



Back to School

Objectives and key competencies



- Identify classroom objects
- Listen and say *Tiger's word chant*
- Listen, understand and repeat the Ping and Pong story
- Identify, ask and say what you do at school
- Listen and respond to classroom language



- Use the Student's Practice Kit



- Recall and repeat the story
- Practice pronunciation: /p/
- Recognize and read key words
- Review own learning



- Give a personal response and be aware of the values in the story



- Play the games
- Make the cut-out
- Do a role play



- Listen and understand the story
- Sing the songs
- Act out the story using the cut-out

Active language

Core vocabulary: classroom objects

bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener

Story vocabulary

basket, mom, toy

CLIL vocabulary: what we do at school

*color, draw, play, sing, talk
bark, fly, good
friend, school, teacher*

Structures

It's a (bag).

Can I have this (pencil), please? Yes, of course.

Thank you.

Put it in the (basket).

I (draw) at school. Do you (sing) at school?

Yes, I do./No, I don't.

Don't ...!

Are you ...? Yes, I am.

I/We ... Do you ...?

My school uniform is (blue).

Recycled language

fun, roar, run, tiger

Hello

Classroom language

Can I have the ..., please?

Yes, of course. Here you are. / Thank you.

Receptive language

back to school, buy, free, real, supermarket, vacation

Pronunciation

The /p/ sound (pen, pencil)

Cross-curricular content

Social Science: What we do at school

Values and attitudes

- Interest in naming classroom objects
- Enjoyment of a story about going back to school
- Awareness of the importance of saying 'please' and 'thank you'
- Respect for others when communicating
- Awareness of the value of practicing pronunciation
- Willingness to take turns
- Confidence in using classroom language
- Enjoyment of the humor of the Ping and Pong story
- Pleasure in talking about what you do at school
- Awareness of how you should behave at school
- Willingness to review and assess learning
- Enjoyment in learning a traditional rhyme
- Interest in learning about school uniforms in other countries and comparing them with uniforms in your country

1 Lesson 1

Objectives and key competencies

- to recognize and identify classroom objects
- to listen and say *Tiger's word chant*
- to put on classroom object stickers and play a game
- to use the Student's Practice Kit

Active language

bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener
It's a (bag)!

Materials

Flashcards: *Tiger, bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener*, Class Audio CD, Tiger masks, Unit 1 stickers

Optional materials

A bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener, AB page 5



Class Audio for Lesson 1



Hello, I'm Tiger ► **CD1 Track 3 TE p22**
Weather chant ► **CD1 Track 10 TE p22**
Close our books! ► **CD1 Track 11 TE p22**
Goodbye, Tiger ► **CD1 Track 4 TE p22**

1 Listen, look and repeat.

► **CD1 Track 12**

pen, pencil, ruler, eraser, sharpener, pencil case, bag, crayon

2 Listen, point and say *Tiger's word chant*.

► **CD1 Track 13**

*Tiger, Tiger,
 listen to me!
 Name classroom objects
 you can see!
 Number 1! It's a bag!
 Number 2! It's a pencil!
 Number 3! It's a pen!
 Number 4! It's a crayon!
 Number 5! It's a ruler!
 Number 6! It's an eraser!
 Number 7! It's a pencil case!
 Number 8! It's a sharpener!*

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, I'm Tiger*.
 ► **CD1 Track 3 TE p22**
- Do the opening routine.
 ► **CD1 Track 10 TE p22**
- Explain the aims of the lesson.

Activity 1

- Listen, look and repeat.
 ► **CD1 Track 12 TE p36**
- Play flashcard games.

Activity 2

- Listen, point and say *Tiger's word chant*.
 ► **CD1 Track 13 TE p36**

1 Back to School

Lesson 1 Vocabulary

1 Listen, look and repeat.

2 Listen, point and say *Tiger's word chant*.

3 Stick and say. Play *Word or number*.

1 bag 2 pencil 3 pen 4 crayon

5 ruler 6 eraser 7 pencil case 8 sharpener

Vocabulary input: bag, pencil, pen, crayon, ruler, eraser, pencil case, sharpener

Activity 3

- Stick and say.
- Play *Word or number*.

Ending the lesson

- Review the lesson.
- Do the closing routine.
 ► **CD1 Track 11 TE p22**
- Sing *Goodbye, Tiger*.
 ► **CD1 Track 4 TE p22**

Activity Book p5

Activity 1

- Read and match.

Detailed Lesson Plan

Starting the lesson

Sing *Hello, I'm Tiger*.

- Greet the children and hold up the *Tiger* flashcard. Play the ***Hello, I'm Tiger*** song. The children sing and do the actions.

