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# Tiger Time 3

Activity Book



Carol Read • Mark Ormerod

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## ACTIVITY BOOK

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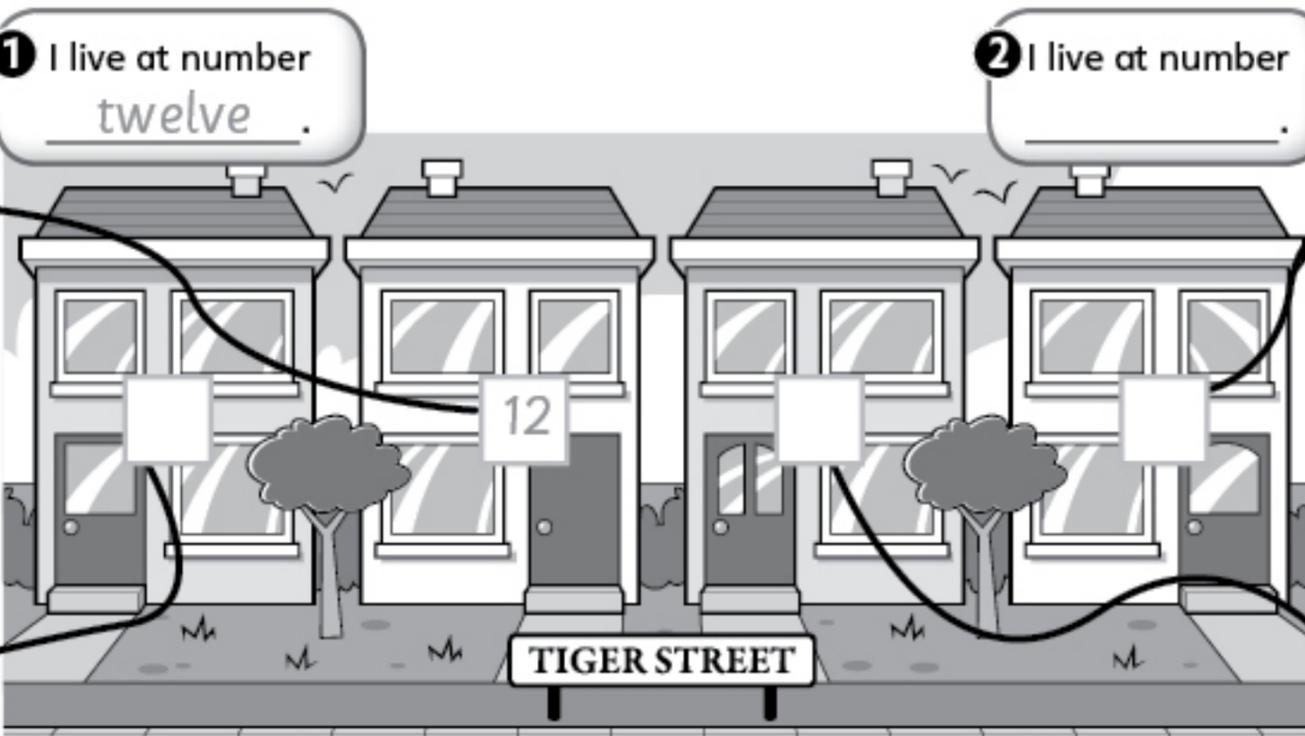
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# Welcome to the Tiger Street Club!

## Lesson 1 Vocabulary and Listening

**1**  Listen and write the numbers. Complete the sentences.



**1** I live at number twelve.

**2** I live at number \_\_\_\_\_.

**3** I live at number \_\_\_\_\_.

**4** I live at number \_\_\_\_\_.

Nasim

Ellie

Ben

Clare

TIGER STREET

**2**  Read, write and draw a picture of you. Join the Tiger Street Club.



Hello! I'm Ellie. I'm nine.  
I live in Tiger Street.

### Tiger Street Club

What's your name?  
\_\_\_\_\_

How old are you?  
\_\_\_\_\_

Where do you live?  
\_\_\_\_\_



**3**  Go to Student's Book page 3.  
Look, read and write.

banana board game clock jumper guitar shoe

1 The clock is on the shelf.

4 The \_\_\_\_\_ is on the chair.

2 The \_\_\_\_\_ is next to the football.

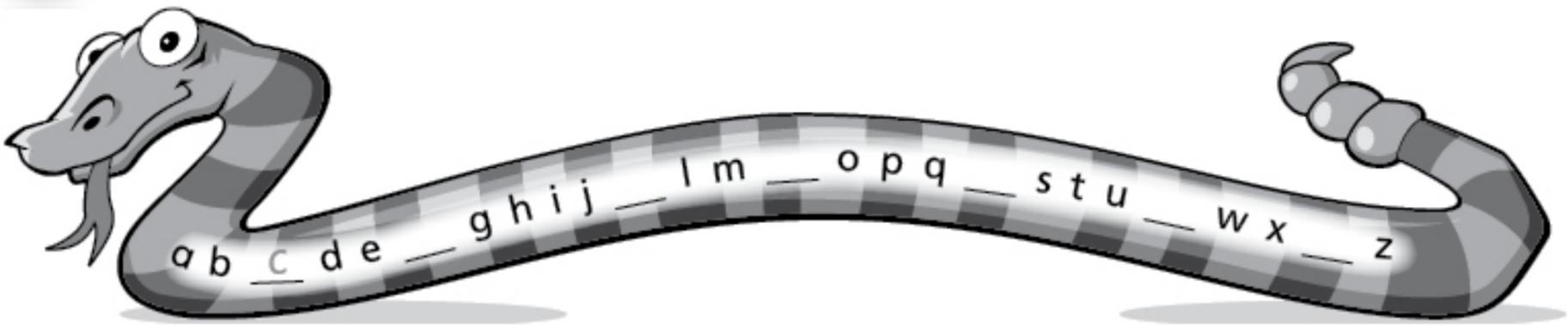
5 The \_\_\_\_\_ is next to the chair.

3 The \_\_\_\_\_ is under the chair.

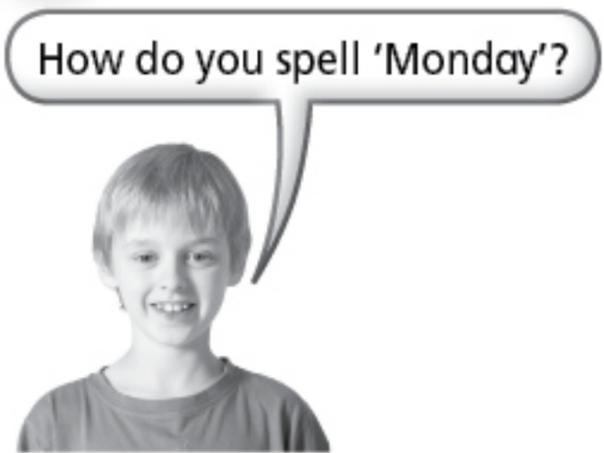
6 The \_\_\_\_\_ is on the table.

## Lesson 2 Vocabulary

4 Look and write the missing letters.  Listen and check. Repeat.



5 Write the days of the week in order. Ask and say.



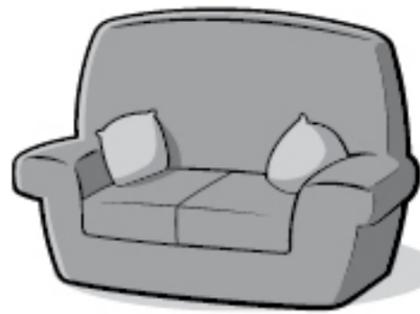
Ben

1 Monday	2 T
3 W	4 T
5 F	6 S
7 S	

6  Look and write. Spell the words to a friend.



1 brtabi  
rabbitt



2 faso



3 acsrd



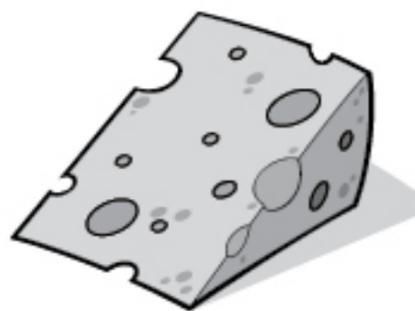
4 lpepa



5 ridb



6 clpnei



7 esehec



8 rca

# 1 A Computer for the Club

## Lesson 1 Vocabulary and Listening

### 1 Look, read and write.

computer    people    games    sports    photos  
 pictures    films    music    excursions    things



1 play  
games



2 listen to



3 watch



4 use a



5 go on



6 take



7 help



8 paint



9 make



10 do

### 2 Listen and number. Write.

**a** \_\_\_\_\_ books.    **b** \_\_\_\_\_ stories.    **c** I draw \_\_\_\_\_ pictures.    **d** \_\_\_\_\_ songs.

### 3 Look and write.



1 I go on  
excursions.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



## Lesson 2 A photo story

# A Laptop for the Club

4 Read and number in order.  Listen and check.

The thief takes Mrs Jones's laptop.

The children want to write for the *Tiger Team* magazine.  1

Mrs Jones gives the club a present.

They see a thief at Mrs Jones's house.

The children take Mrs Jones her laptop.

The thief falls over and drops the laptop.



5 Read and write the answers.

1 Where is the Tiger Street Club?

It's in \_\_\_\_\_

2 What is the name of the new magazine?

It's \_\_\_\_\_

3 Who is the man in Mrs Jones's house?

He's \_\_\_\_\_

4 What is Mrs Jones's present to the club?

It's \_\_\_\_\_

### Home-School Link

6 Read and reflect. Circle. 

1 I think the thief is **good** / **bad** .

2 I think Mrs Jones is **kind** / **scary** .

3 I think it **is** / **isn't** important to help people.

4 I **like** / **don't like** the children in the Tiger Street Club.

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

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

# Lesson 3 Grammar and Writing

# Grrr... is for Grammar!



## 8 Read and write. Learn.

1 I (✓) \_\_\_\_\_ films.

2 I (X) \_\_\_\_\_ paint pictures.

3 Do you listen to music? Yes, I \_\_\_\_\_.

4 Do you go on excursions?  
No, I \_\_\_\_\_.



## 9 Order and write. Answer Yes, I do or No, I don't.

- 1 you / Do / sports / do / ? Do you do sports? \_\_\_\_\_
- 2 help / ? / you / people / Do \_\_\_\_\_
- 3 films / Do / ? / watch / you \_\_\_\_\_
- 4 play / ? / Do / games / you \_\_\_\_\_

## 10 Look and complete the table. Ask your friends.

✓ = Yes, I do.  
X = No, I don't.



Name:	Me	_____	_____	_____

1

**Lesson 4 Grammar, Listening and Writing**

**11** Remember, write and say.

**Fantastic Phonics**



**12** Remember the *What do you do in your free time?* song.

Look and write. Listen and check.

*What do you do in your free time?  
What do you do every day?  
Do you help other people?  
Do you study and play?*

I do sports and \_\_\_\_\_.

I \_\_\_\_\_ and \_\_\_\_\_, too.

I \_\_\_\_\_ and \_\_\_\_\_.

They're all great fun to do.



**Home-School Link**

**13** Sing the song at home with your family.



**14** Write true sentences.

Things I do

Things I don't do

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

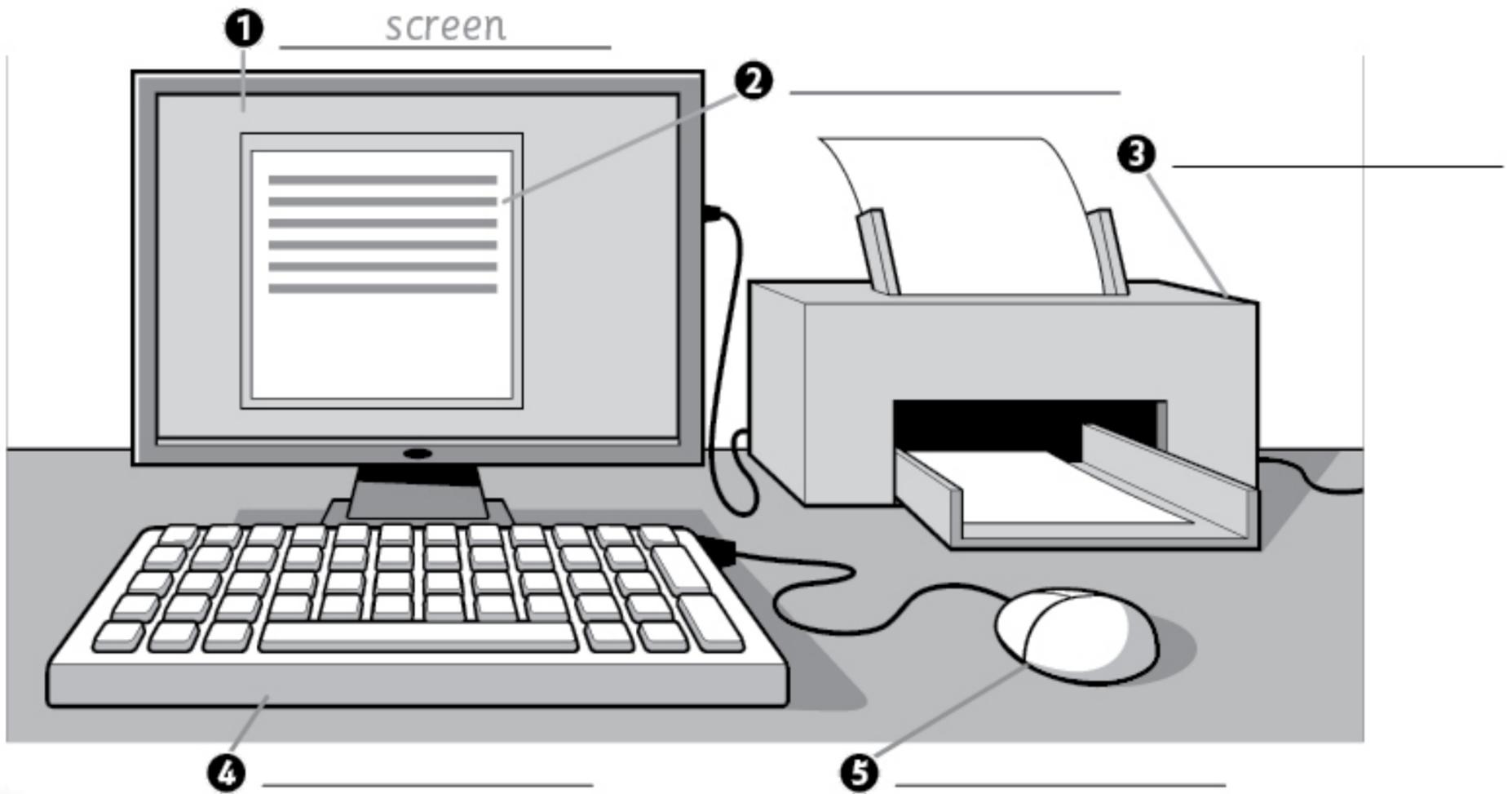
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Lesson 5 Reading, Writing and Speaking

## 15 Look, order and write.

rniptre soemu ybradoek rences ctoudmne



## 16 Write. Answer Yes, I do or No, I don't.

- 1 Do you play online games ? \_\_\_\_\_
- 2 Do you watch music \_\_\_\_\_ ? \_\_\_\_\_
- 3 Do you use a \_\_\_\_\_ to do homework projects? \_\_\_\_\_
- 4 Do you write \_\_\_\_\_ to your family and friends? \_\_\_\_\_
- 5 Do you use the \_\_\_\_\_ to find out interesting facts? \_\_\_\_\_



## 17 Write questions. Ask a friend.

- 1 Do you use a computer to do projects ?
- 2 Do you use \_\_\_\_\_ ?
- 3 Do \_\_\_\_\_ ?
- 4 \_\_\_\_\_ ?



## 18 Write about what you use a computer to do.

I use a computer to \_\_\_\_\_  
 \_\_\_\_\_



## Lesson 6 Listening, Reading and Writing

- 19**  Listen and tick (✓). Say what David uses a computer to do.



**David**

	write emails	play online games	watch music videos	do projects	learn English
at home	✓				
at school					

- 20** Read Tania's project.

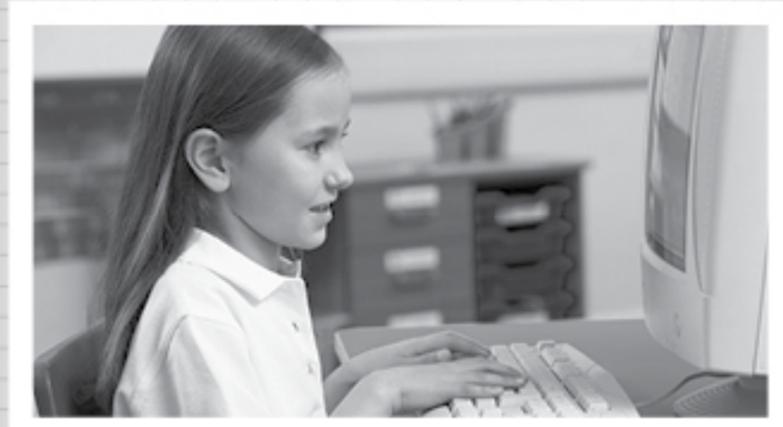
### My notes:

- where I use a computer -  
at home, at school, at my aunt's house
- what activities I do on a computer -  
home: emails, DVDs, music videos  
school: English, internet  
aunt's house: games

### **Remember!**

- Write **at** before each place you use a computer!

### How I use a computer:



I use a computer at home, at school and at my aunt's house.

At home, I use a computer to write emails. I also watch DVDs and music videos. At school, I use a computer to learn English. I also find out about things on the internet. At my aunt's house, I use a computer to play online games.

by Tania

-  Now write your notes and project in your notebook.

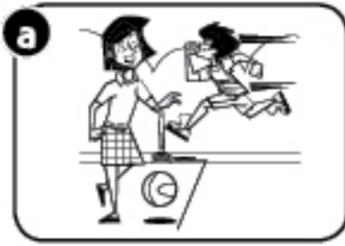
### Home-School Link

- 21**  Use technology to extend your project.

# Lesson 7 Unit Review Vocabulary and Grammar



**22**  Listen and number. Write.






 1

I paint pictures.














**23** Order and write.

- 1 excursions / ? / on / you / go / Do Do you go on excursions?
- 2 to / listen / you / ? / music / Do \_\_\_\_\_
- 3 use / a / I / computer / don't \_\_\_\_\_
- 4 pictures / don't / paint / I \_\_\_\_\_

**24** Look and write.



Ben



1 I do sports \_\_\_\_\_.



Clare



2 I \_\_\_\_\_.



Ellie



3 \_\_\_\_\_



Nasim



4 \_\_\_\_\_

## Lesson 8 Unit Review CLIL, Culture and Self-assessment



**25** Find and circle. Write.



- 1 You use the \_\_\_\_\_ to type.
- 2 You use the \_\_\_\_\_ to click on the \_\_\_\_\_.
- 3 You use the \_\_\_\_\_ to print documents.
- 4 You use the \_\_\_\_\_ to find out interesting facts.

**26**  Listen and read. Write the correct sentences in your notebook.

- 1 At home, I use a computer to write emails.  
At home, I use a computer to play online games.
- 2 At school, I use a computer to write stories.
- 3 At the club, I use a computer to watch music videos.
- 4 At Granny's house, I use a computer to play online games.



Ellie

**27** Complete the Picture Dictionary for Unit 1.

I can name activities.

**28**  Listen and say Yes or No.



Yes.



