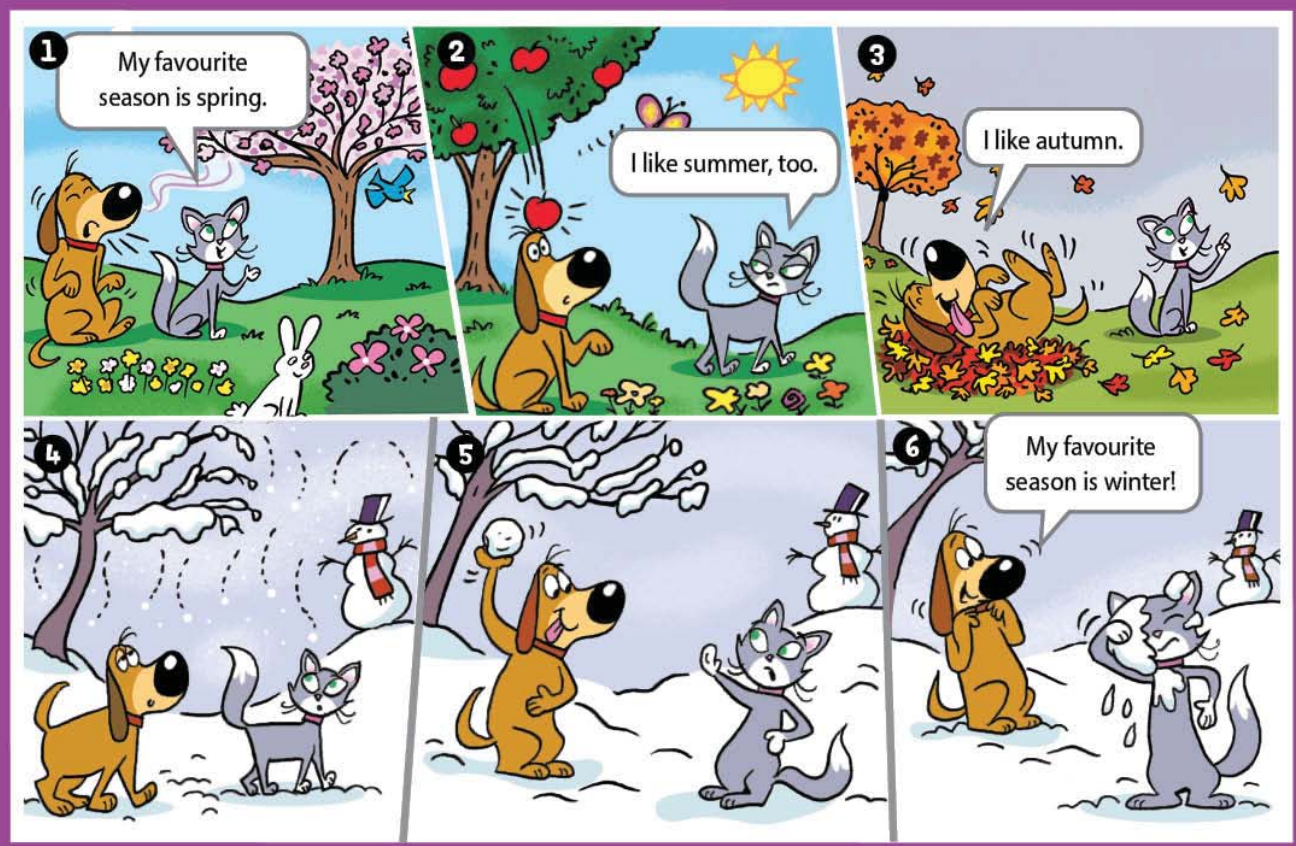
2 Read and write.



**READING CORNER:**

In summer I always go to the mountains. There I wear my black shoes, a red T-shirt, a blue jacket and yellow trousers. I go to the mountains with my parents and my cousins. We always have a lot of fun. In the morning we go fishing and in the afternoon we ride our bikes.