► CD1 Track 3 TE p22

Do the opening routine. Say the *Weather chant*.

- Introduce the opening routine for Unit 1. Look at the weather out of the window. Play the audio. In the pauses the children call out *Yes!/No!*

► CD1 Track 10 TE p22

Explain the aims of the lesson.

- Say **Today we're going to learn the names of classroom objects and say *Tiger's word chant*.**

Student's Book Activity 1

Listen, look and repeat.

► CD1 Track 12 TE p36

- (Books closed.) The children name classroom objects they know. Stick printouts of these flashcards on the board or use the digital flashcards from the Teacher's Resource Center. (Optional) You may wish to hold up the items.
- Introduce the remaining classroom objects using real items and the flashcards.
- Play the audio and point to the flashcards. The children listen, look and repeat.
- Play one or two flashcard games, e.g. *Flash!* and *Point!* (see TE page 23).

Student's Book Activity 2

Listen, point and say *Tiger's word chant*.

► CD1 Track 13 TE p36

- Arrange the classroom object flashcards on the board in the order of the chant. Write numbers 1–8 underneath. Play the audio. The children listen and point to the flashcards.
- (Books open.) Say **Look! Sue and Jay are in the supermarket! They're looking at things to buy for school.** Point to the picture and explain if necessary. Point to the tiger on the far right and say **And look who's here, too! It's Tiger!**
- Say **Let's say the chant!** Play the audio again. The children listen, point to the objects and join in saying the chant.
- Play the audio a third time, pausing before the classroom objects. The children say the words.
- (Optional) The children hold up or wear their Tiger masks. Play the audio again. They pretend to be Tiger and name all the classroom objects.

Student's Book Activity 3

Stick and say. Play *Word or number*.

- Say numbers 1–8 in turn. The children point to and name the classroom objects in chorus.
- Say **Put on the classroom object stickers for Unit 1.** Check the children have done this correctly by repeating the first stage.
- Play a game with two teams. Name a classroom object (**ruler**); the children say the number (*five!*). Or say a number (**eight**); the children name the object (*sharpener*). The children take turns answering and scoring points for their team.
- (Books closed.) Raise the level of the challenge with the children responding from memory.

Answers: 1 bag 2 pencil 3 pen 4 crayon 5 ruler
6 eraser 7 pencil case 8 sharpener

Activity Book

Activity 1

Read and match.

- Read the words. The children point to the pictures. They draw matching lines from the words to the classroom objects. Check the answers.
- (Optional) The children can also color the pictures.

Ending the lesson

Review the lesson.

- Ask **What classroom objects do we know? Which names are easy or hard to remember? What can you do to help you remember the words?**

Do the closing routine. Sing *Close our books!*

- Introduce the closing routine for Unit 1. Play the audio or say the rhyme.
- CD1 Track 11 TE p22
- Repeat, substituting different classroom objects in line 2.
- The children clean up and put their books away.
- Play the ***Goodbye, Tiger*** song. The children sing and say goodbye.
- CD1 Track 4 TE p22

1 Lesson 2

Objectives and key competencies

- to identify the classroom objects in the story
- to use the Student's Practice Kit
- to give a personal response and be aware of values in the story
- to listen and understand a story

Active language

bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener
Can I have this (pencil), please? Yes, of course. Thank you.
Put it in the basket.

Materials

Flashcards: bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener, Class Audio CD, Story cards: Back to School

Optional materials

Tiger masks, AB page 6

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, I'm Tiger*.
► **CD1 Track 3 TE p22**
- Do the opening routine.
► **CD1 Track 10 TE p22**
- Say *Tiger's word chant*.
► **CD1 Track 13 TE p36**
- Explain the aims of the lesson.

Pre-story activities

- Predict what happens in the story (books open).
- Listen (books closed).
► **CD1 Track 14 TE p38**
- Listen with the story cards.

Activity 4

- Listen to the story.
► **CD1 Track 14 TE p38**
- Say *stop!*
- Answer the questions.

Lesson 2 Story

1 Listen to the story. Say stop! Answer the questions.

2 Mom: Can I have this (pencil), please? Sue: Yes, of course. Put it in the basket.

3 Sue: Thank you. Mom: Can I have this pencil, please? Mom: Yes, of course. Put it in the basket. Jay: Thank you.

4 Mom: Look. Here are pens and pencils. Sue: Can I have this pen, please? Mom: Yes, of course. Put it in the basket. Jay: Thank you. Sue: Can I have this bag, please? Mom: Yes, of course. Put it in the basket. Sue: Thank you. Tiger: Psst! Hello! Grrr. Put me in the basket, too.