Learning to  
**LEARN**

### Home-School Link

**29** Complete your *Tiger Team* score card.

### *My Tiger Team score card*

#### My work in Unit 1 is:

OK



Good



Very good



Excellent



#### My Learning Plan

I plan to:

- read Unit 1 again
- write a list of words to remember
- learn the grammar table
- do the online activities

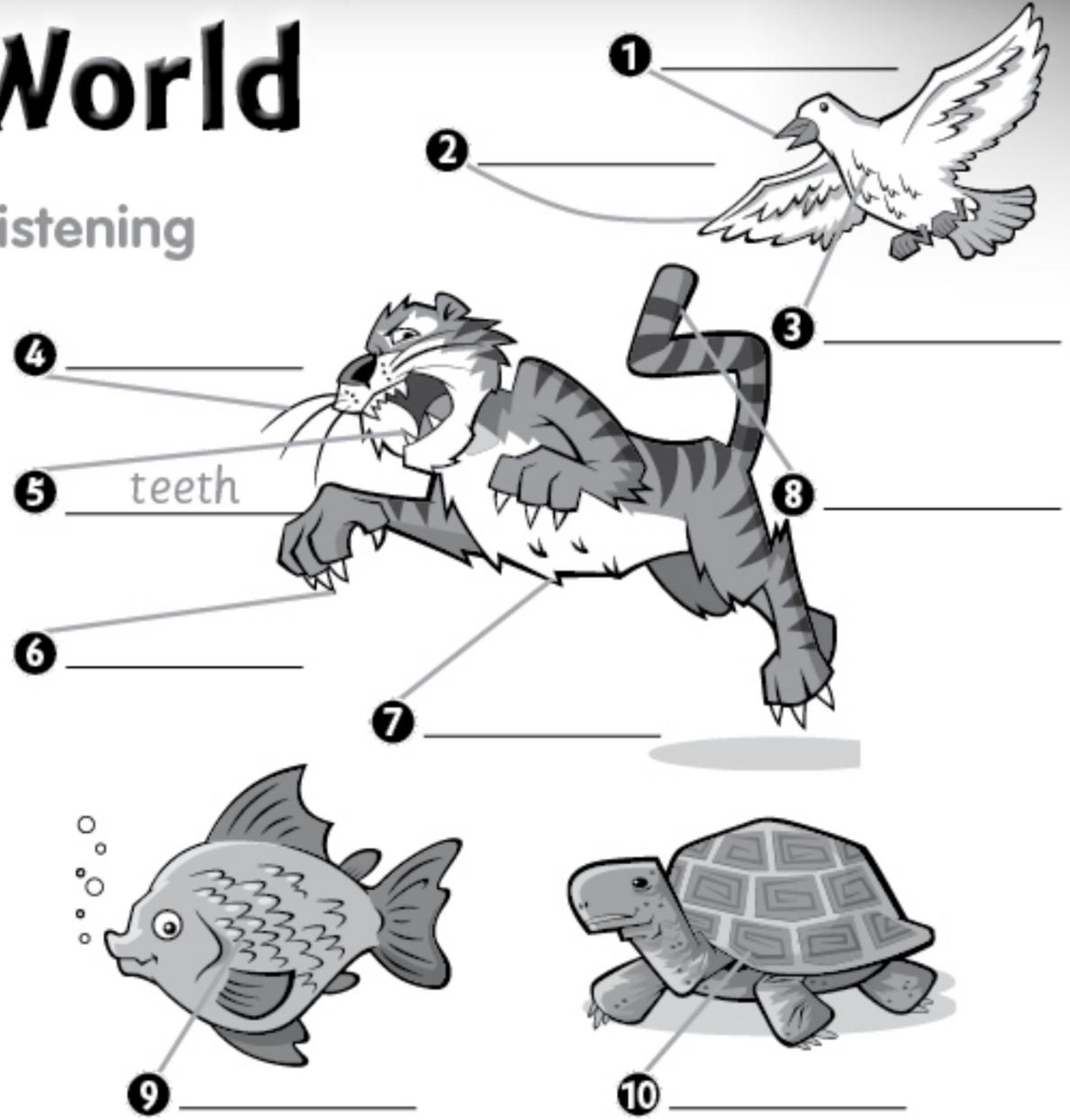
**30** Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 1.

# 2 Animal World

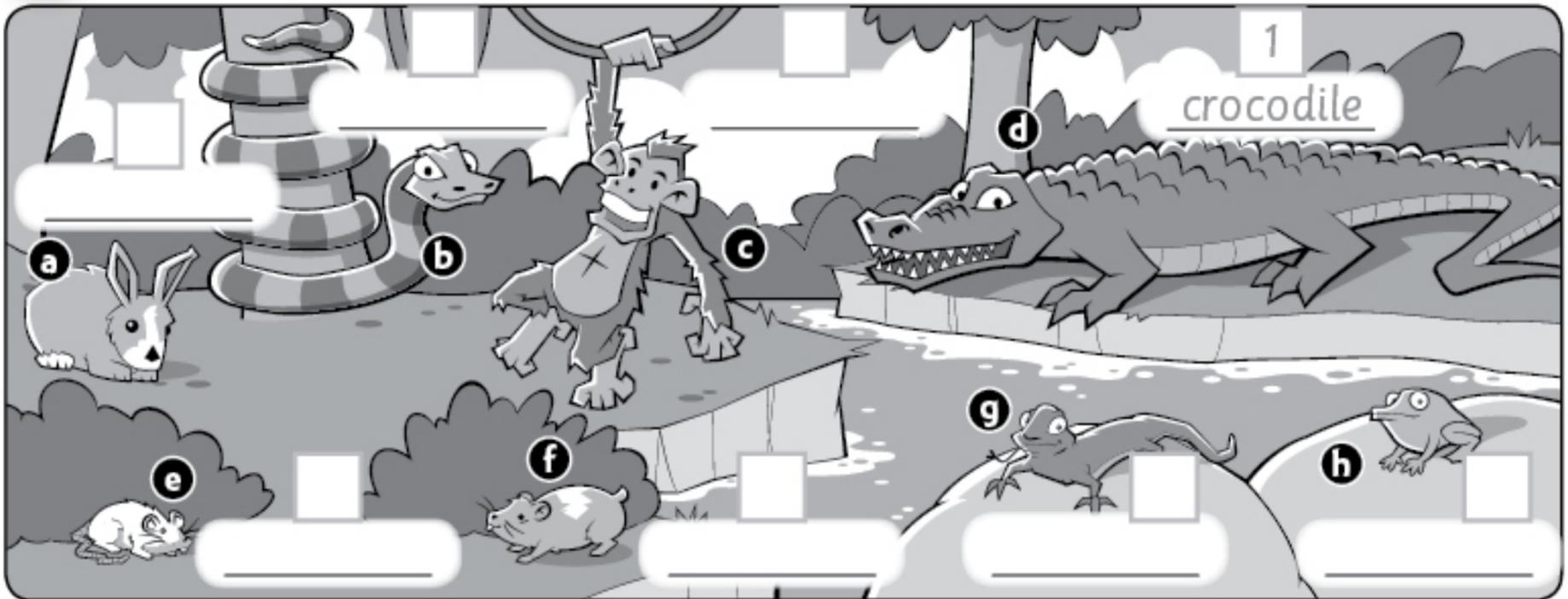
## Lesson 1 Vocabulary and Listening

1 Find, circle and write.

f	e	a	t	h	e	r	s
w	r	j	e	t	o	f	k
i	s	h	e	l	l	b	s
n	y	f	t	a	i	l	c
g	d	u	h	b	s	h	a
s	l	r	g	e	m	f	l
j	v	c	l	a	w	s	e
w	h	i	s	k	e	r	s



2 Listen and number. Write.



3 Look and write.



1 It's got scales. 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_



## Lesson 2 A fable

# The Tortoise and the Hare

### 4 Read and write *the tortoise* or *the hare*.

- 1 He's fast. the hare
- 2 He's slow. \_\_\_\_\_
- 3 He walks. \_\_\_\_\_
- 4 He runs. \_\_\_\_\_
- 5 He sits under a tree. \_\_\_\_\_
- 6 He doesn't stop. \_\_\_\_\_

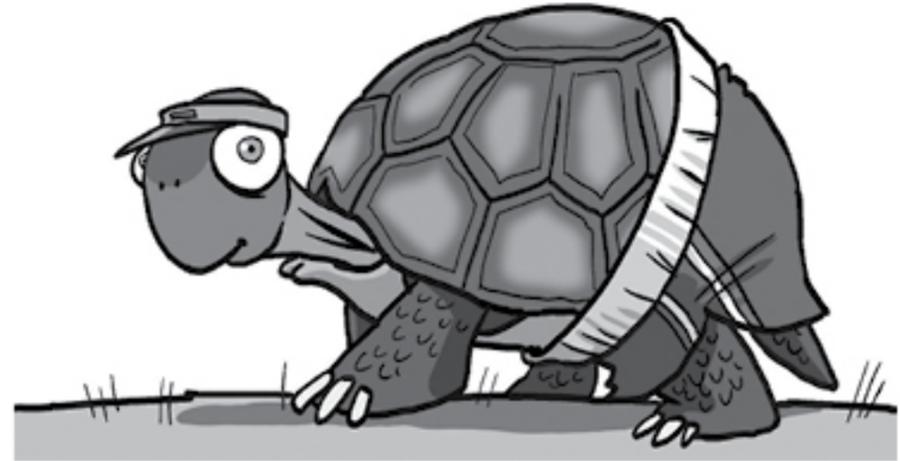


### 5 Look, read and write.

long legs   short legs   long ears   a heavy shell   fur   a small tail



He's got long legs.



### Home-School Link

### 6 Read and reflect. Circle.



- 1 I think the **tortoise** / **hare** uses time well.
- 2 I think the **tortoise** / **hare** is clever.
- 3 I want to tell **my friends** / **my family** about this fable.
- 4 I want to read more fables about **animals** / **people**.

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

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_
- 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

## Lesson 3 Grammar and Writing

## Grrr... is for Grammar!

2

## 8 Read and write. Learn.

1 It's (✓) \_\_\_\_\_ a shell.

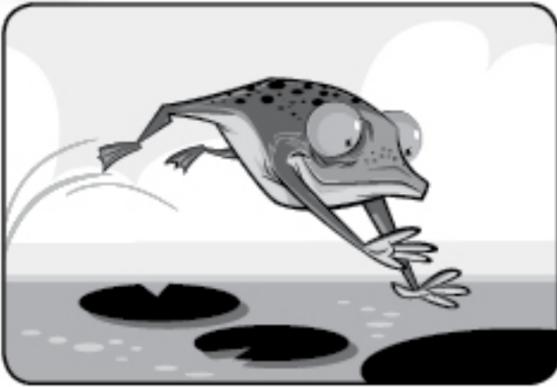
2 It (X) \_\_\_\_\_ got fur.

3 Has it got feathers? Yes, it \_\_\_\_\_.

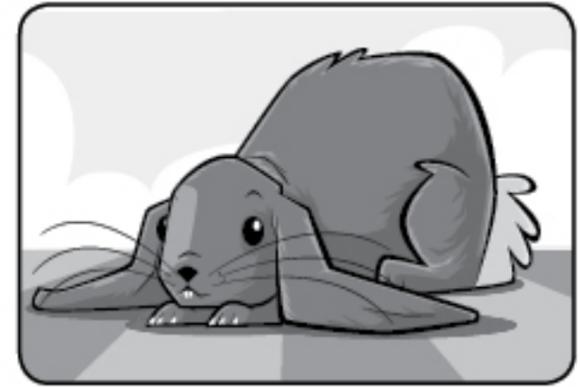
4 Has it got a tail? No, it \_\_\_\_\_.



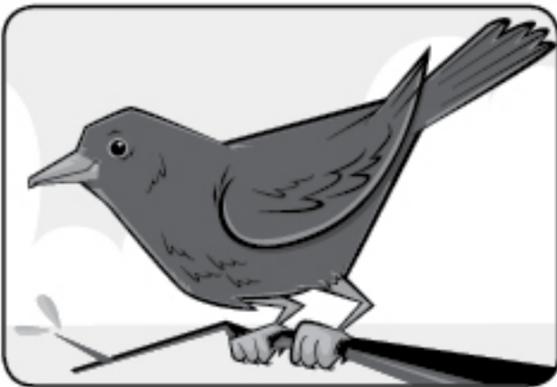
## 9 Write. Answer Yes, it has or No, it hasn't.

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

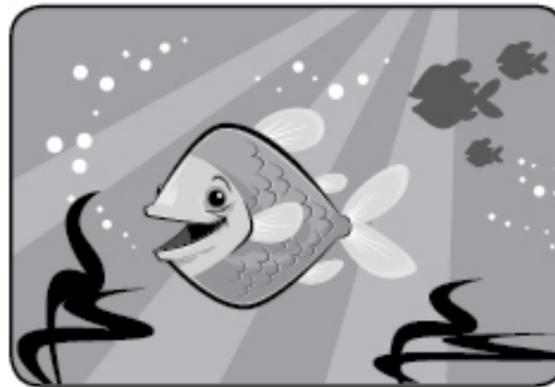
2 (feathers) \_\_\_\_\_



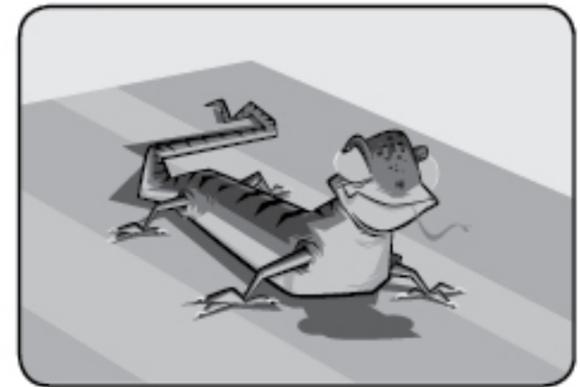
3 (fur) \_\_\_\_\_



4 (a beak) \_\_\_\_\_



5 (scales) \_\_\_\_\_



6 (a shell) \_\_\_\_\_

## 10 Look at Activity 9. Write.

1 (bird / wings) The bird has got wings.2 (fish / whiskers) The fish hasn't got whiskers.

3 (hamster / fur) \_\_\_\_\_

4 (lizard / feathers) \_\_\_\_\_

5 (rabbit / a tail) \_\_\_\_\_

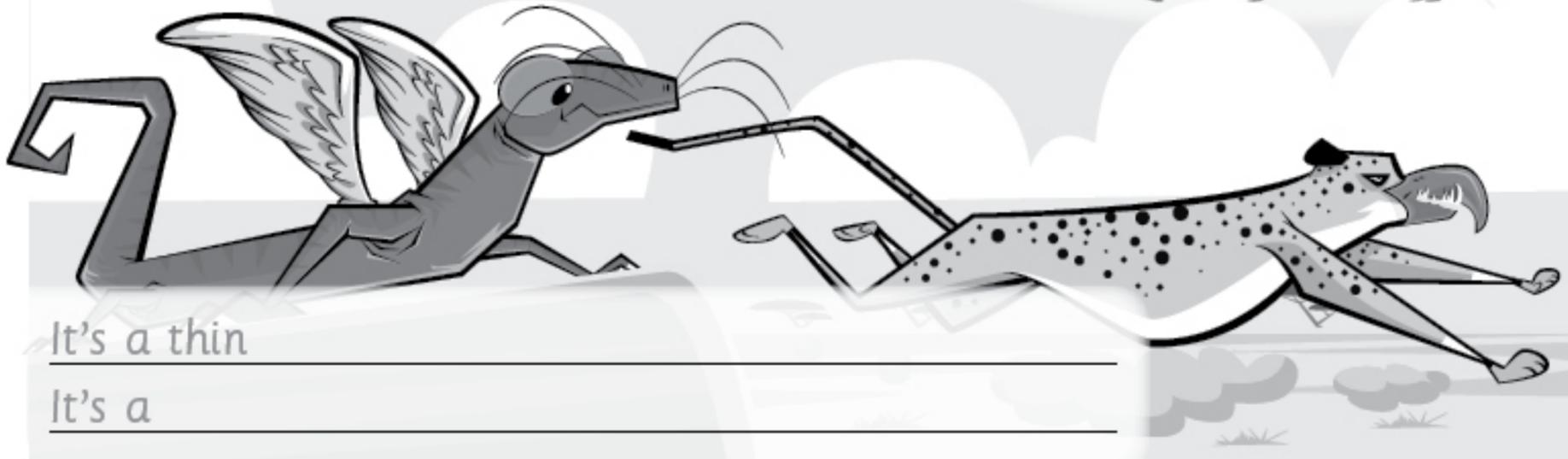
6 (frog / claws) \_\_\_\_\_



## Lesson 4 Grammar, Listening and Writing

**11** Remember, write and say.

### Fantastic Phonics



**12** Remember the *A tiger has got sharp teeth* song.

Write. Listen and check.



A tiger has got sharp teeth.

A monkey has got a long \_\_\_\_\_.

A bird has got \_\_\_\_\_.

And a fish has got \_\_\_\_\_.

An elephant has got big \_\_\_\_\_.

A cat has got whiskers and \_\_\_\_\_.

A rabbit has got soft \_\_\_\_\_.

And a crocodile has got jaws.



### Home-School Link

**13** Sing the song at home with your family.



**14** Read and answer. Write a riddle.

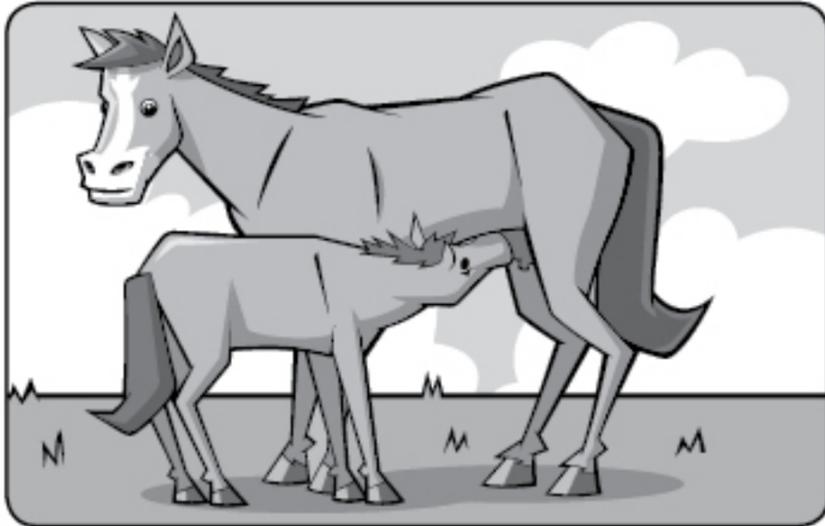
- It's got a beak.
- It's got feathers.
- It's got wings.
- It's a \_\_\_\_\_.

- It's got \_\_\_\_\_.
- \_\_\_\_\_
- \_\_\_\_\_
- It's a \_\_\_\_\_.

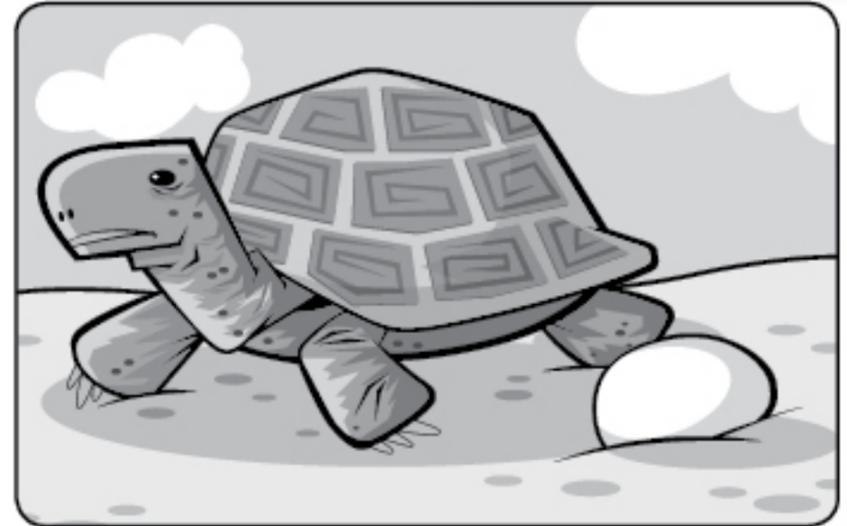


## Lesson 5 Reading, Writing and Speaking

**15** Read and write *T* (True) or *F* (False).



- 1 Mammals have got warm blood. T
- 2 Mammals have got scales. \_\_\_\_\_
- 3 Mammals have live babies. \_\_\_\_\_
- 4 Baby mammals drink their mother's milk. \_\_\_\_\_



- 5 Reptiles have got warm blood. \_\_\_\_\_
- 6 Reptiles have got fur. \_\_\_\_\_
- 7 Some reptiles have got a shell. \_\_\_\_\_
- 8 Most reptiles lay eggs. \_\_\_\_\_

**16** → Go to Student's Book page 18. Read and answer *Yes, it has* or *No, it hasn't*.

1 Has the red panda got a long tail?

Yes, it has.

2 Has the chameleon got a long tongue?

\_\_\_\_\_

3 Has the marmoset got big eyes?

\_\_\_\_\_

4 Has the marmoset got yellow fur?

\_\_\_\_\_

5 Has the star tortoise got a shell?

\_\_\_\_\_

Has the marmoset got fur?

Yes, it has.



**17** Write questions. Ask a friend.

1 (marmoset / fur)

Has the marmoset got fur?

2 (chameleon / scales)

\_\_\_\_\_

3 (star tortoise / feathers)

\_\_\_\_\_

4 (red panda / shell)

\_\_\_\_\_

**18** Choose and write about your favourite animal.

My favourite animal is

\_\_\_\_\_



## Lesson 6 Listening, Reading and Writing

### 19 Listen and circle.



Name: Badger	
1 Type of animal:	<input checked="" type="radio"/> mammal <input type="radio"/> reptile <input type="radio"/> bird
2 Description:	long tongue    short legs    small ears
3 Habitat:	Africa    Europe    Asia
4 Food:	insects    birds    fruit
5 Special features:	change colour    run fast    fly

### 20 Read Barbara's project.

#### My notes:

- the name and type of animal – chameleon, reptile
- a description of the animal – they've got long tongues, long tails, no ears
- where they live – Africa, Europe, Asia
- what they eat – insects, small birds
- what special features they've got – change colour

#### **Remember!**

- Use **and** to join two ideas in a sentence!