3 Listen and repeat. Play *Observation*.





# Project

## FASHION SHOW

*Choose a partner. You have to design some clothes for a fashion show.*

- ✓ *Describe the model.*
- ✓ *Describe how he/she looks like.*
- ✓ *What is he/she usually wearing?*
- ✓ *What is he/she wearing today?*
- ✓ *You can draw or stick photos on an A4 paper.*



### Plan your project

**1** Think about an outfit.

**2** Find photos or draw pictures to show how it can look like.

**3** Make a list of different clothes for the outfit.

**4** Prepare and write your project.



**Put the project in your file.**

**Remember to keep all the projects in your file. You will need it for the final revision.**

# 4B. At the Beach

## Vocabulary

1 Listen, read and look.

We read a story about a shark and dolphins.

We learn about secrets of the sea.



We find out about the seaside.



In Unit 4B



We talk about things we're doing now.

2 Say *The Tiger Street* word rap.



1 collecting shells



2 making a sandcastle



3 playing volleyball



4 playing Frisbee



5 playing with a bat and ball



6 swimming in the sea



7 fishing



8 snorkelling



9 putting on sun cream



10 lying in the shade

3 Play *Mime and guess*.



What am I doing?

You're swimming in the sea.



4 Do the **Spelling Bee**

F-I-S-H-I-N-G



# Listening

# SHARK Attack!

**1** Listen and read. Act out the story.

**1** It's summer. Some children are having fun on the beach.

What are you doing?

I'm collecting shells.

I'm making a sandcastle.

We're playing volleyball. Come and join us.

**2** Two children, Lia and Sam, are snorkelling in the sea.

Wow! Look at the fish.

Yes. They're amazing!

**3** Suddenly, Lia and Sam see a shadow in the water.

Oh no! It's a shark.

It's got big teeth and it's swimming towards us.

Hey Lia! What's that?

I don't know. It's big. I'm scared!

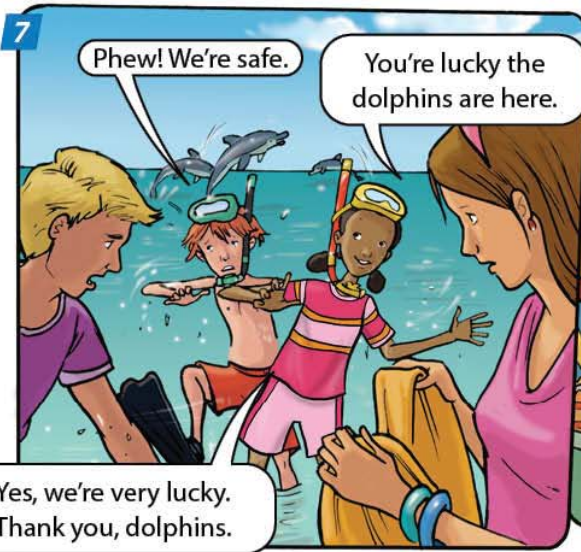
**6** Suddenly, three dolphins appear.

Listen, Sam! The dolphins are making noises to scare the shark.

**5** Help!

It's a shark. Save us!

Oh, wow! They're protecting us. I can't believe it. And look. The shark is swimming away.



**Do you like dolphins?**

**2** **Read and answer the questions. Listen and check.**

- 1 What are Sam and Lia doing in the sea?
- 2 What is the shadow in the water?
- 3 What are the dolphins doing?
- 4 What is the shark doing?
- 5 Are Sam and Lia safe?
- 6 Do Sam and Lia like dolphins?

**3** **Read and reflect.**

This story is **a myth** / **an adventure story** / **a detective story** .

I think the story is **interesting** / **scary** / **funny** .

The shark is **friendly** / **dangerous** .

Dolphins protect **sharks** / **people** .



**TIGER STREET**

**CLUB VALUES**



**Think about it:**

- Is it important to keep safe?
- What do you do to keep safe?



# Speaking

1 Listen and say the missing words from the audio. Learn.



What are you doing? I'm making a sandcastle.

Are you playing volleyball? Yes, I am.

Are you fishing? No, I'm not.

He's lying in the shade. She's fishing.

We're swimming. They're playing Frisbee.