5 Mom: Look. Here are pencil cases and bags. Jay: Can I have this pencil case, please? Mom: Yes, of course. Put it in the basket. Jay: Thank you. Sue: Can I have this bag, please? Mom: Yes, of course. Put it in the basket. Sue: Thank you. Tiger: Psst! Hello! Grrr. Put me in the basket, too.

6 Narrator: Mom, Sue and Jay have everything now. Cashier: Look! You win a free toy. Sue: Great! Jay: Amazing! Tiger: Psst! Hello! Grrr. Please choose me!

7 Jay: Are you a toy? Tiger: Yes, I am. Sue: Are you real? Tiger: Yes, I am. I'm real and I'm a toy. My name is Tiger. Mom: Come on, Sue and Jay. Hurry now. Sue and Jay: Look, Mom. We want this tiger! Mom: Awww! That's a nice toy!

8 Tiger: Hurray! Hello, Sue. Hello, Jay. Sue and Jay: Hello, Tiger!

Tiger Values

When you ask for something, say 'please' and 'thank you'.

Story and language input: Can I have this (pencil), please? Yes, of course.

Personal response and values

Tiger Values

- Talk about the importance of saying 'please' and 'thank you'.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD1 Track 11 TE p22**
- Sing *Goodbye, Tiger*.
► **CD1 Track 4 TE p22**

Activity Book p6

Activity 2

- Look and write.
- Color the things Sue and Jay buy in the story.



Class Audio for Lesson 2



Hello, I'm Tiger ► **CD1 Track 3 TE p22**
Weather chant ► **CD1 Track 10 TE p22**
Tiger's word chant ► **CD1 Track 13 TE p36**
Close our books! ► **CD1 Track 11 TE p22**
Goodbye, Tiger ► **CD1 Track 4 TE p22**

Story: Back to school.

► **CD1 Track 14**

1 Narrator: Summer vacation is over. It's time to go back to school. Sue, Jay and Mom go to the supermarket.

Mom: Let's see. What do we need to buy?

Sue: Here's the list: pencil, pen, eraser ...

Jay: ... pencil case, bag, ruler.

2 Tiger: Psst! Hello! Grrr ... **Sue:** What's that?

Jay: I don't know.

3 Mom: Look. Here are pens and pencils.

Sue: Can I have this pen, please? **Mom:** Yes, of course. Put it in the basket.

Sue: Thank you. **Jay:** Can I have this pencil, please?

Mom: Yes, of course. Put it in the basket. **Jay:** Thank you.

Tiger: Psst! Hello! Grrr. Put me in the basket, too!

4 Mom: Look. Here are pencil cases and bags.

Jay: Can I have this pencil case, please?

Mom: Yes, of course. Put it in the basket.

Jay: Thank you. **Sue:** Can I have this bag, please?

Mom: Yes, of course. Put it in the basket.

Sue: Thank you. **Tiger:** Psst! Hello! Grrr. Put me in the basket, too.

5 Mom: Look. Here are rulers and erasers.

Sue: Can I have this ruler, please? **Mom:** Yes, of course. Put it in the basket. **Sue:** Thank you.

Jay: Can I have this eraser, please? **Mom:** Yes, of course. Put it in the basket. **Jay:** Thank you.

Tiger: Psst! Hello! Grrr. Put me in the basket, too.

6 Narrator: Mom, Sue and Jay have everything now.

Cashier: Look! You win a free toy. **Sue:** Great!

Jay: Amazing! **Tiger:** Psst! Hello! Grrr. Please choose me!

7 Jay: Are you a toy? **Tiger:** Yes, I am. **Sue:** Are you real?

Tiger: Yes, I am. I'm real and I'm a toy. My name is Tiger.

Mom: Come on, Sue and Jay. Hurry now.

Sue and Jay: Look, Mom. We want this tiger!

Mom: Awww! That's a nice toy!

8 Tiger: Hurray! Hello, Sue. Hello, Jay.

Sue and Jay: Hello, Tiger!

Detailed Lesson Plan

Starting the lesson

Sing *Hello, I'm Tiger*.

- Greet the children. Play the *Hello, I'm Tiger* song. The children sing and do the actions.

► CD1 Track 3 TE p22

Do the opening routine. Say the *Weather chant*.

- Look at the weather out of the window. Play the audio. In the pauses the children call out Yes!/No!

► CD1 Track 10 TE p22

Say *Tiger's word chant*.

- Give eight children a flashcard, which they hold up in turn as you play the audio. The rest of the class says the chant, (optional) with their Tiger masks.