#### Animal fact file:



Name: chameleon

Type of animal: reptile

Description: Chameleons have got long tongues and long tails. They haven't got ears.

Habitat: They live in Africa, Europe and Asia.

Food: Chameleons eat insects and small birds.

Special features: Chameleons change colour.

by Barbara

 Now write your notes and project in your notebook.

 **Home-School Link**

21  Use technology to extend your project.



# Lesson 7 Unit Review Vocabulary and Grammar

**22**  Listen and number. Write.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1 tail

**23** Look and tick (✓) or cross (X). Write.

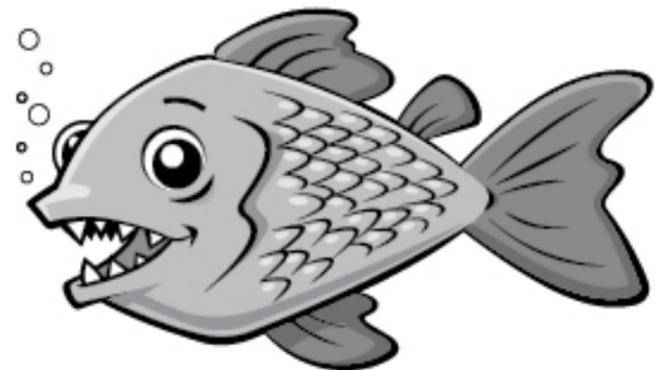


- fur
- a tail
- claws
- wings
- scales

- 1 \_\_\_\_\_ It's got fur.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**24** Look and write. Answer Yes, it has or No, it hasn't.

- 1 (feathers) \_\_\_\_\_ Has it got feathers?  
No, \_\_\_\_\_.
- 2 (teeth) \_\_\_\_\_  
\_\_\_\_\_
- 3 (scales) \_\_\_\_\_  
\_\_\_\_\_
- 4 (claws) \_\_\_\_\_  
\_\_\_\_\_



## Lesson 8 Unit Review CLIL, Culture and Self-assessment



### 25 Read and write.

milk cold warm shell fur eggs babies scales

Mammals have got (1) warm blood. They've got (2) \_\_\_\_\_ or hair.

Mammals have live (3) \_\_\_\_\_. Baby mammals drink their mother's (4) \_\_\_\_\_.

Reptiles have got (5) \_\_\_\_\_ blood. They've got dry skin or (6) \_\_\_\_\_.

Some reptiles have got a (7) \_\_\_\_\_. Most reptiles lay (8) \_\_\_\_\_.

### 26 Read and match.

- |                    |   |
|--------------------|---|
| 1 Name             | Hedgehogs go out at night and sleep in the day. |
| 2 Type of animal   | Hedgehogs have got spikes.                      |
| 3 Description      | Hedgehogs eat insects and plants.               |
| 4 Habitat          | mammal  |
| 5 Food             | hedgehog  |
| 6 Special features | Hedgehogs live in Europe, Asia and Africa.      |



### 27 Complete the Picture Dictionary for Unit 2.

### 28 Listen and say Yes or No.



I can name animal parts of the body.

Yes.

Learning to  
**LEARN**

### Home-School Link

### 29 Complete your *Tiger Team* score card.

#### *My Tiger Team score card*

##### My work in Unit 2 is:

OK	★
Good	★★
Very good	★★★
Excellent	★★★★

##### My Learning Plan

I plan to:

- read Unit 2 again
- write a list of words to remember
- learn the grammar table
- write another animal fact file

### 30 Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 2.

# 3 Sports Star

## Lesson 1 Vocabulary and Listening

1 Find, circle and write.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

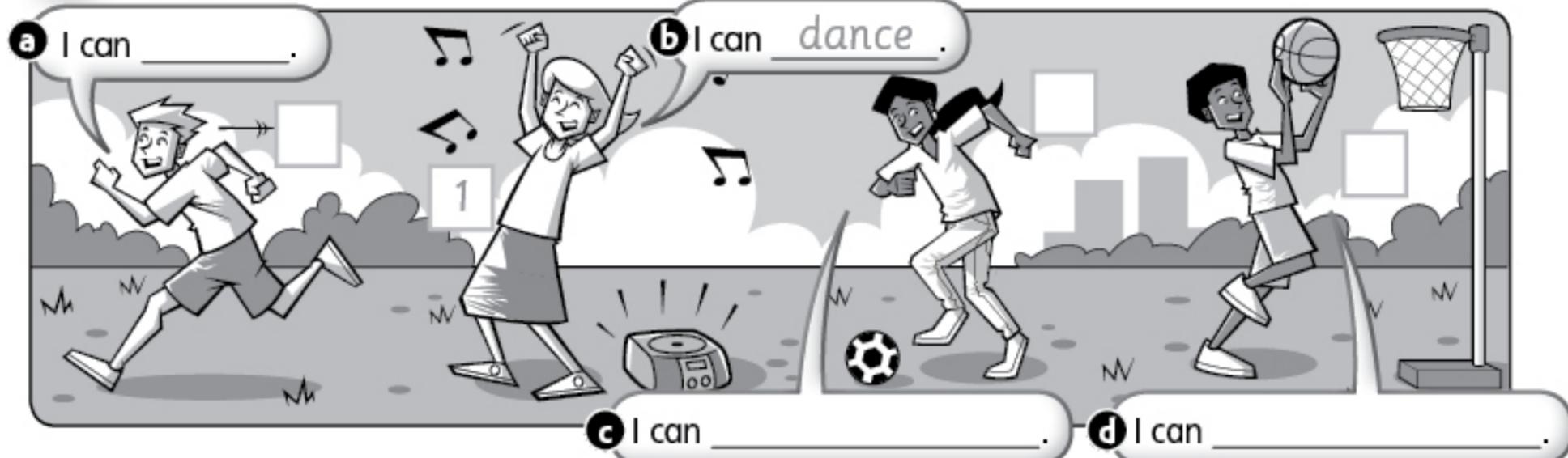


9 dive



10 \_\_\_\_\_

2 Listen and number. Write.



3 Write true sentences about what you can do. Tell a friend.

I can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

# Lesson 2 A sports story

# Lily's Story

4 Look, read and match.

1 I think girls *can* play football.

2 Can you play for the team today, Lily?

3 I can kick the ball.

4 How many press-ups can you do?



5 Read and write the numbers. Listen and repeat.

ten    twenty    thirty    forty    fifty    sixty    seventy    eighty    ninety    a hundred

A row of ten soccer balls. The fifth ball from the left has the number '10' written on it. Lines connect the words 'ten', 'twenty', 'thirty', 'forty', 'fifty', 'sixty', 'seventy', 'eighty', 'ninety', and 'a hundred' to the corresponding soccer balls.

## Home-School Link

6 Read and reflect. Circle.

- I think Lily practises football **a lot** / **a little** .
- I think you need to practise **a lot** / **a little** to do a sport well.
- I **want** / **don't want** to be good at a sport.
- I **want** / **don't want** to be part of a sports team.

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

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_  
 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

# Lesson 3 Grammar and Writing

# Grrr... is for Grammar!



## 8 Read and write. Learn.

1 I (✓) \_\_\_\_\_ ride a bike.

2 I (X) \_\_\_\_\_ do karate.

3 Can you skateboard? Yes, I \_\_\_\_\_.

4 Can you dive? No, I \_\_\_\_\_.

5 He (✓) \_\_\_\_\_ row.      6 She (X) \_\_\_\_\_ ice skate.



## 9 Write. Answer Yes, I can or No, I can't.



Can you ride a bike?

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## 10 Look and write.

Ben	Ellie	Clare	Nasim
✓	✓	✓	✓
X	X	X	X

1 Ben can rollerblade . He can't ride a bike .

2 Ellie \_\_\_\_\_ . She \_\_\_\_\_ .

3 Clare \_\_\_\_\_ . \_\_\_\_\_ .

4 Nasim \_\_\_\_\_ . \_\_\_\_\_ .



## Lesson 4 Grammar, Listening and Writing

**11** Remember, write and say.

### Fantastic Phonics



I can \_\_\_\_\_

He can \_\_\_\_\_

**12** Remember the *I can play football* song. Circle.

**11** Listen and check.

I can play football / basketball and ride a bike.  
I can swim and skateboard, too.  
I can't play tennis or ride a **bike** / horse.  
Tell me, what can you do?

My sister can **swim** / dance and ice skate.  
She can do judo and karate, too.  
She can't play **football** / tennis or basketball.  
Tell me, what can you do?

My brother can **dive** / dance and rollerblade.  
He can row and play basketball, too.  
He can't **row** / do judo or karate.  
Tell me, what can you do?



### Home-School Link

**13** Sing the song at home with your family.



**14** Write about your family. Tell a friend.



## Lesson 5 Reading, Writing and Speaking

### 15 Read and match.

- |                               |                          |
|-------------------------------|--------------------------|
| 1 Workouts give you ...       | put on weight.           |
| 2 Workouts keep you ...       | concentrate at school.   |
| 3 Workouts help you sleep ... | exercise.                |
| 4 You don't ...               | well.                    |
| 5 Workouts help you ...       | strong, fit and healthy. |

### 16 Look and write.

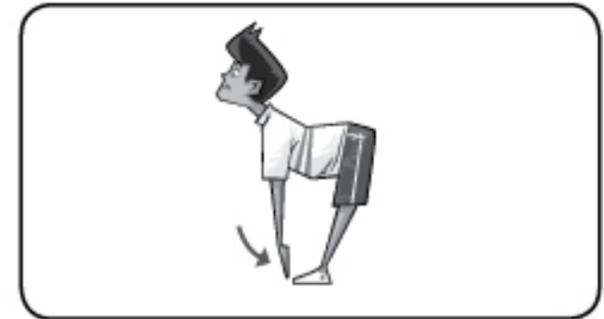
Touch Tap Walk Stretch Turn Roll



1 Walk on  
the spot.



2 \_\_\_\_\_  
around.



3 \_\_\_\_\_ your  
toes.



4 \_\_\_\_\_ your  
arms.



5 \_\_\_\_\_ your  
legs.



6 \_\_\_\_\_.

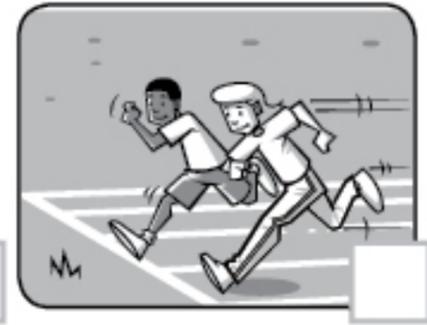
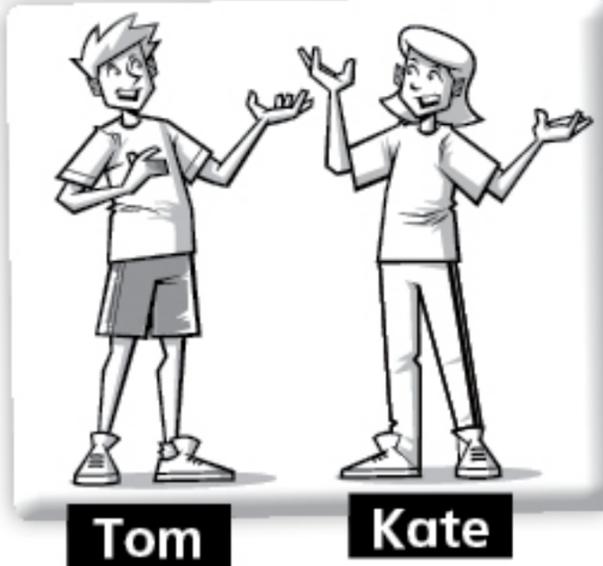
### 17 Read. Answer *Yes, I can* or *No, I can't*. Ask a friend.

- Can you touch your toes? \_\_\_\_\_
- Can you roll your arms? \_\_\_\_\_
- Can you tap your legs? \_\_\_\_\_
- Can you stretch? \_\_\_\_\_

### 18 Choose and write your favourite action.

My favourite action is \_\_\_\_\_

## Lesson 6 Listening, Reading and Writing

19  Listen and tick (✓) or cross (X).

20 Read Alex's project.

**My notes:**

- what I do in PE at school – football, basketball, races, exercise in the gym, swim
- what I can / can't do – ✓ swim, basketball X football
- exercise I do after school – judo (Tuesday), karate (Thursday)
- what I do on Sports Day – race in the park

**Remember!**

- Use capital letters to start a sentence and for days of the week!

**My exercise:**

In PE we play football and basketball. We have races and do exercise in the gym. We also swim.



I can swim and I can play basketball. I can't play football.

After school on Tuesday, I do judo. After school on Thursday, I do karate.

On Sports Day, we have a race in the park with children from other schools. Our families and friends come and watch. It's brilliant!

by Alex

 Now write your notes and project in your notebook.

 **Home-School Link**

21  Use technology to extend your project.



# Lesson 7 Unit Review Vocabulary and Grammar

**22**  Listen and number. Write.

<b>a</b>		<input type="checkbox"/>	<b>b</b>		<input type="checkbox"/> 1	<b>c</b>		<input type="checkbox"/>
<hr/>			play table tennis			<hr/>		
<b>d</b>		<input type="checkbox"/>	<b>e</b>		<input type="checkbox"/>	<b>f</b>		<input type="checkbox"/>
<hr/>			<hr/>			<hr/>		
<b>g</b>		<input type="checkbox"/>	<b>h</b>		<input type="checkbox"/>	<b>i</b>		<input type="checkbox"/>
<hr/>			<hr/>			<hr/>		

**23** Look and write.

<b>1</b>		Can you rollerblade?	<b>2</b>		<input type="checkbox"/>
		✓ Yes, I can.			<input type="checkbox"/>
<b>3</b>		<input type="checkbox"/>	<b>4</b>		<input type="checkbox"/>
		✓ <input type="checkbox"/>			<input type="checkbox"/>

**24** Look and write.



Clare

1 Clare can swim. She can't row.



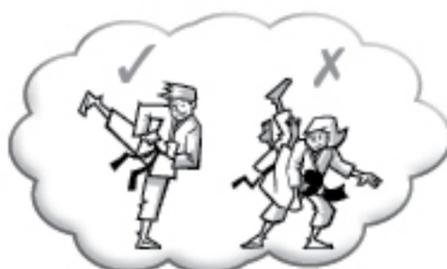
Ben

2 \_\_\_\_\_



Ellie

3 \_\_\_\_\_



Nasim

4 \_\_\_\_\_



## Lesson 8 Unit Review CLIL, Culture and Self-assessment



**25** → Go to Student's Book page 26. Read and write Yes or No.

- 1 Are workouts boring? No
- 2 Do workouts give you exercise? \_\_\_\_\_
- 3 Is exercise bad for you? \_\_\_\_\_
- 4 Do workouts keep you fit? \_\_\_\_\_
- 5 Do workouts help you concentrate? \_\_\_\_\_



**26**  Listen and read. Write the correct sentences.

- 1 In PE lessons I play netball. In PE lessons I play football.
- 2 I also play games with hoops in the gym. \_\_\_\_\_
- 3 I can do workouts very well. \_\_\_\_\_
- 4 I can't swim very fast. \_\_\_\_\_



Clare

**27** Complete the Picture Dictionary for Unit 3.

**28**  Listen and say Yes or No.



I can name sports.

Yes.



 **Home-School Link**

**29** Complete your *Tiger Team* score card.

Learning to  
**LEARN**

### My Tiger Team score card

My work in Unit 3 is:

OK	★
Good	★★
Very good	★★★
Excellent	★★★★

My Learning Plan

I plan to:

- read Unit 3 again
- write a list of words to remember
- learn the grammar table
- write another workout

**30** Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 3.

# 4 Food We Like

## Lesson 1 Vocabulary and Listening

1 Look, order and write.



utr fi cu jei

1 fruit juice



etr wa

2 \_\_\_\_\_



cin sd sew ha

3 \_\_\_\_\_



hkenc ic

4 \_\_\_\_\_



dsa al

5 \_\_\_\_\_



gr toy uh

6 \_\_\_\_\_



ps risc

7 \_\_\_\_\_



l co th ace o

8 \_\_\_\_\_



sa re rt b w re si

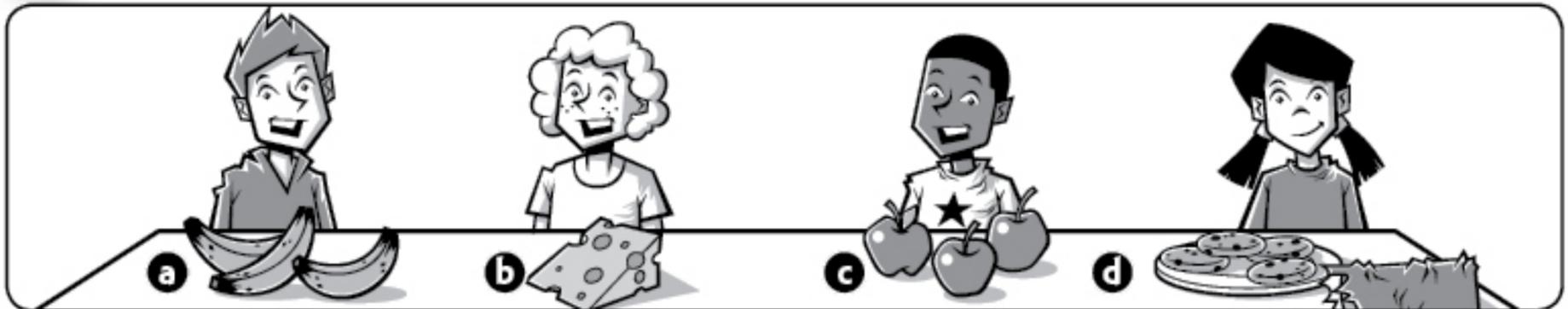
9 \_\_\_\_\_



eci ra c me

10 \_\_\_\_\_

2 Listen and number. Write.



\_\_\_\_\_

\_\_\_\_\_

1 apples

\_\_\_\_\_

3 Write true sentences.

😊 I like ...

I like \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

☹ I don't like ...

I don't like \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 4 Lesson 2 A legend

### 4 Look, read and match.

## The Earl of Sandwich

1 This is delicious. I like meat. I like bread.

2 Bring me some meat and two slices of bread.

3 Bring me the same as the Earl of Sandwich.

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



### 5 Read and write correct sentences.

1 John Montagu is the Earl of London.

No, he's the Earl of Sandwich.

2 Sandwich is a small town in Spain.

No, it's \_\_\_\_\_.

3 The Earl doesn't work very hard.

No, he \_\_\_\_\_.

4 The Earl asks for cheese and bread.

No, he asks for \_\_\_\_\_.

5 The Earl plays football with his friends.

No, he plays \_\_\_\_\_.

6 His friends call the food a 'montagu'.

No, they call the food a \_\_\_\_\_.

### Home-School Link

### 6 Read and reflect. Circle and write.



1 I think it's enjoyable / interesting to know why we say the word 'sandwich'.

2 I want to tell my friends / my family about this legend.

3 In this story, I like \_\_\_\_\_.

4 My favourite character is \_\_\_\_\_.

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

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

# Lesson 3 Grammar and Writing

# Grrr... is for Grammar!



## 8 Read and write. Learn.

1 I (✓) \_\_\_\_\_ fruit juice. I love water.

2 I (X) \_\_\_\_\_ like crisps.

3 Do you like ice cream? Yes, I \_\_\_\_\_.

4 \_\_\_\_\_ you like chocolate? 5 No, I \_\_\_\_\_.

6 I like ice cream, \_\_\_\_\_ I don't like chocolate.

7 He likes salad. She (✓) \_\_\_\_\_ strawberries.



## 9 Look and write questions. Answer.

1  Do you like yoghurt? \_\_\_\_\_

2  \_\_\_\_\_

3  \_\_\_\_\_

4  \_\_\_\_\_

## 10 Look and write what the Tiger Street Club like.



Ben

1 Ben likes chocolate.



Clare

2 \_\_\_\_\_



Nasim

3 \_\_\_\_\_



Ellie

4 \_\_\_\_\_

4

Lesson 4 Grammar, Listening and Writing

11 Remember, write and say.

Fantastic Phonics



Lizzie

Tyler

12 Remember the *I like food* song. Look and write. Listen and check.

*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 \_\_\_\_\_ . I \_\_\_\_\_ , too.  
But \_\_\_\_\_ . What about you?



I \_\_\_\_\_ . I \_\_\_\_\_ , too.  
But \_\_\_\_\_ . What about you?