## Tiger Tips

Remember!

- I'm = I am
- You're = You are
- He's = He is
- She's = She is
- We're = We are
- They're = They are

2 Play *Guess who!*



What are you doing?

I'm playing volleyball.

Are you wearing a red T-shirt?

Yes, I am.

Are you Tom?

Yes, I am.



3 Look and say.



Jan is making a sandcastle.  
She's wearing a blue T-shirt.

Ed is wearing a red T-shirt.  
He's collecting shells.



4 Listen and repeat. Say.

# Fantastic Phonics



Becky is playing with a **b**at and **b**all on the **b**each. She's wearing **b**rown **b**oots.  
Victor is playing **v**olleyball. He's wearing a **v**ery colourful **v**est

5 Listen and read. Sing *It's summer time!*



*It's summer time for everyone.  
We're playing on the beach, we're having fun.*

|   |  |
|---|--|
| <p>I'm collecting shells.<br/>He's swimming in the sea.<br/>She's putting on sun cream.<br/>They're sitting under a tree.</p> | <p>I'm making a sandcastle.<br/>She's playing volleyball.<br/>He's reading a book.<br/>They're doing nothing at all.</p> |
|---|--|

6 Draw on pieces of paper some beach vocabulary cards. Play *Say and arrange*.



Reading

1 Listen and read.

# Secrets of the sea



*Rock pools are small pools of sea water.  
Rock pools are full of exciting sea life.  
You need to wear shoes to explore rock pools.*

Here are some secrets of the sea you can discover in rock pools.



This is a crab. It's walking sideways and it's looking for food.



This is seaweed. Lots of little fish are hiding in the seaweed.



This is a starfish. It's resting in the rock pool. It's safe from the waves.



This is a sea urchin. It's got sharp spikes. Be careful not to touch it.



This is a jellyfish. It's catching tiny animals with its tentacles.



This is a little seahorse. It's swimming in the rock pool.

**Do YOU know...?**  
Baby seahorses are born from their father.

2 Read and say **True** or **False**. Listen and check.

- 1 Rock pools are big pools of sea water.
- 2 You need to wear shoes to explore rock pools.
- 3 The crab has got sharp spikes.
- 4 The jellyfish is catching tiny animals.
- 5 The seahorse is swimming in the rock pool.

3 Play **Name the animal**.



Explore the internet with your teacher.  
Find out how many stomachs a starfish has got.



## Consolidation

1 Listen and repeat. Act out.

### CLASS CHIT-CHAT



2 Read and listen.

### READING CORNER: a poem

#### Shell

A shell is lying  
On the wet rock.  
It's small and round,  
Grey and brown,  
Smooth and shiny.  
A tiny animal is living  
In its perfect home.



3 Listen and read.



## A PERFECT PLACE

*Imagine you own an island and you have to convince people to come and stay on your island.*

- ✓ *Why should they come to your island?*
- ✓ *What can they see on your island?*
- ✓ *What can you do there?*
- ✓ *How is the weather?*
- ✓ *Where are the people going to stay?*



## Plan your project

**1** Think about what you can find on your island.

**2** Find photos or draw pictures to show what it can look like.

**3** Make a list of things you can do there.

**4** Prepare and write your project.



Put the project in your file.

Remember to keep all the projects in your file. You will need it for the final revision.

# Unit revision

How much did I learn? Do the exercises. Check your score.

**1** Look and match in your notebook. (2 points)



- 1 making a sandcastle
- 2 swimming in the sea
- 3 fishing
- 4 snorkelling
- 5 collecting shells
- 6 lying in the shade
- 7 playing Frisbee
- 8 playing volleyball



**2** Look and write in your notebook. (2 points)

sea urchin crab seaweed starfish seahorse jellyfish



1 seaweed



2



3



4



5



6

**3** Look and write in your notebook. (1 point)

volleyball Frisbee bat and ball sun cream



1 I'm playing *volleyball*.



2 I'm playing ...



3 I'm playing with a ...



4 I'm putting on ...

**4** Read and write the Tiger Tips. Write and learn. (2 points)

|       |                                    |
|-------|------------------------------------|
| I'm   | snorkelling.<br>collecting shells. |
| He's  | swimming.                          |
| She's | playing with a bat and ball.       |

're making 's Are am

- 1 What are you doing? I'm *making* a sandcastle.
- 2 Are you playing Frisbee? Yes, I ...
- 3 ... you swimming? No, I'm not.
- 4 He's lying in the shade. She ... fishing.
- 5 We're fishing. They ... playing volleyball.