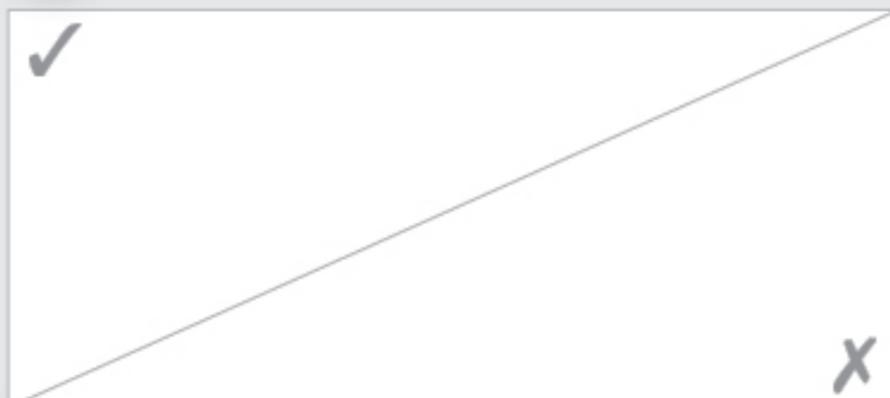


Home-School Link

13 Sing the song at home with your family.



14 Draw and write about what you like and don't like.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

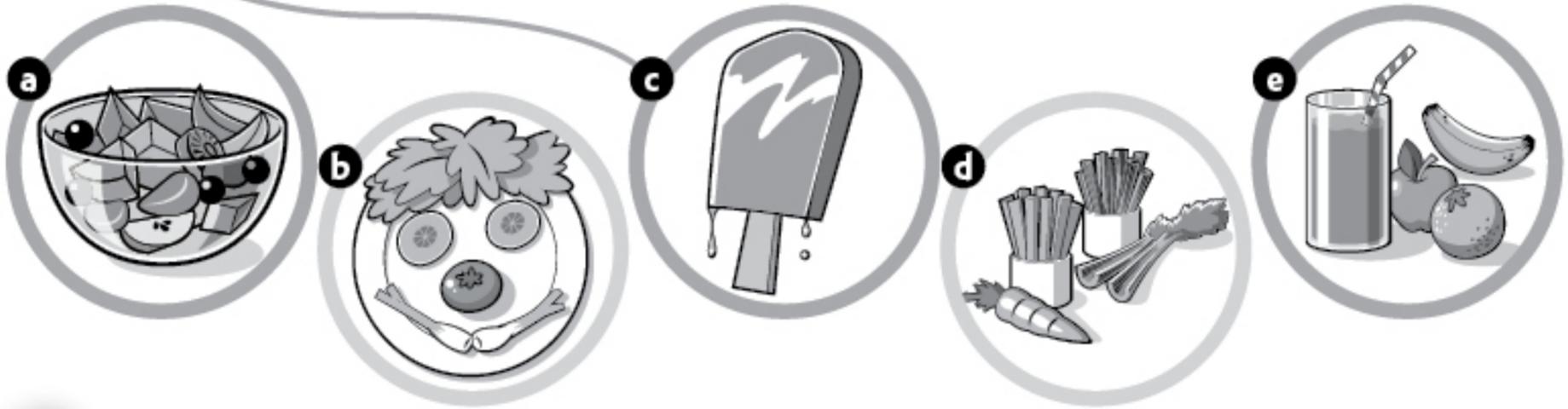
\_\_\_\_\_



# Lesson 5 Reading, Writing and Speaking

## 15 Look and match.

- 1 ice lolly    2 fruit salad    3 smoothie    4 vegetable sticks    5 salad



## 16 Read and write.

- You can make a funny face with it.
- You can make different colours.
- You can eat them with cheese.
- It's got fruit, milk, yoghurt and ice cubes.
- You can use any fruit you like.

\_\_\_\_\_ salad \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## 17 Look and complete the table. Ask a friend.



Do you like ice lollies?

Yes, I do.



✓ = I like  
 X = I don't like

					
Me					
My friend					

## 18 Write about you and your friend.



I like \_\_\_\_\_  
 My friend \_\_\_\_\_

## Lesson 6 Listening, Reading and Writing

19  Listen and circle.

Sam

1 At school Sam has ...

a hot lunch

a packed lunch

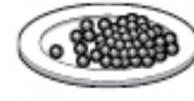
2 Sam's favourite lunch is ...



3 Sam loves ...



4 Sam likes ...



5 Sam also likes ...



6 And he loves ...



## 20 Read Susana's project.

**My notes:**

- the kind of lunch I have at school – a hot lunch
- my favourite food and what I like / don't like –  
favourite food: strawberry smoothie  
love: soup, spaghetti  
like: chicken with vegetables, mushroom omelette  
don't like: fish, salad
- what my friend likes / loves –  
likes: fish, salad, potatoes  
loves: smoothies

**Remember!**

- Use commas to separate words in a list!

**Lunch at my school:**

I have a hot lunch at school. I love soup and spaghetti. I also like chicken with vegetables and mushroom omelette. I don't like fish or salad.

My favourite lunch is when we have a strawberry smoothie – it's a special treat!

My friend, Alicia, has a hot lunch too. She likes fish, salad and potatoes and she loves smoothies.

by Susana



 Now write your notes and project in your notebook.

 **Home-School Link**

21  Use technology to extend your project.

# Lesson 7 Unit Review Vocabulary and Grammar



**22** Listen and number. Write.

**a**  **b**  **c**  **d**

---

**e**  **f**  **g**  **h**

salad

**23** Order and write.

- 1 like / you / Do / sandwiches / ? Do you like sandwiches?
- 2 crisps / you / ? / like / Do \_\_\_\_\_
- 3 juice / love / I / . / fruit \_\_\_\_\_
- 4 like / . / ice cream / I \_\_\_\_\_
- 5 don't / yoghurt / like / I / . \_\_\_\_\_
- 6 and / chicken / She / . / carrots / likes \_\_\_\_\_

**24** Look and write.

Ben		
Clare		
Nasim		
Ellie		

I like sandwiches, but I don't like biscuits.

I like \_\_\_\_\_, but

\_\_\_\_\_

\_\_\_\_\_

## Lesson 8 Unit Review CLIL, Culture and Self-assessment



**25** → Go to Student's Book page 34. Read and write the answers.

- 1 What do fruit and vegetables contain? Minerals, fibre and
- 2 How many portions do you need to eat every day? \_\_\_\_\_
- 3 What do you put into a smoothie? \_\_\_\_\_
- 4 What can you use to make vegetable sticks? \_\_\_\_\_
- 5 What can you use to make a funny face? \_\_\_\_\_

**26**  Listen and read. Write the correct sentences.

- 1 At school, I have a hot lunch. At school, I have a packed lunch.
- 2 My favourite lunch is cheese sandwiches. \_\_\_\_\_
- 3 I love apples and oranges. \_\_\_\_\_
- 4 I also like milk. \_\_\_\_\_
- 5 I don't like chocolate. \_\_\_\_\_



Ellie

**27** Complete the Picture Dictionary for Unit 4.

**28**  Listen and say Yes or No.



I can name food and drink.

Yes.

 **Home-School Link**

**29** Complete your *Tiger Team* score card.

Learning to  
**LEARN**

### My Tiger Team score card

My work in Unit 4 is:

OK



Good



Very good



Excellent



My Learning Plan

I plan to:

- read Unit 4 again
- write a list of words to remember
- learn the grammar table
- do the online activities

**30** Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 4.

# 5 Things We Do Every Day

## Lesson 1 Vocabulary and Listening

### 1 Look and write.



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.

**a** I \_\_\_\_\_ every day.

**b** I \_\_\_\_\_ every day.

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

**d** I \_\_\_\_\_ every day.

### 3 Write true sentences. Tell a friend.

Before school

After school

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson 2 A myth

# King Midas

4 Read and number in order.  Listen and check.

King Midas is very happy.

His clock and hairbrush are gold.

The genie changes the wish.

King Midas wants to be rich.  1

His daughter, Princess Zoe, is gold.

He meets a genie and makes a wish.



5 Read and circle.  Listen and check. Repeat.

1 King Midas wakes up at ...

6:30

half past six.

7:00

seven o'clock.

2 King Midas gets up at ...

7:00

seven o'clock.

7:30

half past seven.

3 King Midas has breakfast at ...

7:30

half past seven.

8:00

eight o'clock.

4 King Midas has lunch at ...

12:30

half past twelve.

1:00

one o'clock.



### Home-School Link

6 Read and reflect. Circle and write. 

1 At the end of the story, King Midas loves gold / his daughter .

2 I think it's important to love money / your family .

3 In this story, I like \_\_\_\_\_.

4 My favourite character is \_\_\_\_\_.

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

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

# Lesson 3 Grammar and Writing

# Grrr... is for Grammar!



## 8 Read and write. Learn.

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

2 I (X) \_\_\_\_\_ get up at half past six. 6:30

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

3 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.

## 9 Look and write.

1		<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">6:00</div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">7:30</div>	<p>Do you get up at six o'clock? _____</p> <p>No, I don't. I get up at half past seven. _____</p>
2		<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">12:00</div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">1:00</div>	<p>_____</p> <p>No, _____</p>
3		<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">3:30</div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">5:00</div>	<p>_____</p> <p>_____</p>
4		<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">9:00</div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">9:30</div>	<p>_____</p> <p>_____</p>

## 10 → Go to Student's Book page 40. Read and write correct sentences.

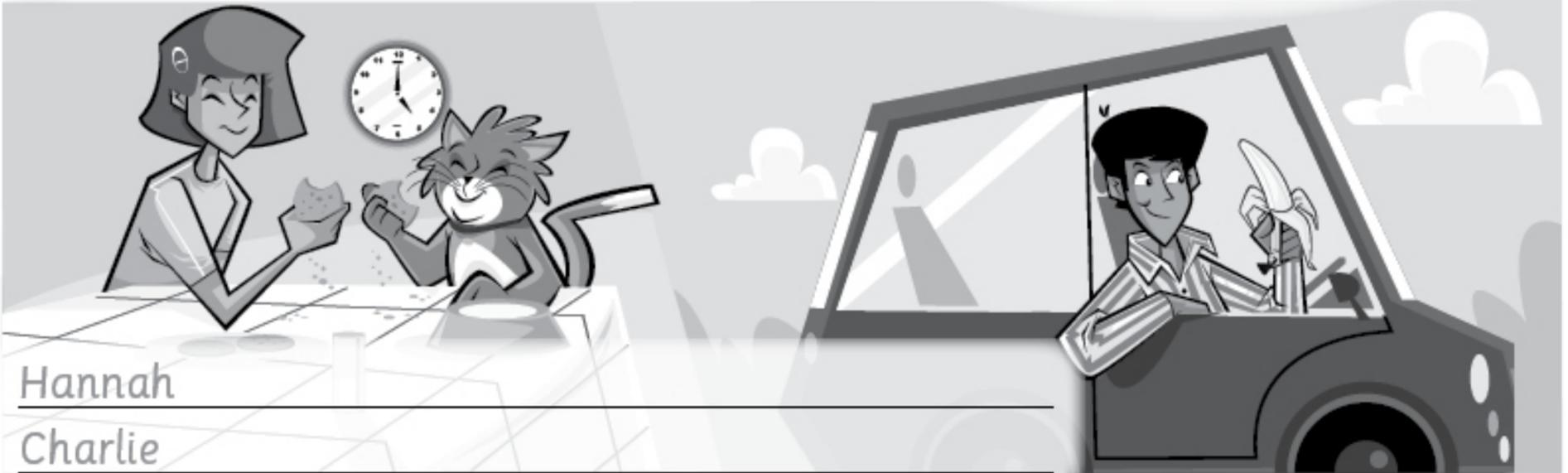
- |   |                                       |  |
|---|---------------------------------------|--|
| 1 | Ben gets up at half past seven.       | No, he gets up at seven o'clock. _____ |
| 2 | Clare has breakfast at seven o'clock. | No, _____                              |
| 3 | Nasim has dinner at six o'clock.      | No, _____                              |
| 4 | Ellie goes to bed at half past ten.   | No, _____                              |



# Lesson 4 Grammar, Listening and Writing

**11** Remember, write and say.

## Fantastic Phonics



Hannah

Charlie

**12** Remember the *What do you do every day?* song. Write.

**Listen and check.**

*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 \_\_\_\_\_.

I \_\_\_\_\_ at one o'clock.

I play with my friends. It's cool!

I \_\_\_\_\_ at four o'clock in the afternoon.

I \_\_\_\_\_ and then I'm free.

I \_\_\_\_\_ and I see my friends.

I play on my computer and I watch TV.

I \_\_\_\_\_ at six o'clock in the evening.

I \_\_\_\_\_ and I say 'goodnight'.

I \_\_\_\_\_ at nine o'clock.

I read a book and I turn out the light.



### Home-School Link

**13** Sing the song at home with your family.



**14** Write about you. Tell your family.

In the morning

In the afternoon

In the evening

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Lesson 5 Reading, Writing and Speaking

**15** → Go to Student's Book page 42. Read and write.

When it's seven o'clock in the morning in New York ...

- It's twelve o'clock midday in London.
- It's \_\_\_\_\_ in the \_\_\_\_\_ in Madrid.
- It's \_\_\_\_\_ at \_\_\_\_\_ in Sydney.



**16** Read and match.

- |           |          |                     |                    |
|-----------|----------|---------------------|--------------------|
| 1 Bradley | Madrid   | She has lunch ...   | at ten o'clock.    |
| 2 Emily   | Sydney   | He gets up ...      | at twelve o'clock. |
| 3 Pedro   | New York | She goes to bed ... | at one o'clock.    |
| 4 Sonya   | London   | He's in class ...   | at seven o'clock.  |

**17** Write.

- Bradley lives in New York. He gets up at seven o'clock.
- Emily \_\_\_\_\_.
- Pedro \_\_\_\_\_.
- Sonya \_\_\_\_\_.

**18** Ask and draw the clocks.

Name:	Me	_____	_____
get up			
have lunch			
go to school			
go to bed			



**19** Choose and write about your favourite time of day.

---



---

## Lesson 6 Listening, Reading and Writing

20  Listen and draw the times.

	get up	go to school	go home	go to bed
 I'm Rosana. I live in Mexico City. Rosana				
 I'm Chang. I live in Beijing in China. Chang				

21 Read Duncan's project.

**My notes:**

- my name and where I live – Duncan Ross, Glasgow in Scotland
- my daily school routine – get up 7:00, breakfast 7:30, go to school 8:00, start lessons 9:00, break 11:00, lunch 1:00, go home 4:00
- what I do after school – homework, TV, read, play, dinner 6:00, go to bed 8:30

**Remember!**

- Write the apostrophe in o'clock!

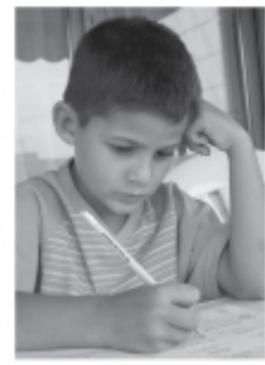
**A day in the life ...:**

My name is Duncan Ross. I live in Glasgow in Scotland.

I get up at seven o'clock in the morning. I have breakfast at half past seven. I go to school at eight o'clock. At school, I start lessons at nine o'clock. I have break at eleven o'clock and I play with my friends. I have lunch at one o'clock. I go home at four o'clock.

After school, I do my homework and I watch TV. I also read and play with my friends. I have dinner at six o'clock. I go to bed at half past eight.

by Duncan



 Now write your notes and project in your notebook.

 **Home-School Link**

22  Use technology to extend your project.



# Lesson 7 Unit Review Vocabulary and Grammar

**23** Listen and circle. Write.



7:00    7:30

1 *I get up at seven o'clock.*



2 \_\_\_\_\_



3 \_\_\_\_\_



6:30    7:00

4 \_\_\_\_\_



8:00    8:30

5 \_\_\_\_\_



6 \_\_\_\_\_

**24** Write and answer.



1 *Do you brush your teeth every day?* \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

**25** Look and write.

Sally's day



7:30

1 *Sally gets up at half past seven.* \_\_\_\_\_



8:00

2 \_\_\_\_\_



12:00

3 \_\_\_\_\_



3:30

4 \_\_\_\_\_

## Lesson 8 Unit Review CLIL, Culture and Self-assessment



**26** → Go to Student's Book page 42. Read and write the answers.

- How many time zones has the world got? It's got
- What time does Bradley get up? \_\_\_\_\_
- What time does Emily have lunch? \_\_\_\_\_
- What time does Pedro have lunch? \_\_\_\_\_
- What time does Sonya go to bed? \_\_\_\_\_

**27** Look and write.



- It's ten o'clock in New York.  
 What time is it in London? It's three o'clock.  
 What time is it in Madrid? \_\_\_\_\_
- It's five o'clock in New York.  
 What time is it in London? \_\_\_\_\_  
 What time is it in Madrid? \_\_\_\_\_

**28** Complete the Picture Dictionary for Unit 5.

I can name daily routines.

**29** Listen and say Yes or No.



Yes.



**Home-School Link**

**30** Complete your *Tiger Team* score card.

Learning to  
**LEARN**

### My Tiger Team score card

My work in Unit 5 is:

OK	★
Good	★★
Very good	★★★
Excellent	★★★★

My Learning Plan

I plan to:

- read Unit 5 again
- write a list of words to remember
- learn the grammar table
- write to a child from another country

**31** Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 5.

# 6 At the Beach

## Lesson 1 Vocabulary and Listening

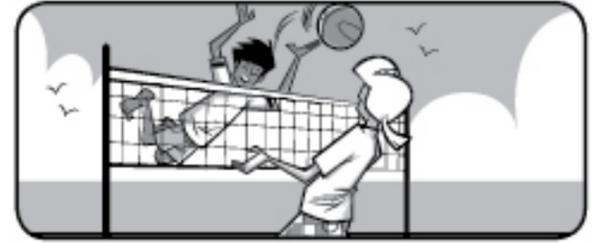
1 Look, read and write.



1 collecting shells



2 making a \_\_\_\_\_



3 playing \_\_\_\_\_



4 playing \_\_\_\_\_



5 playing with a \_\_\_\_\_



6 swimming in the \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 putting on \_\_\_\_\_

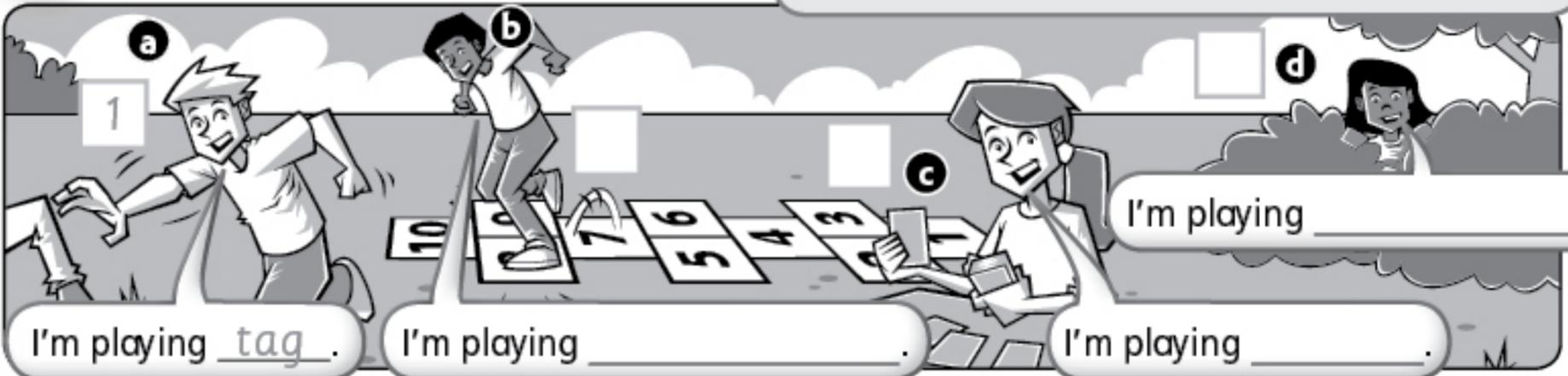


10 lying in the \_\_\_\_\_

2 Listen and number. Write.



hopscotch tag hide and seek cards



I'm playing tag.

I'm playing \_\_\_\_\_.

I'm playing \_\_\_\_\_.

I'm playing \_\_\_\_\_.

3 Look and write.

1 I'm fishing.



2 I'm \_\_\_\_\_.

3 \_\_\_\_\_

4 \_\_\_\_\_



## Lesson 2 An adventure story

# SHARK Attack!

### 4 Read and match.

- 1 Some children are having fun ...
- 2 Sam and Lia are snorkelling ...
- 3 The shark is swimming towards ...
- 4 The dolphins are swimming and ...
- 5 Sam and Lia ...

- jumping in the water.
- are safe.
- on the beach.
- Sam and Lia.
- in the sea.