**Tiger Tips**  
Remember!

- I ... = I am
- You ... = You are
- He ... = He is
- She ... = She is
- We ... = We are
- They ... = They are

**5** Look, read and answer Yes, I am or No, I'm not. (1 point)



1 Are you snorkelling?  
*No, I'm not.*



2 Are you swimming in the sea?  
...



3 Are you collecting shells?  
...



4 Are you lying in the shade?  
...

**6** Look and write. Use *He's*, *She's* or *They're*. (1 point)



1 *He's* snorkelling.



2 ... fishing.



3 ... playing Frisbee.



4 ... playing volleyball.

**7** Look and say what the children are wearing.  
What is their favourite season? (1 point)



1 I am wearing a coat, ..., ..., ..., ... and ....  
My favourite season is ....



2 I am wearing a..., ..., ... and ....  
My favourite season is....

**How well did I do?**

- Very good (8-10 POINTS)
- Good (5-7 POINTS)
- Poor (1-4 POINTS)



# Final revision



Now is your time! Present your **portfolio** with all of the projects to your teacher. You will get extra points if you have all of them.

1 Listen and circle. Write in your notebook.



7:00 7:30

I get up at seven o'clock.



6:30 7:00



8:00 8:30



2 Write and answer.



1 Do you brush your teeth every day?

3 Look and write.

Sally's day



7:30



8:00



12:00





3:30

1 Sally gets up at half past seven.



4 Listen and draw the times.

|  | get up | go to school | go home | go to bed |
|--|--------|--------------|---------|-----------|
| <p>I'm Rosana. I live in Mexico City.</p>  <p>Rosana</p>    |        |              |         |           |
| <p>I'm Chang. I live in Beijing in China.</p>  <p>Chang</p> |        |              |         |           |

5 Read and write in your notebook.

1 I (✓) ... breakfast at eight o'clock. **8:00**

2 I (✗) ... get up at half past six. **6:30**

Do you have lunch at half past twelve? 3 **12:30**

Yes, I ...

4 ... you go to bed at nine o'clock? **9:00**

5 No, I ...

What do you do every day? 6 I (✓) ... my teeth.

7 He (✓) ... to school at half past eight. **8:30**





8 She (✓) ... a shower every day.



**Tiger Tips**  
Remember!

- I go home.
- You have lunch.
- He gets up.
- She goes to bed.

6 Look and write.

|  |   |   |  |
|--|---|---|--|
|  <p>6:00 7:30</p> |  <p>12:00 1:00</p> |  <p>3:30 5:00</p> |  <p>9:00 9:30</p> |
|--|---|---|--|

1 Do you get up at six o'clock? / No, I don't. I get up at half past seven.



**7** **Read the Tiger Tips.**  
Write in your notebook.

|           |  |
|-----------|--|
| I         | have breakfast.<br>go to bed.<br>brush my teeth.                   |
|           | don't have breakfast.<br>don't go to bed.<br>don't brush my teeth. |
| He<br>She | has breakfast.<br>goes to bed.<br>brushes his / her teeth.         |



**Tiger Tips**  
**Remember!**

- *I go home.*
- *You have lunch.*
- *... get ... up.*
- *... go ... to bed.*

Do  
don't  
do  
have  
brush  
don't  
has  
goes

- 1 I (✓) *have* breakfast at eight o'clock.
- 2 I (X) ... get up at half past six.
- 3 Do you have lunch at half past twelve? Yes, I ...
- 4 ... you go to bed at nine o'clock? No, I ...
- 5 What do you do every day? I (✓) ... my teeth.
- 6 He (✓) ... to school at half past eight.
- 7 She (✓) ... a shower every day.

**8** **Read and write answers for you. Use Yes, I do or No, I don't.**



1 Do you get up at six o'clock?



2 Do you have lunch at twelve o'clock?



3 Do you go to bed at nine o'clock?

**9** **Read. Write the correct sentences.**

- 1 **7:00** Jack *gets up* at half past seven. No, he ... at seven o'clock.
- 2 **1:00** Joel has lunch at twelve o'clock. No, he ... at one o'clock.
- 3 **9:00** Simone goes to bed at half past nine. No, she ... at nine o'clock.





10 Look and match.



- 1 get up
- 2 have breakfast
- 3 brush your teeth
- 4 go to school
- 5 have lunch
- 6 go home
- 7 have dinner
- 8 have a shower
- 9 put on your pyjamas
- 10 go to bed



11 Look and write.

do my homework   drink water   wash my face



12 Read and write.

afternoon   twelve o'clock   one o'clock   night   midday   ten o'clock

**7:00** When it's seven o'clock in the morning in New York ...

- 1 **12:00** It's *twelve o'clock midday* in London.
- 2 **1:00** It's ... in the ... in Madrid.
- 3 **10:00** It's ... at ... in Sydney.



13



Read and write.

- 1 I *have* a shower in the evening.
- 2 She ... up at seven o'clock.
- 3 He ... his teeth after breakfast.
- 4 She ... home at five o'clock.
- 5 I ... to bed at half past nine.



14



Order and write in your notebook.

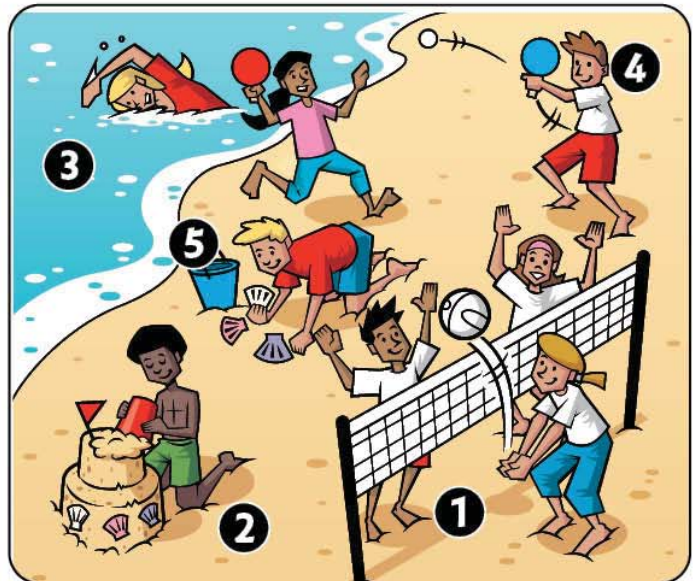
- 1 goes / half / school / to / eight / He / at / past  
*He goes to school at half past eight.*
- 2 lunch / o'clock / has / at / She / one
- 3 six / have / past / dinner / I / half / at
- 4 at / bed / goes / nine / He / o'clock / to

15



Write sentences in your notebook.

- 1 *They're playing volleyball.*
- 2 ...
- 3 ...
- 4 ...
- 5 ...



16



Look and write questions and answers.



- 1 *Are you collecting shells? No, I'm not.*



17



Read the Tiger Tips. Write in your notebook.

|    |            |                                    |
|----|------------|------------------------------------|
| It | 's got     | fur.                               |
|    | hasn't got | whiskers.<br>four legs.<br>a tail. |



**Tiger Tips**  
Remember!

- *it ... got = it has got*
- *has ... = has not*

hasn't has got hasn't

- 1 It's (✓) *got* a shell.
- 2 It (X) ... got scales.
- 3 Has it got claws? Yes, it ...
- 4 Has it got a beak? No, it ...

18



Read and write *has got* and *hasn't got*.