### 5 Look and write.

1 I'm making a sandcastle.



2 I'm \_\_\_\_\_.



3 We're \_\_\_\_\_.



4 We're \_\_\_\_\_.



### Home-School Link

### 6 Read and reflect. Circle and write.



- 1 I think Sam and Lia are **lucky** / **clever** to escape.
- 2 I want to learn more about **sharks** / **dolphins** .
- 3 In this story, I like \_\_\_\_\_.
- 4 My favourite character is \_\_\_\_\_.

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

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_
- 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

# Lesson 3 Grammar and Writing

# Grrr... is for Grammar!



## 8 Read and write. Learn.

1 What are you doing? I'm (✓) \_\_\_\_\_ a sandcastle.

2 Are you playing volleyball? Yes, I \_\_\_\_\_.

3 \_\_\_\_\_ you fishing? No, I'm not.

He's lying in the shade. 4 (✓) S \_\_\_\_\_'s fishing.

We're swimming. 5 (✓) T \_\_\_\_\_'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

## 9 Order and write. Look and answer.

- 1 you / Are / ? / shells / collecting  
Are you collecting shells? No, I'm not.
- 2 swimming / ? / Are / in / you / sea / the  
 \_\_\_\_\_
- 3 the / lying / ? / you / shade / in / Are  
 \_\_\_\_\_



## 10 Look and write.

1 **What are you doing?**

**I'm playing volleyball.**

2 **What**

**I'm**

3

He

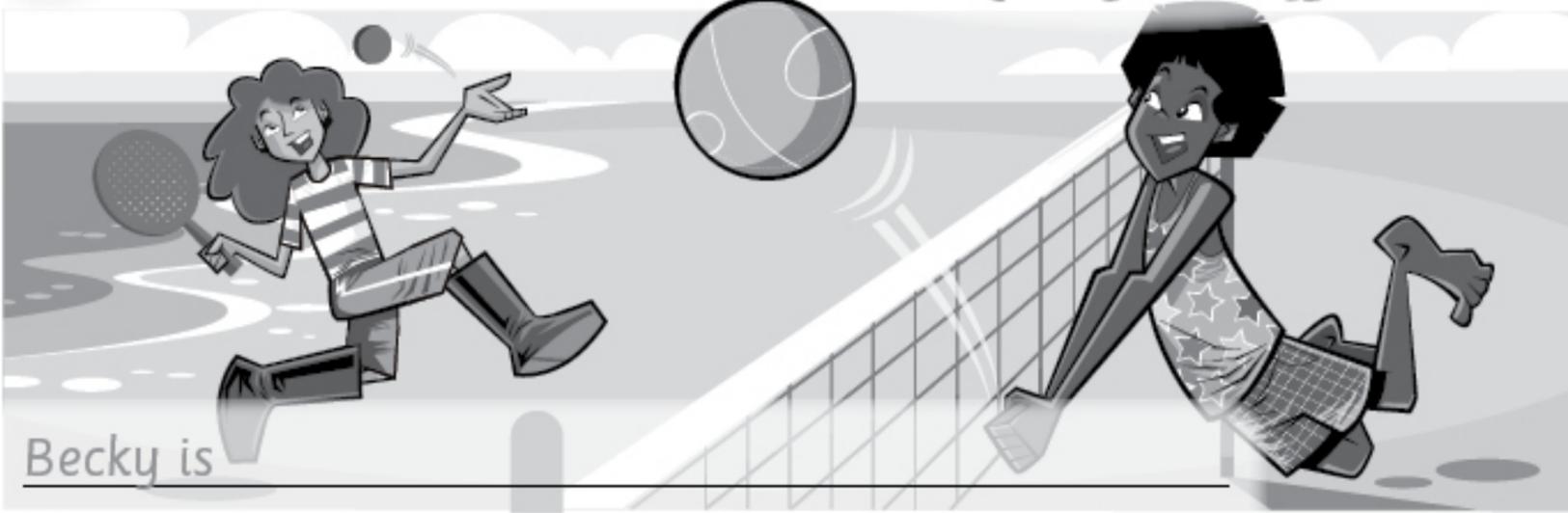
4

They

# 6 Lesson 4 Grammar, Listening and Writing

**11** Remember, write and say.

## Fantastic Phonics



Becky is \_\_\_\_\_

Victor is \_\_\_\_\_

**12** Remember the *It's summer time!* song. Write.   Listen and check.

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

I'm collecting shells.  
He's \_\_\_\_\_ in the sea.  
She's \_\_\_\_\_ on sun cream.  
They're \_\_\_\_\_ under a tree.

I'm \_\_\_\_\_ a sandcastle.  
She's \_\_\_\_\_ volleyball.  
He's \_\_\_\_\_ a book.  
They're doing nothing at all.



## Home-School Link

**13** Sing the song at home with your family. 

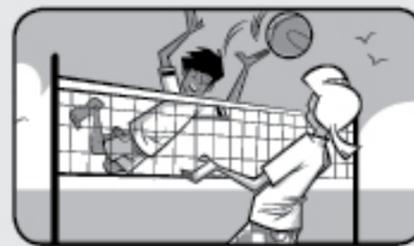
**14** Look and write.



1 He's \_\_\_\_\_  
snorkelling.



2 \_\_\_\_\_  
\_\_\_\_\_



3 They're \_\_\_\_\_  
\_\_\_\_\_



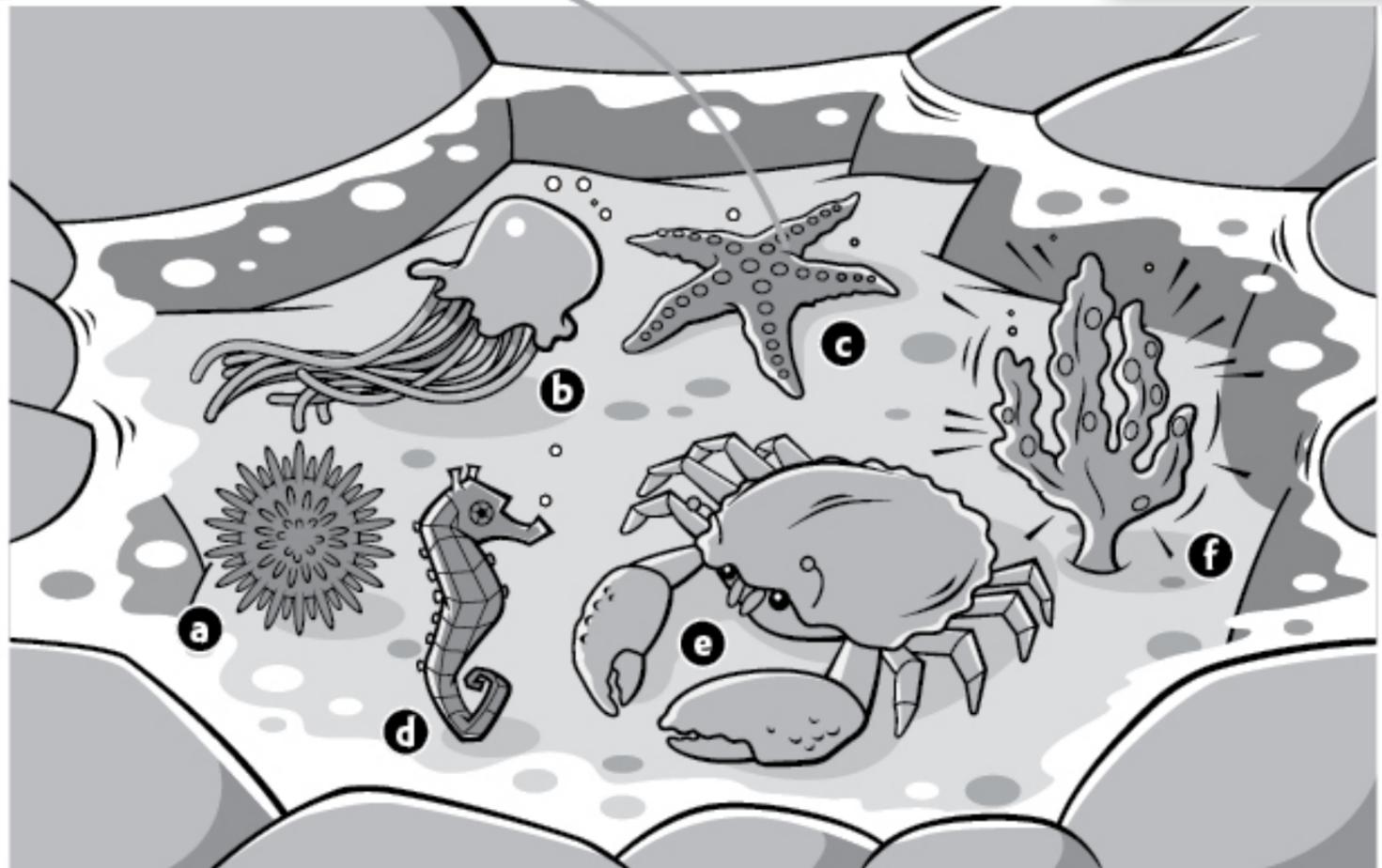
4 \_\_\_\_\_  
\_\_\_\_\_



# Lesson 5 Reading, Writing and Speaking

## 15 Look and match.

- 1 starfish
- 2 seahorse
- 3 crab
- 4 seaweed
- 5 sea urchin
- 6 jellyfish



## 16 → Go to Student's Book page 50. Read and write.

- 1 It's walking sideways. It's the crab.
- 2 Lots of little fish are hiding here. It's the
- 3 It's resting in the rock pool. \_\_\_\_\_
- 4 It's got sharp spikes. \_\_\_\_\_
- 5 It's catching tiny animals. \_\_\_\_\_
- 6 It's swimming in the rock pool. \_\_\_\_\_

## 17 Write your opinion. Tell a friend.

😊 I like ...

☹ I don't like ...

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 18 Choose and write about your favourite animal.

\_\_\_\_\_  
 \_\_\_\_\_



## Lesson 6 Listening, Reading and Writing

### 19 Listen and tick (✓).

- |   |   |
|---|---|
| 1 seaside <input type="checkbox"/>            | countryside <input checked="" type="checkbox"/> |
| 2 camp <input type="checkbox"/>               | bed and breakfast <input type="checkbox"/>      |
| 3 cloudy and raining <input type="checkbox"/> | sunny and hot <input type="checkbox"/>          |
| 4 walking <input type="checkbox"/>            | riding a horse <input type="checkbox"/>         |
| 5 birds <input type="checkbox"/>              | flowers <input type="checkbox"/>                |



**Granny**



**Liz**

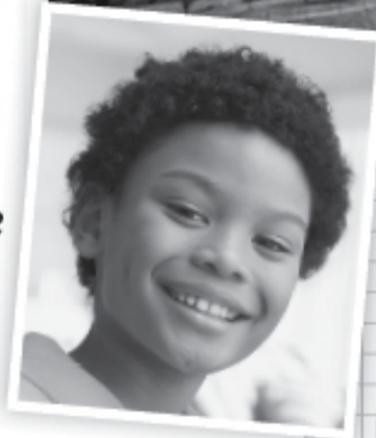
### 20 Read James's project.

#### My notes:

- where I am and where I'm staying – the countryside, bed and breakfast
- the weather – cloudy and raining
- what my friends and I are doing – me: waiting to go for a walk with Mick, Simon: playing on the computer, Amy: reading

#### A holiday postcard:

Dear Uncle Harry,  
I hope you're well. I'm having a great time in the countryside. We're staying in a bed and breakfast. It's brilliant! Today it's cloudy and raining. I'm waiting to go for a walk with Mick. Simon is playing on the computer. Amy is reading. There are lots of birds, animals and flowers. It's interesting and fun. I don't want the holiday to end! See you soon!  
Love from  
James



#### *Remember!*

- Start **Dear** and end **Love from** when you write to someone in your family!

 Now write your notes and project in your notebook.

### Home-School Link

21  Use technology to extend your project.



# Lesson 7 Unit Review Vocabulary and Grammar

**22** Listen and number. Write.

I'm collecting shells.

1

1

1

1

1

1

**23** Write and answer for you.

1		<u>Are you reading?</u>	2		_____
3		_____	4		_____

**24** Look and write.

1 <u>He's</u>	2 _____	3 _____	4 _____
_____	_____	_____	_____

## Lesson 8 Unit Review CLIL, Culture and Self-assessment



**25** → Go to Student's Book page 50. Read and write the answers.

- 1 What's the crab looking for? It's
- 2 Where are little fish hiding? \_\_\_\_\_
- 3 Where is the starfish? \_\_\_\_\_
- 4 What's the jellyfish doing? \_\_\_\_\_
- 5 What has the sea urchin got? \_\_\_\_\_

**26**  Listen and read. Write the correct sentences in your notebook.

- 1 I'm having a great time in the countryside.  
I'm having a great time at the seaside.
- 2 We're staying at a camp near the beach.
- 3 Today it's cloudy and raining.
- 4 I'm playing volleyball on the beach.
- 5 My friend is collecting shells.



**Sam**

**27** Complete the Picture Dictionary for Unit 6.

**28**  Listen and say Yes or No.



I can name beach activities.



Yes.

Learning to  
**LEARN**

 **Home-School Link**

**29** Complete your *Tiger Team* score card.

### *My Tiger Team score card*

<p><b>My work in Unit 6 is:</b></p> <p>OK <span style="float: right;">★</span></p> <p>Good <span style="float: right;">★ ★</span></p> <p>Very good <span style="float: right;">★ ★ ★</span></p> <p>Excellent <span style="float: right;">★ ★ ★ ★</span></p>	<p><b>My Learning Plan</b></p> <p>I plan to:</p> <p><input type="checkbox"/> read Unit 6 again</p> <p><input type="checkbox"/> write a list of words to remember</p> <p><input type="checkbox"/> learn the grammar table</p> <p><input type="checkbox"/> write postcards in English</p>
---	---

**30** Do an activity from your Learning Plan and complete your *Progress Journal* for Unit 6.

# 7 Tiger Street Club Review

## Lesson 1 Vocabulary and Listening

1 Find, circle and write.



1 actor



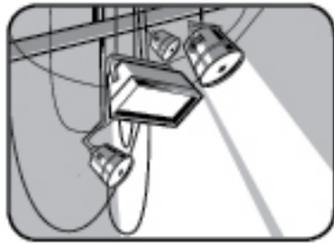
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

p	r	o	g	r	a	m	m	e
o	t	i	c	k	e	t	a	l
s	t	a	g	e	f	j	k	i
t	c	o	s	t	u	m	e	g
e	d	a	c	t	o	r	u	h
r	t	b	s	c	r	i	p	t
a	u	d	i	e	n	c	e	s



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_

2 Listen and number. Write.

1 \_\_\_\_\_

I like salad.

I'm \_\_\_\_\_

3 Read and write true answers. Ask a friend.

1 Do you have lunch at twelve o'clock?

\_\_\_\_\_

3 Do you like carrots?

\_\_\_\_\_

2 Can you ice skate?

\_\_\_\_\_

4 Are you listening to music?

\_\_\_\_\_



## Lesson 2 A traditional play

# Stone Soup

**4** → Go to Student's Book page 54. Answer the questions.



1 Who are Anton, Boris, Dina and Klara?

They're

2 What do they ask for in the village?

\_\_\_\_\_

3 What do they put in a pot on their camping stove? \_\_\_\_\_

4 What does the stone soup need? \_\_\_\_\_

5 What do the people in the village think of the soup? \_\_\_\_\_

**5** Remember, read and write the words.

OLD WOMAN: Who is it?

BORIS: Hello. We're hikers and

(1) we're \_\_\_\_\_. Please

(2) \_\_\_\_\_ with us.

OLD WOMAN: No, sorry. (3) \_\_\_\_\_

share my food with you.



DINA: Mmm. The soup is good. But

(4) \_\_\_\_\_.

OLD MAN: Oh, (5) \_\_\_\_\_ at home. Wait a minute. I can get them.

NARRATOR: The old man brings some onions. Dina (6) \_\_\_\_\_

in the pot.

### Home-School Link

**6** Read and reflect. Circle and write.



1 The story of stone soup is a **silly** / **clever** trick.

2 I think it **is** / **isn't** important to share things with other people.

3 In this story, I like \_\_\_\_\_.

4 My favourite character is \_\_\_\_\_.

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

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

## Lesson 3 Grammar and Writing

## Grrr... is for Grammar!



- 8 Make your own 'can do' game. Write questions. Play with a friend.

Start here!	1	2 Can you spell your _____ name? _____	3	4 _____ _____ _____
	5	6 _____ _____	7	8 _____ _____ _____
9	10 _____ _____	11	12 _____ _____	Finish

- 9 Read and write the answers to the *Tiger Street Club Quiz*.

## Quiz

- 1 Write two things you use a computer to do.

I use a computer to \_\_\_\_\_ and \_\_\_\_\_

- 2 Write one difference between mammals and reptiles.

Mammals have got \_\_\_\_\_

Reptiles \_\_\_\_\_

- 3 Write two reasons to do workouts.

Workouts \_\_\_\_\_ and \_\_\_\_\_

- 4 Write two reasons to eat fruit and vegetables.

Fruit and vegetables \_\_\_\_\_

- 5 Write how many time zones the world has got.

The world \_\_\_\_\_

- 6 Write one thing you need to do when you explore rock pools.

You need to \_\_\_\_\_



## Lesson 4 Grammar, Listening and Writing

**10** Remember, write and say.

### Fantastic Phonics



Stella is \_\_\_\_\_  
Stewart \_\_\_\_\_

**11** Remember the *It's the Tiger Street Club Review* song. Write.

Listen and check.

*It's the Tiger Street Club Review.*

*Come and watch our show.*

*Look at our make-up and the \_\_\_\_\_.*

*We're nearly ready to go.*

*We're the \_\_\_\_\_, we're on \_\_\_\_\_.*

*We're wearing \_\_\_\_\_, too.*

*You're the lovely \_\_\_\_\_,*

*And our show is just for you.*

*Be ready to smile, be ready to laugh*

*At the stone \_\_\_\_\_ in our play.*

*It's funny and it's \_\_\_\_\_.*

*Enjoy our show today!*



### Home-School Link

**12** Sing the song at home with your family.



**13** Order and write. Play sentence bingo with your family.

1 go / bed / nine / I / to / at / o'clock \_\_\_\_\_

2 feathers / got / and / A / wings / bird's \_\_\_\_\_

## Lesson 5 Reading, Writing and Speaking

**14** → Go to Student's Book page 58. Read and write correct sentences.

1 You need two or three people to put on a show.

*No, you need*

2 It's easy work.

*No,*

3 You prepare the show before school.

4 Everyone needs to work on their own.



**15** → Go to Student's Book page 58. Write the answers.

1 What's Nasim doing?

*He's helping with the lights and the music.*

2 What's Clare doing?

3 What's Ellie doing?

4 What's Ben doing?

5 What's Mrs Jones doing?

6 What's Jack doing?



**16** → Choose and write what you want to do. Tell a friend.

I want to design the poster.



## Lesson 6 Listening, Reading and Writing

17  Listen and circle.

Marcus



Tell me about  
*The Funny Show*.

Sophie



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

## 18 Read Carla's project.

**My notes:**

- the name of my play and where you can see it –  
*The English Lesson*,  
Greenfields School
- what the play is about and the things that are good –  
a funny teacher and a thief  
script, lights – excellent  
costumes, make-up – fantastic
- the actors and the characters –  
Sara – Mrs Court  
David, Susana, Jo – pupils  
Elena – thief

**Remember!**

- Use different adjectives in a review!

**The English Lesson:**A review

This week at Greenfields School you can see *The English Lesson*, an end-of-year show.

It's a play about a funny teacher and a thief.

The script and lights are excellent. The costumes and make-up are fantastic.

Sara is very good as Mrs Court, the English teacher. David, Susana and Jo are excellent as the pupils. Elena is brilliant as the thief. Don't miss it!  
by Carla



The  
English  
Lesson

 Now write your notes and project in your notebook.