- |  |                         |
|--|-------------------------|
| 1 The frog <i>hasn't got</i> claws.    | 4 The bird ... a beak.  |
| 2 The hamster <i>has got</i> whiskers. | 5 The fish ... claws.   |
| 3 The rabbit ... fur.                  | 6 The lizard ... wings. |

19



Read and match.

fifty      thirty      eighty      ninety      sixty

10      20      30      40      50      60      70      80      90      100

forty      ten      twenty      seventy      a hundred

20



Read and write answers for you. Use *Yes, I can* or *No, I can't*.



1 Can you rollerblade?  
...



2 Can you skateboard?  
...



3 Can you play table tennis?  
...



4 Can you ice skate?  
...



21



Read and write answers for you. Use *Yes, I can* or *No, I can't*.

a computer play Can ride volleyball

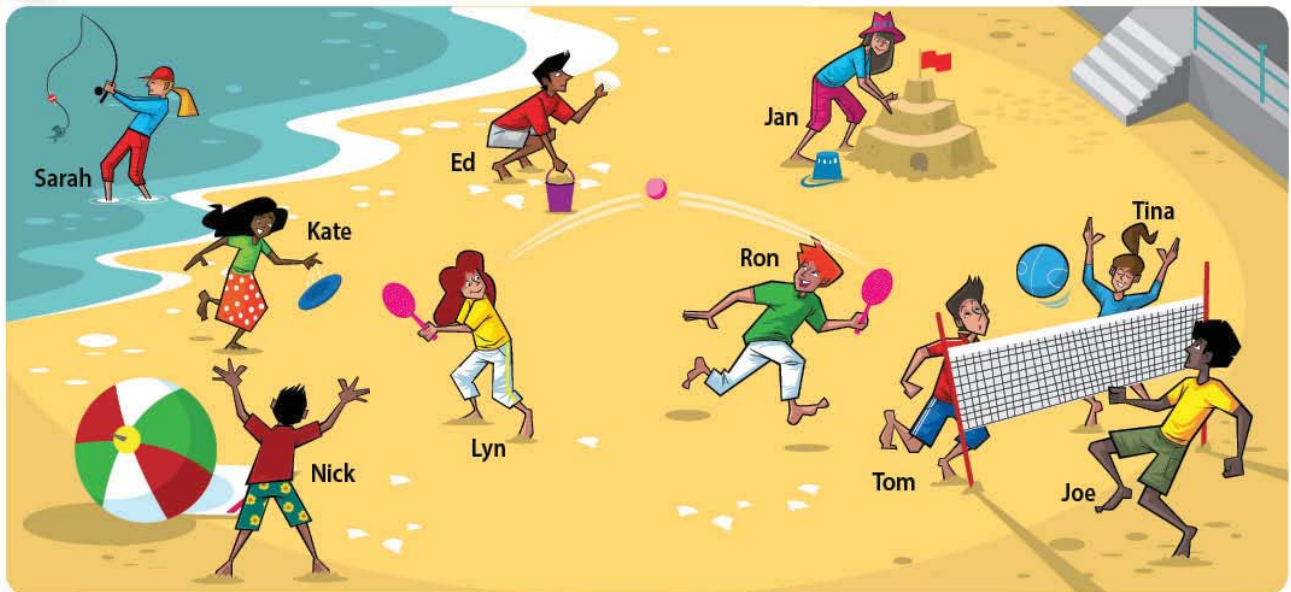
- 1 Can you *play* table tennis?
- 2 Can you use ... ?
- 3 Can you ... a horse?
- 4 Can you play ... ?
- 5 ... you rollerblade?



22



Look, read and write.



- 1 What's Ed doing? He's *collecting shells*.
- 2 What's Jan doing? She's ... .
- 3 Can Tina play volleyball? Yes, ... .
- 4 What's Ron doing? He's ... .
- 5 What are Kate and Nick doing? They're ....

23



Read and match.