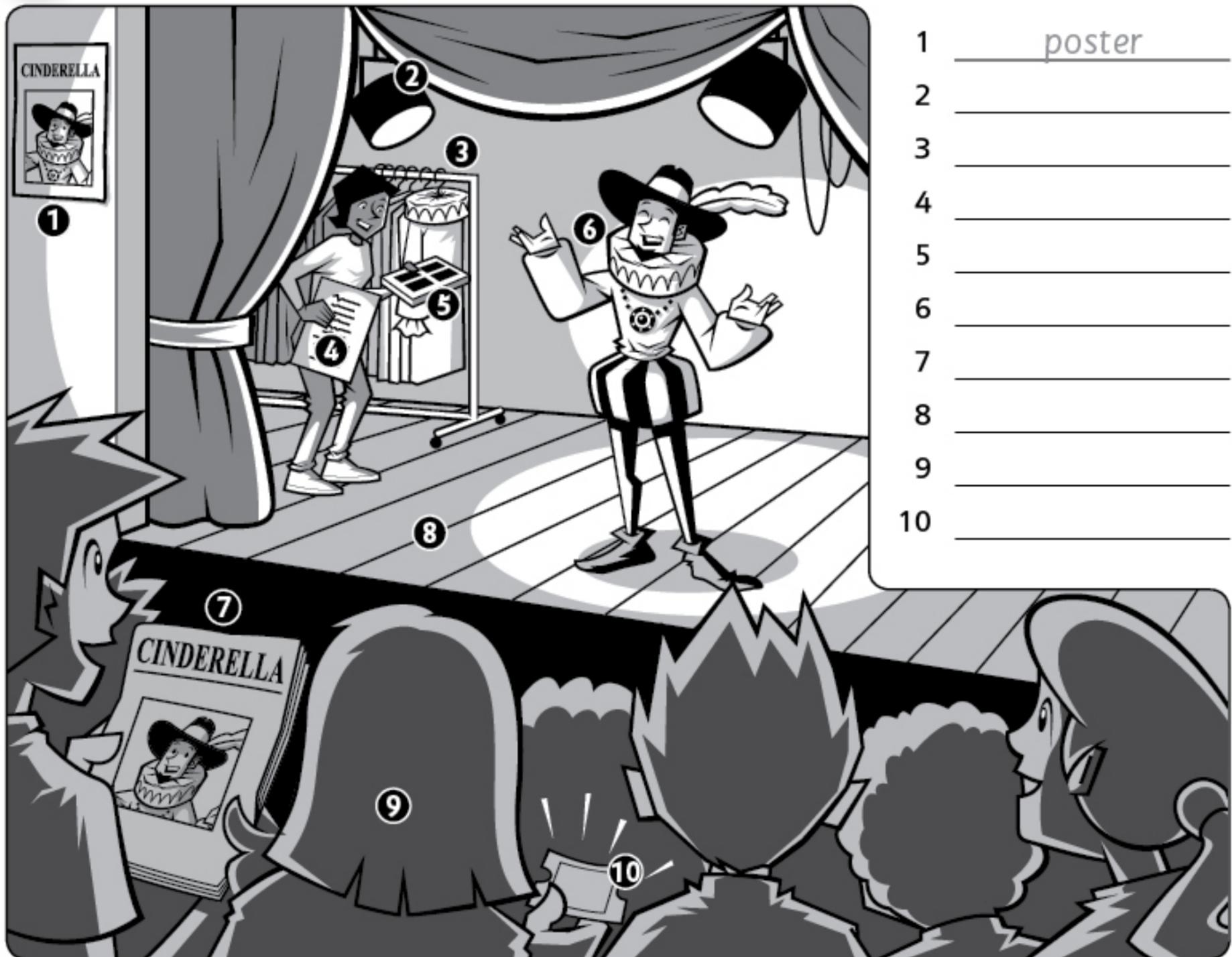
**Home-School Link**

19  Use technology to extend your project.



## Lesson 7 Unit Review Vocabulary and Grammar

20 Look and write.  Listen and check.



- 1 \_\_\_\_\_ poster
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

21 Read and write.

### 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!





# Tiger Time 3

## REFERENCE & REINFORCEMENT

-  **Verb List** page 62
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# Verb List

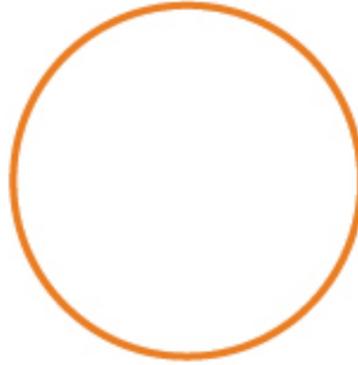
Translate these verbs into your language.

to brush your teeth \_\_\_\_\_  
 to collect shells \_\_\_\_\_  
 to dance \_\_\_\_\_  
 to dive \_\_\_\_\_  
 to do judo \_\_\_\_\_  
 to do karate \_\_\_\_\_  
 to do sports \_\_\_\_\_  
 to draw \_\_\_\_\_  
 to drink \_\_\_\_\_  
 to eat \_\_\_\_\_  
 to find out \_\_\_\_\_  
 to finish \_\_\_\_\_  
 to fish \_\_\_\_\_  
 to get up \_\_\_\_\_  
 to give \_\_\_\_\_  
 to go home \_\_\_\_\_  
 to go on excursions \_\_\_\_\_  
 to go to bed \_\_\_\_\_  
 to go to school \_\_\_\_\_  
 to have a shower \_\_\_\_\_  
 to have breakfast \_\_\_\_\_  
 to have dinner \_\_\_\_\_  
 to have lunch \_\_\_\_\_  
 to help people \_\_\_\_\_  
 to ice skate \_\_\_\_\_  
 to learn \_\_\_\_\_  
 to lie in the shade \_\_\_\_\_  
 to like \_\_\_\_\_  
 to listen to music \_\_\_\_\_  
 to look at \_\_\_\_\_  
 to look for \_\_\_\_\_  
 to love \_\_\_\_\_  
 to make a sandcastle \_\_\_\_\_  
 to make things \_\_\_\_\_

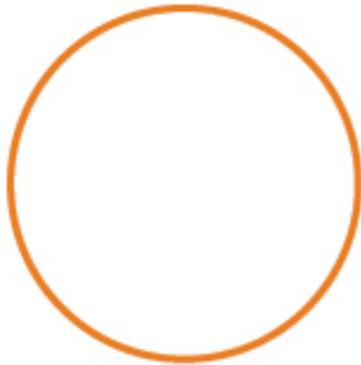
to paint pictures \_\_\_\_\_  
 to play football \_\_\_\_\_  
 to play Frisbee \_\_\_\_\_  
 to play games \_\_\_\_\_  
 to play table tennis \_\_\_\_\_  
 to play volleyball \_\_\_\_\_  
 to play with a bat and ball \_\_\_\_\_  
 to put on sun cream \_\_\_\_\_  
 to put on your pyjamas \_\_\_\_\_  
 to read \_\_\_\_\_  
 to ride a bike \_\_\_\_\_  
 to ride a horse \_\_\_\_\_  
 to rollerblade \_\_\_\_\_  
 to row \_\_\_\_\_  
 to run \_\_\_\_\_  
 to see \_\_\_\_\_  
 to share \_\_\_\_\_  
 to sing \_\_\_\_\_  
 to sit \_\_\_\_\_  
 to skateboard \_\_\_\_\_  
 to sleep \_\_\_\_\_  
 to snorkel \_\_\_\_\_  
 to swim in the sea \_\_\_\_\_  
 to take photos \_\_\_\_\_  
 to think \_\_\_\_\_  
 to touch \_\_\_\_\_  
 to use a computer \_\_\_\_\_  
 to visit \_\_\_\_\_  
 to walk \_\_\_\_\_  
 to want \_\_\_\_\_  
 to watch films \_\_\_\_\_  
 to wear \_\_\_\_\_  
 to win \_\_\_\_\_  
 to write \_\_\_\_\_

# Picture Dictionary

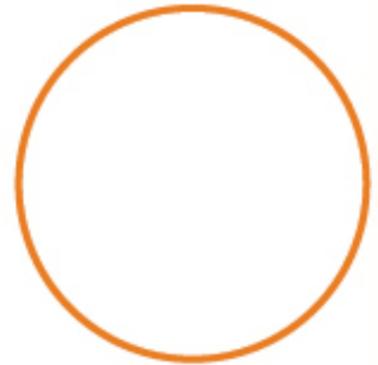
## Starter Unit



board game

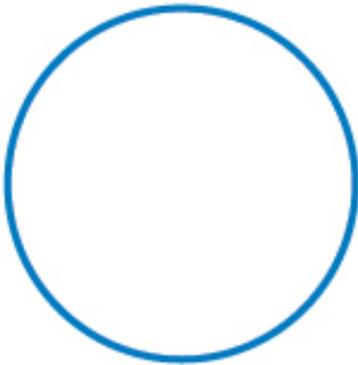


jumper

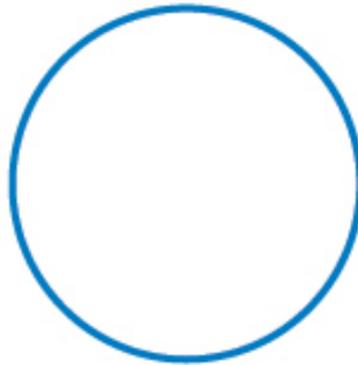


banana

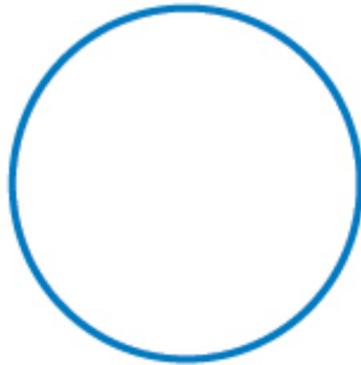
## Unit 1



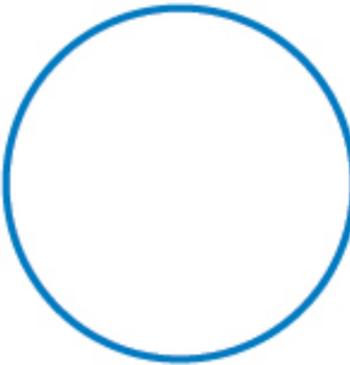
listen to music



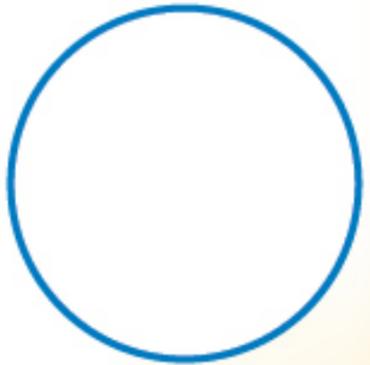
use a computer



take photos



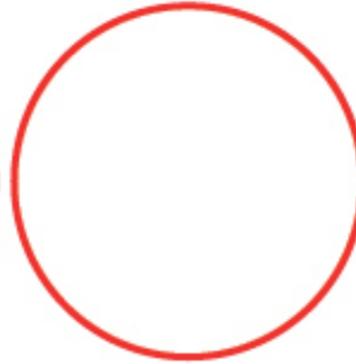
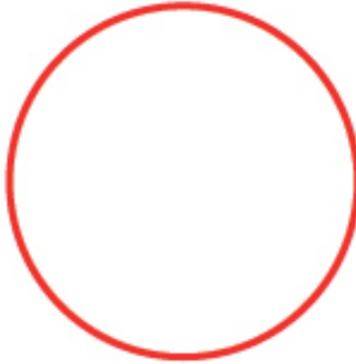
paint pictures



do sports

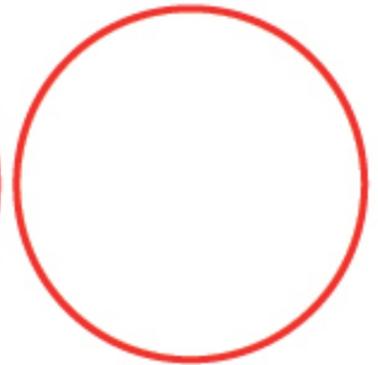
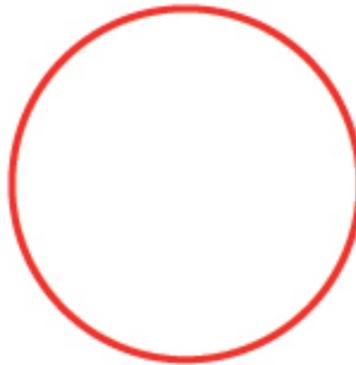
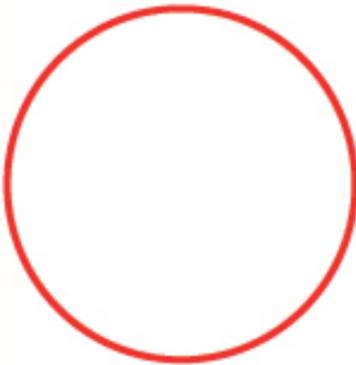
# Picture Dictionary

## Unit 2



tail

feathers

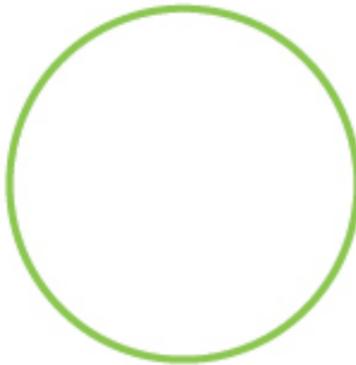


wings

fur

scales

## Unit 3



row

do judo



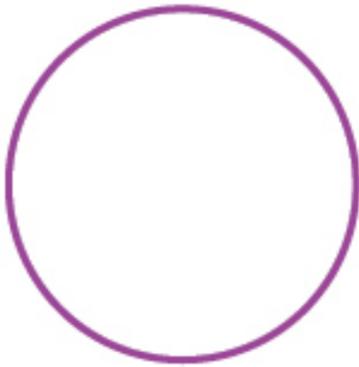
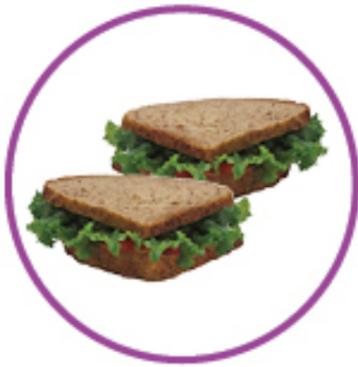
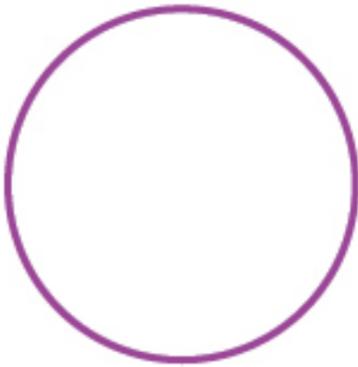
ride a bike

skateboard

ice skate

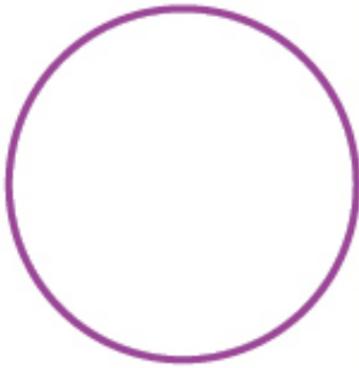
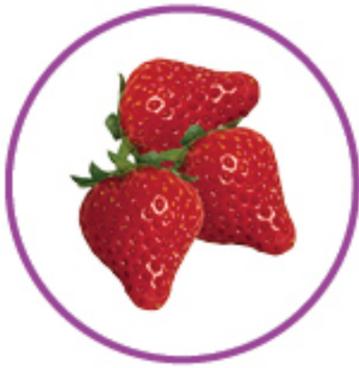
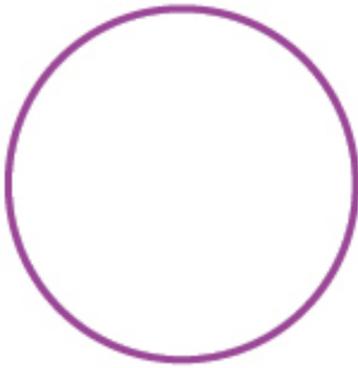
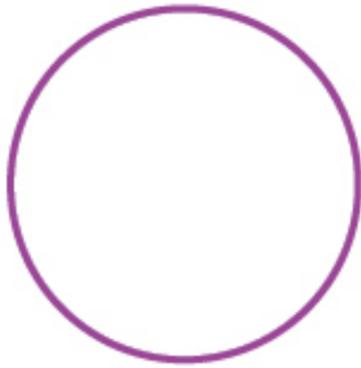
Picture Dictionary

Unit 4



water

chicken

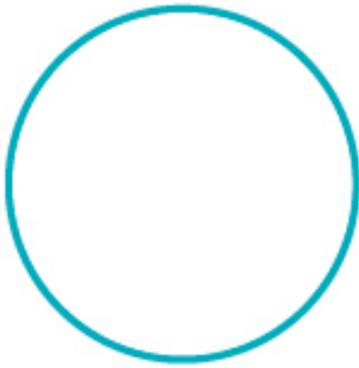
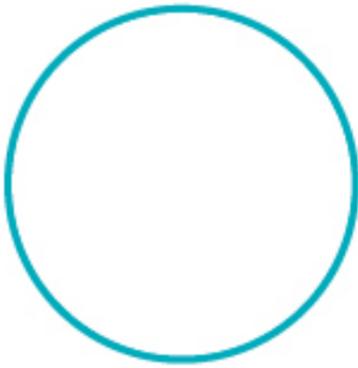


yoghurt

chocolate

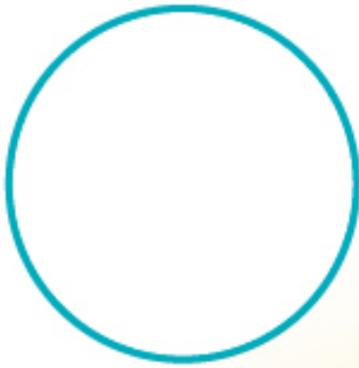
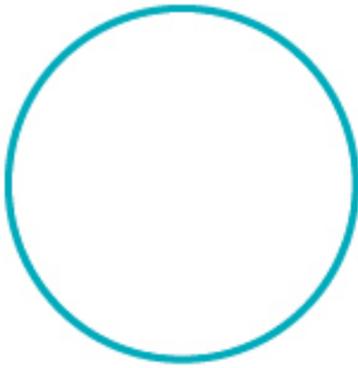
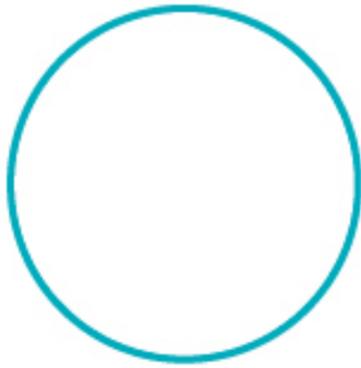
ice cream

Unit 5



have breakfast

go to school



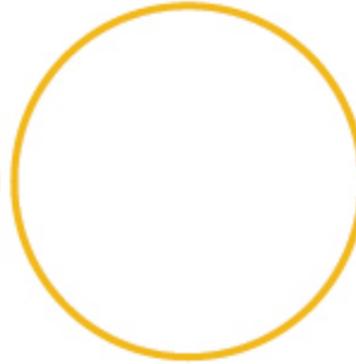
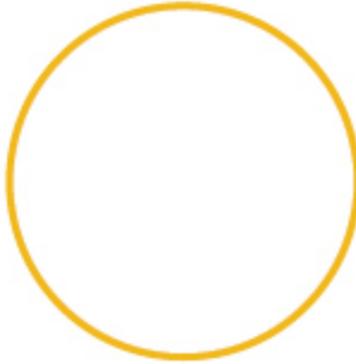
go home

have a shower

go to bed

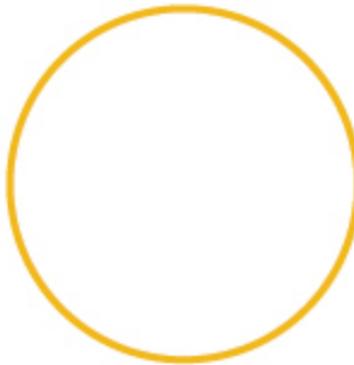
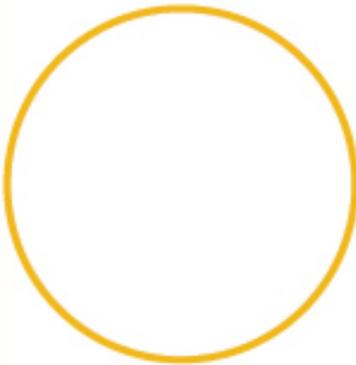
# Picture Dictionary

## Unit 6



making a sandcastle

playing Frisbee

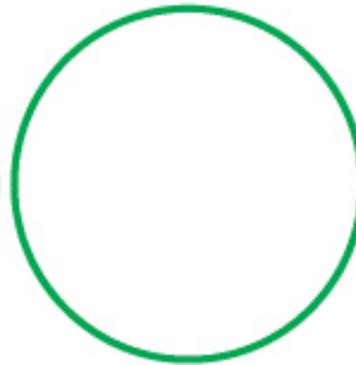
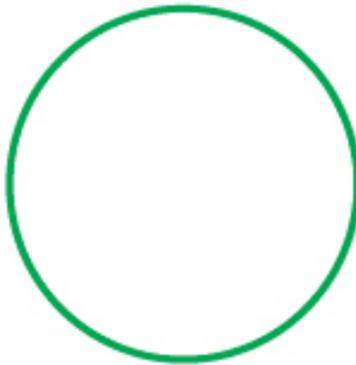


swimming in the sea

snorkelling

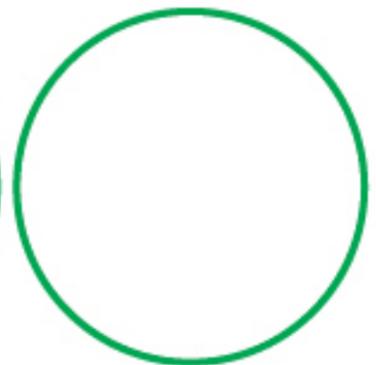
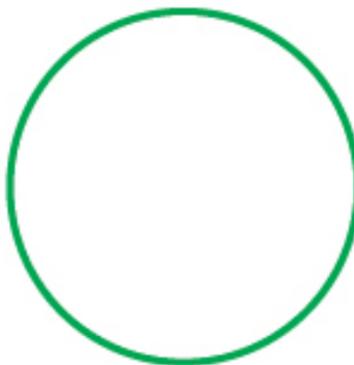
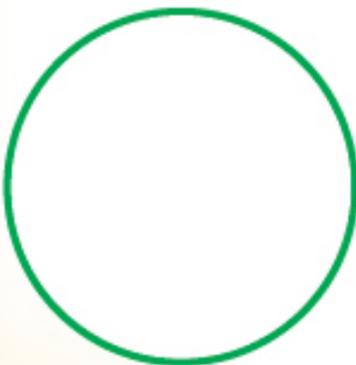
lying in the shade

## Unit 7



audience

costume



make-up

ticket

poster

# Grammar Reference Bank

## Unit 1 Present simple in statements and yes / no questions

### Grammar presentation

- We use the same form for **I, you, we, they**.
- We put **Do** first to make a question.
- We use **short answers** to reply to questions.