- |  |   |
|--|---|
| 1 Do you have lunch at twelve o'clock? | a Yes, I do.                                |
| 2 Can you ice skate?                   | b No, I don't. I have lunch at one o'clock. |
| 3 Do you like carrots?                 | c No, I can't.                              |
| 4 Are you listening to music?          | d Yes, I am.                                |



24  Play the game with a friend.

**Start here!**

**1** Say your name, age and where you live.

**2** Ask a friend what they do in their free time.

**3** Say two ways you use a computer.

**4** Describe an animal.

**5** Go forward three squares!

**6** Say two differences between mammals and reptiles.

**7** Say sports your friends can and can't do.

**8** Ask a friend about sports they can do.

**9** Ask a friend about food they like.

**10** Go back three squares!

**11** Say two foods you love.

**12** Say three things you do every day.

**13** Say what time you go to school and go home.

**14** Say what you're doing now.

**15** Say what two friends are doing now.

**Finish**

# Holidays

## Christmas



- 1 Listen and sing the carol „Jingle bells“.

*Dashing through the snow  
In a one horse open sleigh  
Over the fields we go  
Laughing all the way  
Bells on bobtail ring  
Making spirits bright  
What fun it is to laugh and sing  
A sleighing song tonight!*

*Oh, jingle bells, jingle bells  
Jingle all the way  
Oh! what fun it is to ride  
In a one horse open sleigh, hey  
Jingle bells, jingle bells  
Jingle all the way  
Oh! what fun it is to ride  
In a one horse open sleigh*





**2** Read the text and answer the questions.

It's Christmas! Tania, Eve, Andrew and Matthew are decorating the Christmas tree. Amy is a baby, she is playing with tinsel. They are taking out the globes, the snowflakes, the angels and some candies.

Their father placed the star on the top of the tree. Their mother is playing some carols on the piano. It is so beautiful.

Suddenly, the family heard a noise. Who is there?

The children are running to the window. Wow, it's Santa in his sledge! And those are the reindeer!

The children are so excited, they finish decorating the Christmas tree, then they put a plate with biscuits and a glass of milk on the table for Santa. It's late, they go to bed and dream about their presents.

- 1 What are the children doing?
- 2 Who puts the star on top of the tree?
- 3 What is on the plate?

**3** Write a letter to Santa.

Dear Santa,

Love,

**Merry Christmas**

for Santa Claus  
North Pole  
Planet Earth  
Milky Way Galaxy

# Easter



## 1 Read the text and answer the questions

**Tania:** Today we are celebrating Easter. Mother made a cake, father cleaned the house and we decorated the eggs. The eggs are red, green, yellow and orange. They all look so nice!

Mother asked us to come in the garden.

**Mother:** Children, I have a game for you. It's called 'Search the Easter Eggs'. You have to find as many eggs as possible. Here is a basket for each of you.

**Steven:** Thank you! Let's go, Tania!

**Tania:** Look here! I found an egg in the grass.

**Steven:** Hey, I found one, too. It was up in the tree. It's a chocolate egg. Yummy!

The children are running in the grass looking for the eggs, they are so happy.

- 1 What day is today?
- 2 What colour are the eggs?
- 3 What are the children playing?

## 2 Say how you celebrate Easter at home.





- 3 Help bunny get to the basket with eggs. Use a dice. Play with a friend.



- 4 Draw an Easter Bunny with a basket full of Easter Eggs.  
Draw an Egg and decorate it.



# Halloween



1

Say how you celebrate Halloween at home.





Read and sing.

*Trick or treat? Trick or treat?  
Give me something sweet to eat.  
Cookies, chocolate, jelly beans.  
Happy Happy Halloween.  
Trick or treat? Trick or treat?  
Give me something sour to eat.  
Lemons, grapefruits, limes so green.  
Happy Happy Halloween.  
Trick or treat? Trick or treat?  
Give me something good to eat.  
Nuts and candy. Lollipops.  
Now it's time for us to stop!*



Draw a pumpkin full of sweets in your notebook.



# World Food Day



1



Listen and read. Answer the questions.

In the UK...

*On World Food Day, children think about the food they eat. They find out about the food children in other countries eat. They learn about healthy food and unhealthy food. Many children bring a packed lunch to school. Their parents make a healthy lunchbox. A healthy lunchbox has got a sandwich, an apple, an orange or a banana, a yoghurt and some fruit juice or water.*



What have you got in your lunchbox?  
Is it healthy?