**Remember!**  
Write the apostrophe in **don't**!

I	<b>watch</b> films.
You	<b>listen</b> to music.
We	<b>take</b> photos.
They	<b>do</b> sports.

I		<b>play</b> games.
You	<b>don't</b>	<b>paint</b> pictures.
We		<b>make</b> things.
They		<b>use</b> a computer.

<b>Do</b>	I you we they	<b>use</b> a computer?
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Yes,	I you we they	<b>do.</b>
No,	they	<b>don't.</b>



### Grammar check

#### 1 Write the opposite.

- I listen to music. I don't listen to music.
- They do sports. \_\_\_\_\_
- We play games. \_\_\_\_\_
- You use a computer. \_\_\_\_\_
- I paint pictures. \_\_\_\_\_



#### 2 Write answers.

- Do you use a computer?  
Yes, I do.
- Do they go on excursions?  
No, \_\_\_\_\_.
- Do you and your friends help people?  
Yes, \_\_\_\_\_.
- Do you take photos?  
No, \_\_\_\_\_.
- Do you watch films?  
Yes, \_\_\_\_\_.

### Grammar self-assessment

Look and colour.



I understand.



I don't understand.

## Grammar Reference Bank

### Unit 2 *Has / have got* to describe animals

#### Grammar presentation

- We use **it** for animals (except pets with names).
- We use **has got** for **he, she, it**.
- We use **have got** for **they**.
- We put **Has** or **Have** first to make a question.

**Remember!**  
We don't use **got** in short answers!

It		eyes.
He	<b>has got</b>	teeth.
She		legs.
They	<b>have got</b>	ears.

It		claws.
He	<b>hasn't got</b>	whiskers.
She		fur.
They	<b>haven't got</b>	feathers.

<b>Has</b>	it	<b>got</b> big eyes?
	he	
	she	
<b>Have</b>	they	

Yes, No,	it	<b>has.</b>
	he she	<b>hasn't.</b>
	they	<b>have.</b> <b>haven't.</b>



#### Grammar check

##### 1 Write *has got* or *have got*.

- 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 Order, write and answer.

- 1 rabbit / Has / ? / whiskers / a / got Has a rabbit got whiskers? Yes, it has.
- 2 fur / ? / got / Have / mammals \_\_\_\_\_
- 3 wings / a / ? / got / hamster / Has \_\_\_\_\_
- 4 reptiles / Have / ? / warm blood / got \_\_\_\_\_
- 5 bird / a / got / beak / a / ? / Has \_\_\_\_\_

#### Grammar self-assessment

Look and colour.



I understand.

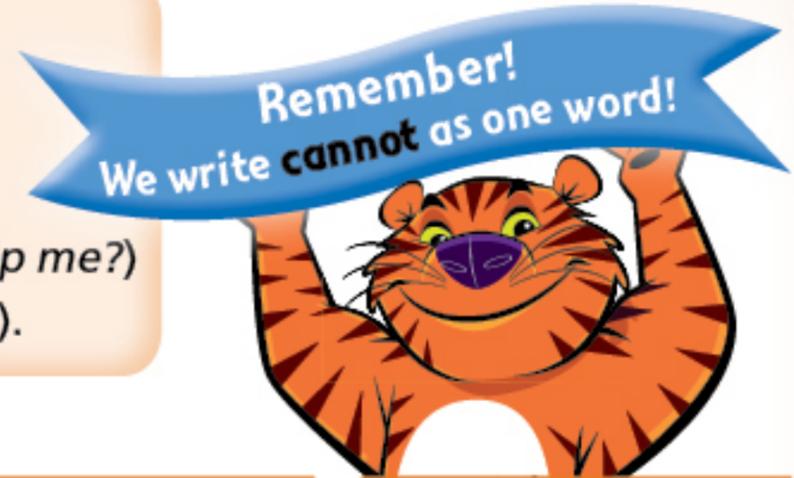


I don't understand.

Unit 3 *Can / can't* to talk about ability

## Grammar presentation

- We use **can / can't** (or **cannot**) for all persons. It does not change.
- We put **Can** first to make a question.
- We also use **Can** to make requests (*Can you help me?*) and ask for permission (*Can I work with David?*).



I	can	ride a bike.
You		dive.
He	can't / cannot	row.
She		ice skate.
It		skateboard.
We		do karate.
You		ride a horse
They		

Can	you	dive?
	he	
	she	
	it	
	you	
	they	

Yes,	I	can.
	he	
	she	
No,	it	can't.
	we	
	they	

## Grammar check

## 1 Read the answers. Write the questions.

- 1 (skateboard) \_\_\_\_\_ *Can you skateboard?* \_\_\_\_\_ Yes, I can.
- 2 (dive) \_\_\_\_\_ No, she can't.
- 3 (do judo) \_\_\_\_\_ Yes, they can.
- 4 (ride a horse) \_\_\_\_\_ No, he can't.
- 5 (swim) \_\_\_\_\_ Yes, it can.



## 2 → Go to Student's Book page 24. Write the answers.

- 1 Can Ben rollerblade? Yes, he can.
- 2 Can Clare ride a horse? \_\_\_\_\_
- 3 Can Ellie and Nasim play table tennis? \_\_\_\_\_
- 4 Can Clare and Ben ride a bike? \_\_\_\_\_
- 5 Can Nasim skateboard? \_\_\_\_\_

## Grammar self-assessment

Look and colour.



I understand.



I don't understand.

## Grammar Reference Bank

### Unit 4 Present simple 3<sup>rd</sup> person s to talk about other people's likes

#### Grammar presentation

- We make yes / no questions and short answers as in Unit 1: *Do you like chocolate? Yes, I do. / No, I don't.*
- We add **s** to the verb for **he, she, it**.
- We use **but** to contrast things we like and don't like.

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

He		water.
She	likes	carrots.
It	loves	meat.

I like	salad, water, chicken,	but I don't like	crisps. fruit juice. chocolate.
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Remember!  
Love is stronger than like!



#### Grammar check

##### 1 Correct the sentences.

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

He likes chocolate.



##### 2 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 \_\_\_\_\_

#### Grammar self-assessment

Look and colour.



I understand.



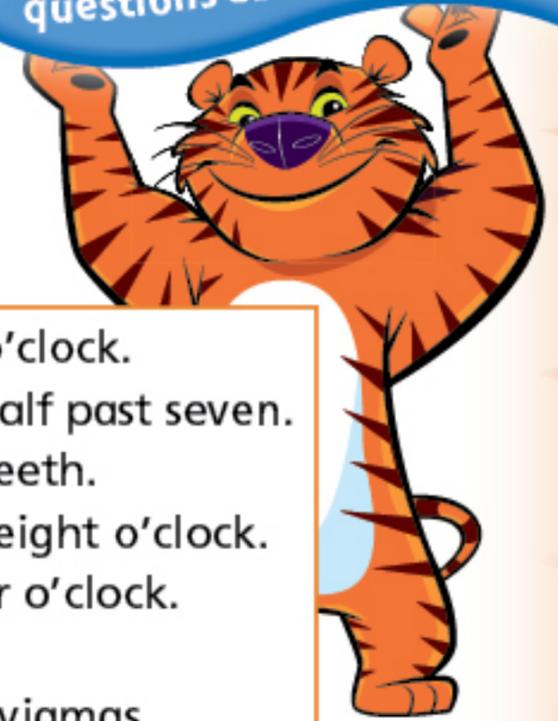
I don't understand.

## Unit 5 Present simple for daily routines and times

### Grammar presentation

- We make yes / no questions and short answers as in Units 1 and 4: *Do you have a shower? Yes, I do. / No, I don't.*
- We add **s**, **es** or change the form of the verb for **he** and **she**.
- We use **o'clock** and **half past** for the time.
- We use **at** to talk about times in our daily routines.

Remember!  
Use **What time** to ask  
questions about the time!



I get up at seven o'clock.

I have breakfast at half past seven.

I brush my teeth.

I go to school at eight o'clock.

I go home at four o'clock.

I have a shower.

I put on my pyjamas.

I go to bed at nine o'clock.

He / She **gets** up at seven o'clock.

He / She **has** breakfast at half past seven.

He / She **brushes** his / her teeth.

He / She **goes** to school at eight o'clock.

He / She **goes** home at four o'clock.

He / She **has** a shower.

He / She **puts** on his / her pyjamas.

He / She **goes** to bed at nine o'clock.

### Grammar check

#### 1 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.



#### 2 Order and write.

- 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 \_\_\_\_\_

### Grammar self-assessment

Look and colour.



I understand.



I don't understand.

# Grammar Reference Bank

## Unit 6 Present continuous to talk about what's happening now

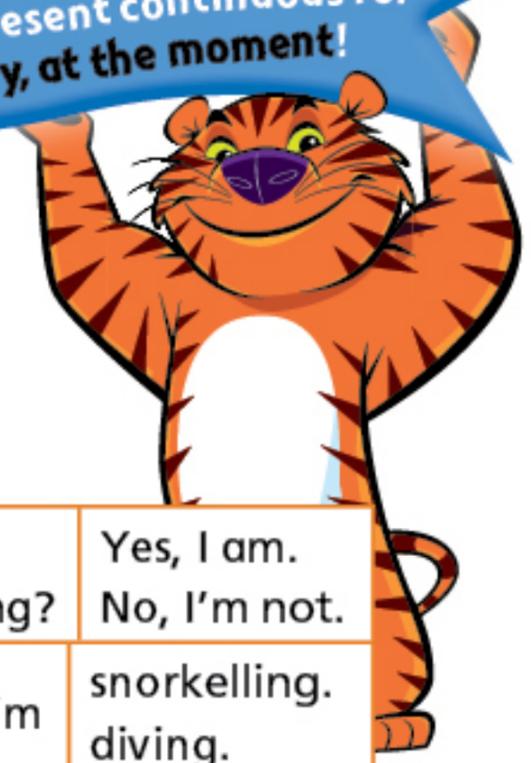
### Grammar presentation

- We use **be** and add **-ing** to the verb.
- We put **Are** first to ask someone a yes / no question.
- We use **Yes, I am** or **No, I'm not** in short answers.
- We use **What** to ask what people are doing.

**Remember!**  
We use the present continuous for  
**now, today, at the moment!**

Long forms	Short forms	
I <b>am</b>	I'm	playing volleyball. fishing. lying in the shade. swimming. snorkelling. collecting shells.
You <b>are</b>	You're	
He <b>is</b>	He's	
She <b>is</b>	She's	
It <b>is</b>	It's	
We <b>are</b>	We're	
You <b>are</b>	You're	
They <b>are</b>	They're	

Are you fishing?	Yes, I am.
Are you swimming?	No, I'm not.
What are you doing?	I'm snorkelling. diving.



### Grammar check

#### 1 Write sentences.

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



#### 2 Look and write questions and answers.

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

2  \_\_\_\_\_  
\_\_\_\_\_ ? \_\_\_\_\_

3  \_\_\_\_\_  
\_\_\_\_\_ ? \_\_\_\_\_

4  \_\_\_\_\_  
\_\_\_\_\_ ? \_\_\_\_\_

### Grammar self-assessment

Look and colour.



I understand.



I don't understand.

## Unit 7 Tiger Street Club Revision Game

1 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**

2 Colour the squares of the game to show what you can do.

**Green** = I can do this well. **Orange** = I can do this. **Red** = I need more practice.

# Vocabulary and Grammar Reinforcement

## Vocabulary Unit 1

1 Find and circle.



2 Look and match.



1 listen to music

2 paint pictures

3 help people

4 make things

5 watch films

6 take photos

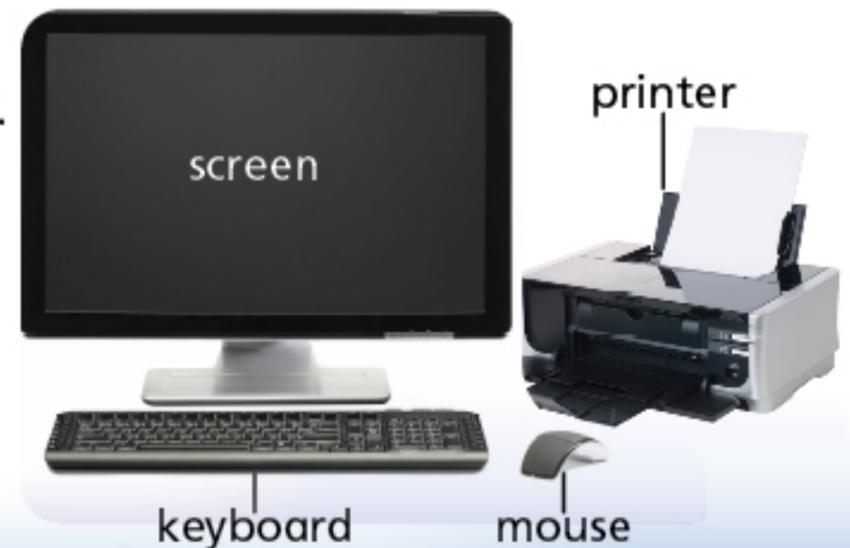
7 do sports

8 go on excursions



3 Read and circle.

- 1 You see text and images on the screen / mouse.
- 2 You use the documents / keyboard to type.
- 3 You use the printer / mouse to click on the screen.
- 4 You use the mouse / printer to print documents.
- 5 You use the internet / mouse to find out interesting facts.



### 1 Read the Tiger Tips. Write and learn.

I	take	photos.
	don't take	

don't take do don't

- I (✓) take photos.
- I (X) \_\_\_\_\_ play games.
- Do you help people? Yes, I \_\_\_\_\_.
- Do you make things? No, I \_\_\_\_\_.



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

- Do you use a computer? \_\_\_\_\_
- Do you listen to music? \_\_\_\_\_
- Do you watch films? \_\_\_\_\_
- Do you paint pictures? \_\_\_\_\_

### 3 Read and circle.

1 I use / play a computer.



2 I watch / take photos.



3 I make / help things.



4 I take / play games.



5 I make / help people.



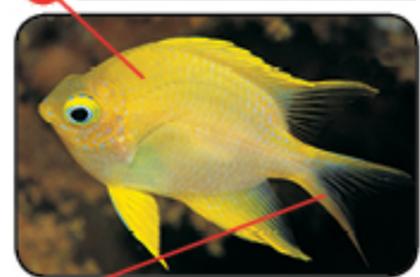
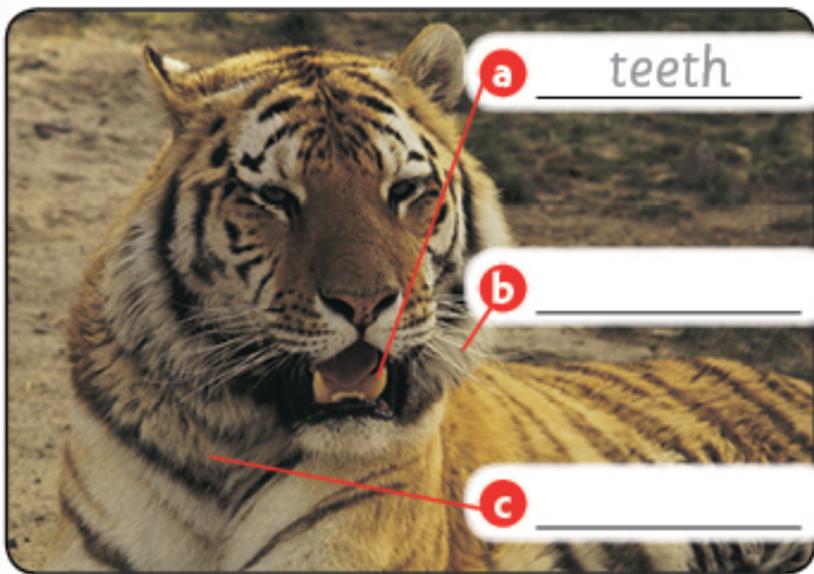
6 I take / do sports.



# Vocabulary Unit 2

## 1 Look and write.

teeth tail fur whiskers claws feathers wings beak scales shell



## 2 Look and write.

crocodile mouse rabbit frog monkey snake hamster lizard



1 frog

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



5 \_\_\_\_\_

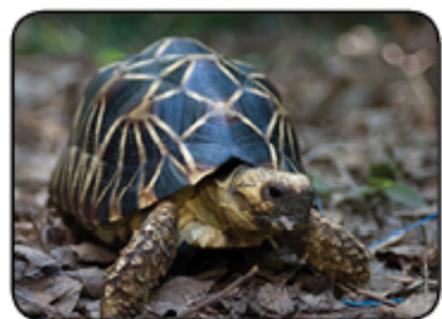
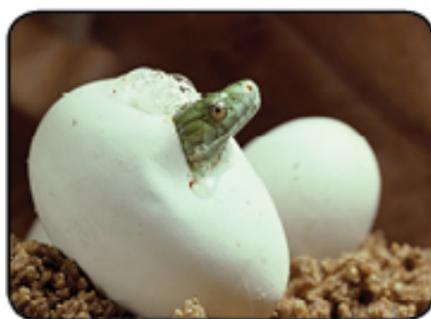
6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

## 3 Look and write.

shell scales fur tail



1 It's got fur

2 It's got \_\_\_\_\_

3 It's got a \_\_\_\_\_

4 It's got a \_\_\_\_\_

**1** Read and write the Tiger Tips. Write and learn.

It	's got hasn't got	fur. whiskers. four legs. a tail.
----	----------------------	--

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 \_\_\_\_\_.



**Tiger Tips**

**Remember!**

- it \_\_\_\_\_ got = it has got
- has \_\_\_\_\_ = has not

**2** Read and answer *Yes, it has* or *No, it hasn't*.



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



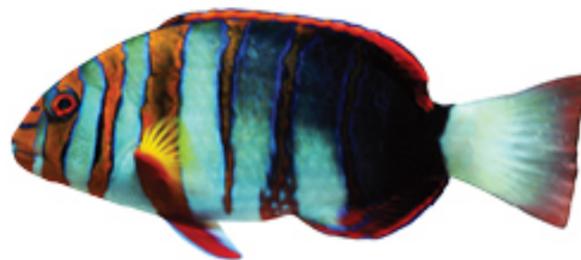
- 2 Has it got a beak?  
\_\_\_\_\_



- 3 Has it got fur?  
\_\_\_\_\_



- 4 Has it got a beak?  
\_\_\_\_\_



- 5 Has it got a shell?  
\_\_\_\_\_



- 6 Has it got a tail?  
\_\_\_\_\_

**3** Look at Activity 2. Read and write *has got* and *hasn't got*.

- 1 The frog hasn't got claws.
- 2 The hamster has got whiskers.
- 3 The rabbit \_\_\_\_\_ fur.
- 4 The bird \_\_\_\_\_ a beak.
- 5 The fish \_\_\_\_\_ claws.
- 6 The lizard \_\_\_\_\_ wings.

# Vocabulary Unit 3

## 1 Look and write.

dive play table tennis do judo do karate ride a bike  
ride a horse skateboard rollerblade ice skate row



1 dive



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_

## 2 Look and write.

play basketball run play football dance

1 I can play  
football.



2 I can \_\_\_\_\_.



3 I can \_\_\_\_\_.



4 I can \_\_\_\_\_.



## 3 Read and match.

fifty

thirty

eighty

ninety

sixty

10

20

30

40

50

60

70

80

90

100

forty

ten

twenty

seventy

a hundred

## Grammar Unit 3

## 1 Read and write the Tiger Tips. Write and learn.

I	can	ride a horse.
He	can't	play table tennis.
She		row.
		skateboard.

can't can can can't can can't

1 I (✓) can ride a bike.

2 I (X) \_\_\_\_\_ do judo.

3 Can you ice skate? Yes, I \_\_\_\_\_.

4 Can you dive? No, I \_\_\_\_\_.

5 He (✓) \_\_\_\_\_ do karate.

6 She (X) \_\_\_\_\_ rollerblade.



2



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?  
\_\_\_\_\_

3

Look, read and write *can* or *can't*.

 James	 Sophie	 Tallin
✓ 	✓ 	✓ 
X 	X 	X 

1 James can ice skate. He can't play table tennis.

2 Sophie \_\_\_\_\_ play table tennis. She \_\_\_\_\_ ride a bike.

3 Tallin \_\_\_\_\_ ride a bike. He \_\_\_\_\_ skateboard.

## Vocabulary Unit 4

### 1 Look and match.



- 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* (X).

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

### 3 Read and circle.



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.

1 Read and write the Tiger Tips. Write and learn.

I	like don't like	yoghurt. chicken. water.
He She	likes	chocolate. sandwiches. 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.



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



1 Do you like fruit juice?  
\_\_\_\_\_



2 Do you like crisps?  
\_\_\_\_\_



3 Do you like salad?  
\_\_\_\_\_



4 Do you like bananas?  
\_\_\_\_\_

3 Look, read and write.

ice cream likes chocolate likes



1 Luis likes chocolate.



2 Liam likes \_\_\_\_\_.



3 Nina \_\_\_\_\_  
sandwiches.



4 Chloe \_\_\_\_\_  
strawberries.

# Vocabulary Unit 5

## 1 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



## 2 Look and write.

do my homework    drink water    wash my face



I do my homework every day.



I \_\_\_\_\_ every day.



I \_\_\_\_\_ every day.

## 3 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.

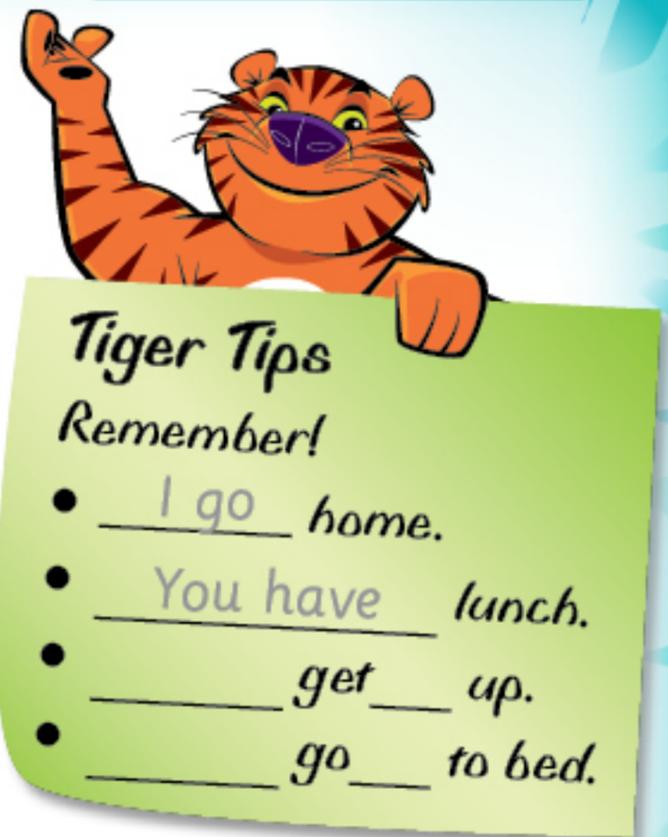
2 **1:00** It's \_\_\_\_\_ in the \_\_\_\_\_ in Madrid.

3 **10:00** It's \_\_\_\_\_ at \_\_\_\_\_ in Sydney.

## Grammar Unit 5

## 1 Read and write the Tiger Tips. Write and learn.

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



- 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.

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

2 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?

\_\_\_\_\_

## 3 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.

# Vocabulary Unit 6

## 1 Look and match.



- 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.

volleyball Frisbee bat and ball suncream



I'm playing  
volleyball.



I'm playing  
\_\_\_\_\_.



I'm playing with a  
\_\_\_\_\_.



I'm putting on  
\_\_\_\_\_.

## 3 Look and write.

sea urchin crab seaweed starfish seahorse jellyfish



1 seaweed



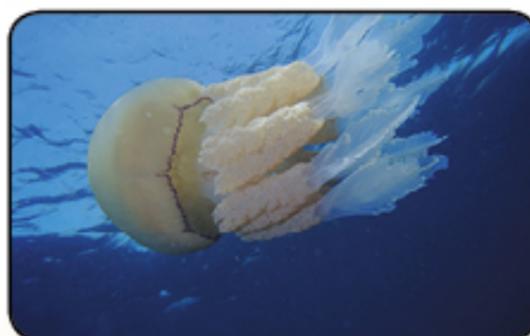
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

1 Read and write the Tiger Tips. Write and learn.

I'm	snorkelling. 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

2 Look, read and answer *Yes, I am* or *No, I'm not*.

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?

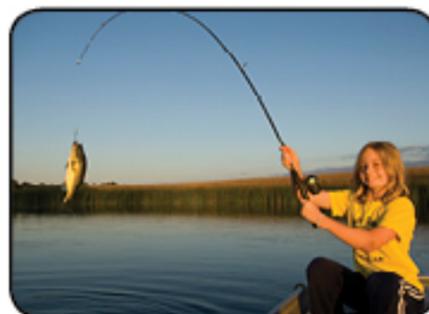


\_\_\_\_\_

3 Look and write. Use *He's*, *She's* or *They're*.



1 He's  
snorkelling.



2 \_\_\_\_\_  
fishing.



3 \_\_\_\_\_  
playing Frisbee.



4 \_\_\_\_\_  
playing volleyball.

# Vocabulary Unit 7

## 1 Look and match.

### a Programme



1 programme

2 actor

3 poster

4 costume

5 stage

6 script

7 make-up

8 audience

9 lights

10 ticket



## 2 Remember the *It's the Tiger Street Club Review* song. Circle.

*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!*



## Vocabulary Unit 7

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

help you concentrate at school   print the tickets   do my homework  
 have got cold blood   help you sleep well   have got warm blood  
 design the poster   24   wear shoes   watch music videos  
 help you grow   help you stay healthy   write the programme

### Quiz

- Write two things you use a computer to do.  
I use a computer to watch music videos and \_\_\_\_\_.
- Write one difference between mammals and reptiles.  
Mammals \_\_\_\_\_  
Reptiles \_\_\_\_\_
- Write two reasons to do workouts.  
Workouts \_\_\_\_\_  
and \_\_\_\_\_
- 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 one thing you need to do when you explore rock pools.  
When you explore rock pools, you need to \_\_\_\_\_
- Write three things you need to do to put on a show. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Grammar Unit 7

**1**  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? \_\_\_\_\_



**2** 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 \_\_\_\_\_.

**3** 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.                                |

# Cut-out Cards Starter and Unit 1

a b c d e f g

h i j k l m n

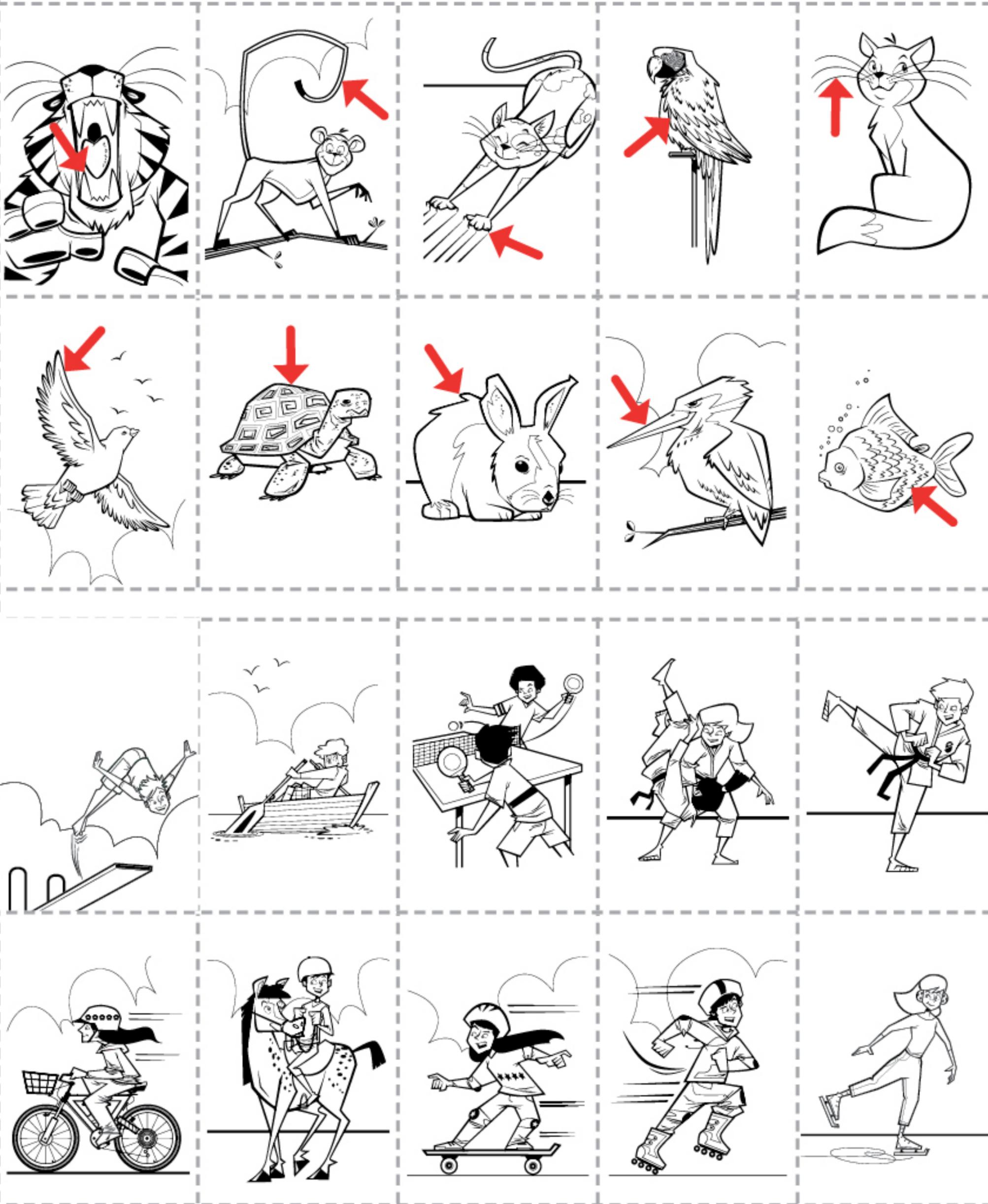
o p q r s t u

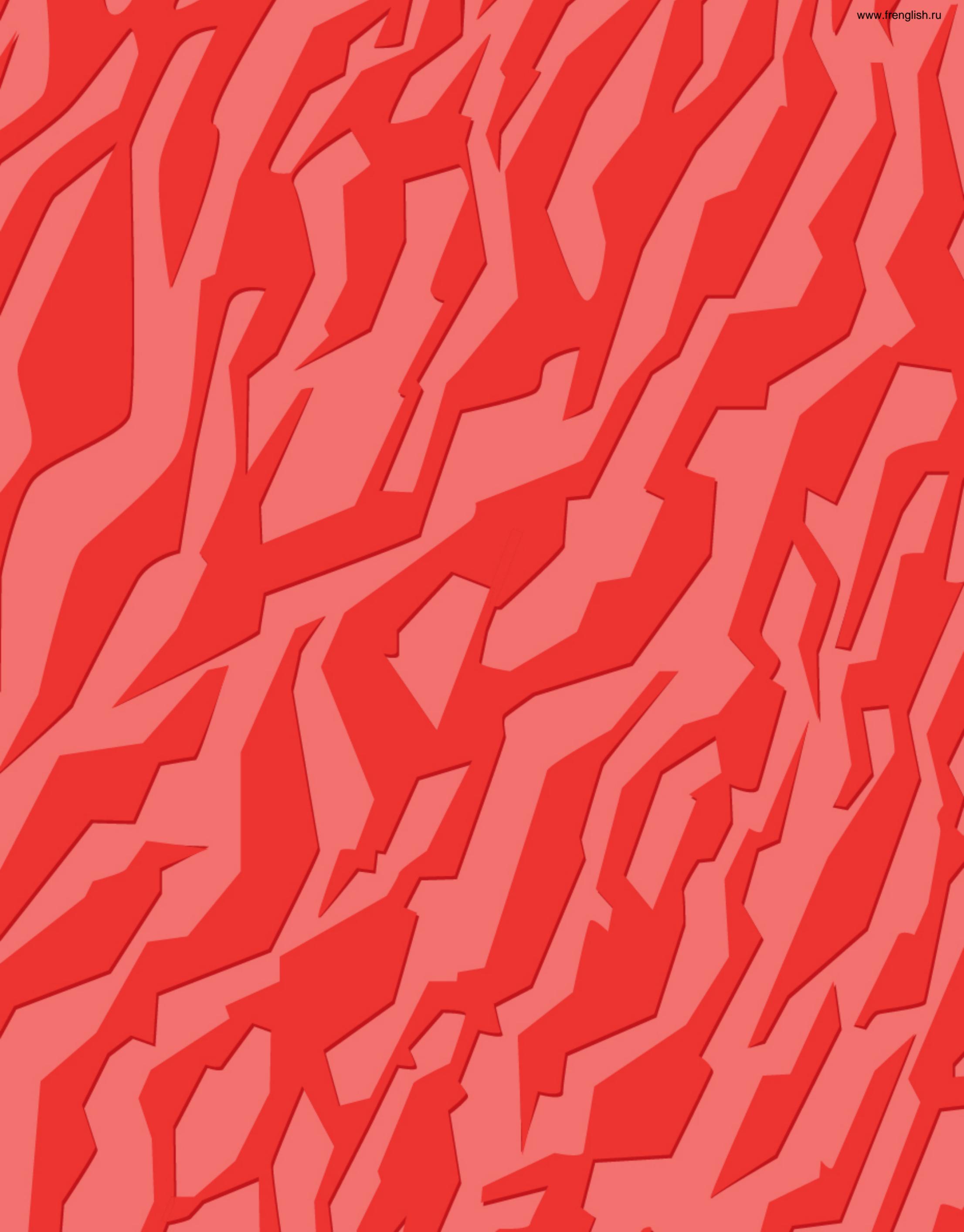
v w x y z



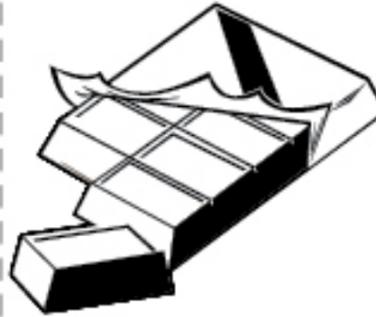
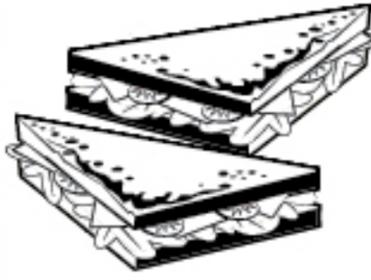
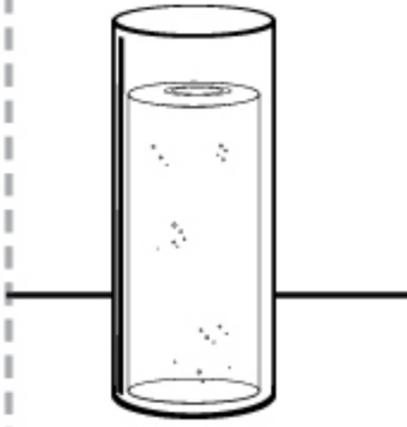
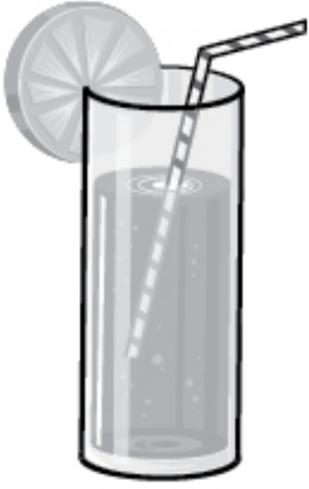


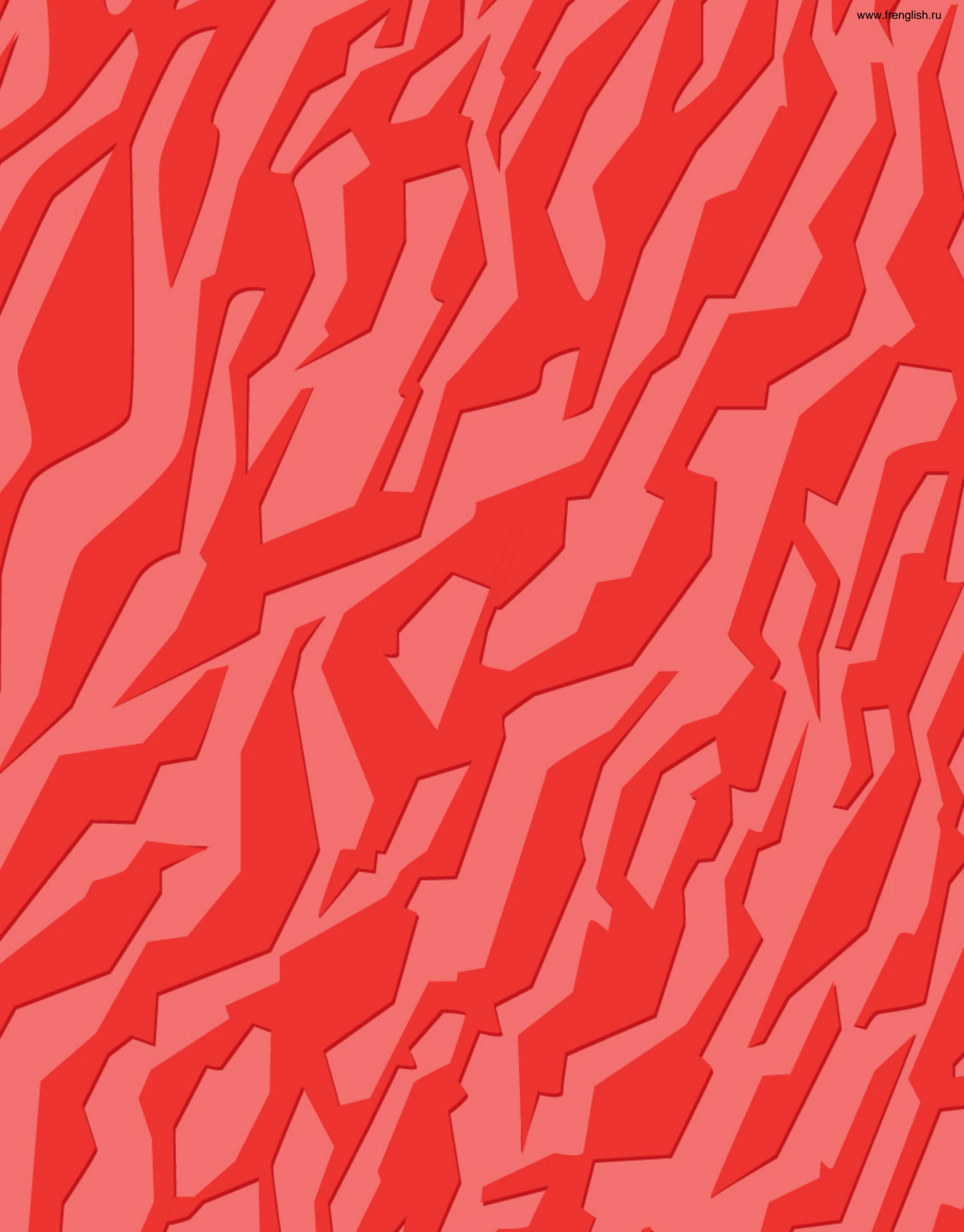
# Cut-out Cards Unit 2 and Unit 3





# Cut-out Cards Unit 4 and Unit 5





## Cut-out Cards Unit 6 and Unit 7



He gets up at half past seven every day.

A bird's got wings and feathers.

I do sport and listen to music in my free time.

She can rollerblade and ice skate.

He likes chocolate and ice cream.

They're swimming in the sea.

I'm making a sandcastle.

I go to bed at nine o'clock.

He can't skateboard or ride a horse.

I like salad, but I don't like peas.