Yes, it is. I've got some fruit in my lunchbox.

Look! My lunch is healthy. I've got some fruit juice and a sandwich.



What do you have for lunch at school in your country?



2



Listen and say the *What's for lunch chant!*

Lunch! Lunch! What's for lunch?  
Apples and carrots. Crunch! Crunch!  
Chicken and bananas, celery and peas,  
Let's have a healthy lunchbox, please!



Lunch! Lunch! What's for lunch?  
Apples and carrots. Crunch! Crunch!  
Strawberries and peaches, tomatoes and cheese,  
Let's have a healthy lunchbox, please!



Apples and carrots are very good for us.

3

Make a lunchbox.

# World Book Day



1 Listen and read. Answer the questions.

In the UK ...

*World Book Day is a special day for children to celebrate reading. Many children get a free book token at school. They take the book token to a book shop and choose a book they want to read.*

Wow! Look at all these books to choose from. I love adventure stories. What's your favourite kind of book?

I love myths and legends.

Me too. I also like fairy tales and books with facts.

I haven't got a favourite kind of book. I love all kinds of books!

How do children celebrate World Book Day in your country?

2 Listen and sing *We love books!*

We love books.  
Let's celebrate together.  
We love to read,  
In all kinds of weather.  
Adventure stories, fairy tales,  
Myths and legends, too.  
Books with facts or poems.  
We love to read, do you?



3 Ask and say.



What's your favourite kind of book?



I like fairy tales.


4 Make a book mark.



Children in more than a hundred countries celebrate World Book Day.





- 1  Read and write the answers to the *Tiger Street Club* quiz.  
Write your own question and ask a friend.

print the tickets   make a lot of friends   do my homework   have got cold blood   24  
watch music videos   have got warm blood   help you stay healthy   design the poster  
go to the beach   help you grow   meet friends   write the programme   explore the mountains

## Bonus Quiz

- Write two things you usually do in the afternoon.  
I use a computer to *watch music videos* and \_\_\_\_\_.
- Write one difference between mammals and reptiles.  
Mammals \_\_\_\_\_.  
Reptiles \_\_\_\_\_.
- Write two reasons why you should be kind.  
\_\_\_\_\_  
\_\_\_\_\_.
- Write two reasons to eat fruit and vegetables.  
Fruit and vegetables \_\_\_\_\_  
and \_\_\_\_\_.
- Write how many time zones the world has got.  
The world has got \_\_\_\_\_ time zones.
- Write two things you can do on holiday.  
\_\_\_\_\_.
- Write three things you need to do to put  
on a show. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.





# Word Library

## Unit 1

Write the names under the correct pictures. Listen to the Tiger Street word rap and check.

### Daily routine

have a shower ~~get up~~ have breakfast brush your teeth have lunch  
go home go to school put on your pyjamas go to bed have dinner



1 *get up*



### My family



family  
sister  
mother  
grandfather  
**father**  
brother  
grandmother  
baby

1 *father*



## Unit 2

Write the names under the correct pictures. Listen to the Tiger Street word rap and check.

### Food We Like

chocolate water chicken salad crisps ~~fruit juice~~  
yoghurt strawberries sandwiches ice cream



1 *fruit juice*



### Happy birthday!

balloons flower birthday card, invitation  
gift cake mask hat decoration



1 *gift*







# Unit 3

Write the names under the correct pictures. Listen to the Tiger Street word rap and check.

## Animal World

tail scales claws whiskers fur ~~teeth~~ wings feathers shell beak

1

2

3

4

5

6

7

8

9

10

1 teeth

## At the Theatre

actor programme audience costume stage lights ticket make-up script poster

1

2

3

4

5

6

7

8

9

10

1 actor



## Unit 4

Write the names under the correct pictures. Listen to the Tiger Street word rap and check.

### Clothes

~~coat~~ sweater pants shirt shorts T-shirt socks dress



1 coat



### At the Beach

collecting shells making a sandcastle snorkelling playing volleyball putting on sun cream  
playing Frisbee playing with a bat and ball fishing swimming in the sea lying in the shade



1 collecting shells







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