► CD1 Track 13 TE p36

Explain the aims of the lesson.

- Say **Today we're going to listen to a story about Sue, Jay and Tiger. We're going to say what we like about the story and what we learn from it.** Use L1 to clarify, if necessary.

Pre-story activities

Predict what happens in the story (books open).

- Say **Look! Sue and Jay are looking at things to buy for school. The story is about how they meet Tiger.** Explain in L1. Ask **What do you think happens?** Briefly listen to ideas in L1. Using mime, explain that Sue and Jay put things in a shopping 'basket'.

Listen (books closed).

► CD1 Track 14 TE p38

- Ask **What do Sue and Jay buy? What do they put in the basket?** Mime putting something in a hand-held shopping basket. Play the audio. The children listen.
- Draw the classroom objects on the board. Point to each one and ask **Do Sue and Jay buy a (pencil)?** (Yes./No.) **What else do they put in the basket?** (Tiger.)

Listen with the story cards.

- Say **Let's listen and look at the story cards!** Play the audio. Hold up the story cards. The children listen.
- The children name the classroom objects Sue and Jay buy. (*A pencil, pen, ruler, eraser, bag, pencil case.*)

Student's Book Activity 4

Listen to the story. Say *stop!* Answer the questions.

► CD1 Track 14 TE p38

- Play the audio. The children follow in their books. They say *stop!* when they hear the classroom objects, at which point pause the audio. They repeat the words.
- Ask questions about each frame to aid and check understanding.

Suggested comprehension questions

- Frame 1: **Where do Sue, Jay and Mom go?** (*To the supermarket.*) **What do Sue and Jay need to buy?** (*A pencil, pen, eraser, pencil case, bag, ruler.*)
- Frame 2: **Who says hello?** (*Tiger.*)
- Frame 3: **What does Sue/Jay ask for?** (*A pen/pencil.*)
- Frame 4: **What does Jay/Sue ask for?** (*A pencil case/bag.*)
- Frame 5: **What does Sue/Jay ask for?** (*A ruler/eraser.*)
- Frame 6: **The woman says they win a free toy. Elicit or explain what this means. Who asks to go with Sue and Jay?** (*Tiger.*)
- Frame 7: **Is Tiger a toy?** (Yes.) **Is Tiger real?** (Yes.) **Do Sue and Jay want Tiger?** (Yes.)
- Frame 8: **Is Tiger happy?** (Yes.) **Are Sue and Jay happy?** (Yes.)

Student's Book Tiger Values

- Ask **Do you like the story? Do you think Tiger will be happy with Sue and Jay?**
- Ask **In the story what word do Sue and Jay say to ask for things? Can I have this pen, ... ? What do Sue and Jay say when they are given something?** Use mime.

Answers: please/thank you

- The children look at the picture of Tiger. Read the speech bubble. Ask what's happening in the photos.
- Ask **Is it important to remember to say 'please' and 'thank you'? Why? When do you need to say 'please' and 'thank you'?** The children respond in English and/or L1.

Activity Book

Activity 2

Look and write. Color the things Sue and Jay buy in the story.

- Read the words in the word box. The children point to the pictures and say the numbers. They write the words. Check the answers.
- The children color the classroom objects that Sue and Jay buy. They name the items in the story (*pen, pencil, pencil case, ruler, eraser, bag*) to show they have colored the correct objects.

Answers: 1 pencil (colored) 2 sharpener 3 eraser (colored) 4 ruler (colored) 5 pen (colored) 6 pencil case (colored) 7 bag (colored) 8 crayon

Ending the lesson

Review the lesson.

- Ask **What do Sue and Jay buy in the story? What else do they put in the basket?**

Do the closing routine. Sing *Close our books!*

- Play the audio or say the rhyme.
- Repeat, substituting different classroom objects in line 2.
- The children clean up and put their books away.
- Play the **Goodbye, Tiger** song. The children sing and say goodbye.

► CD1 Track 4 TE p22

1 Lesson 3

Objectives and key competencies

- to identify the classroom objects that Sue and Jay ask for in the story
- to listen to the story and say the missing words
- to listen and sing *Can I have this pen, please?*

Active language

bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener
Can I have this (pencil), please? Yes, of course. Put it in the basket. Thank you.

Materials

Flashcards: *Sue, Jay, bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener*, Class Audio CD, Story cards: *Back to School*

Optional materials

AB page 7

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, I'm Tiger*.
 ▶ **CD1 Track 3 TE p22**
- Do the opening routine.
 ▶ **CD1 Track 10 TE p22**
- Hand out the Unit 1 flashcards.
- Explain the aims of the lesson.

Activity 5

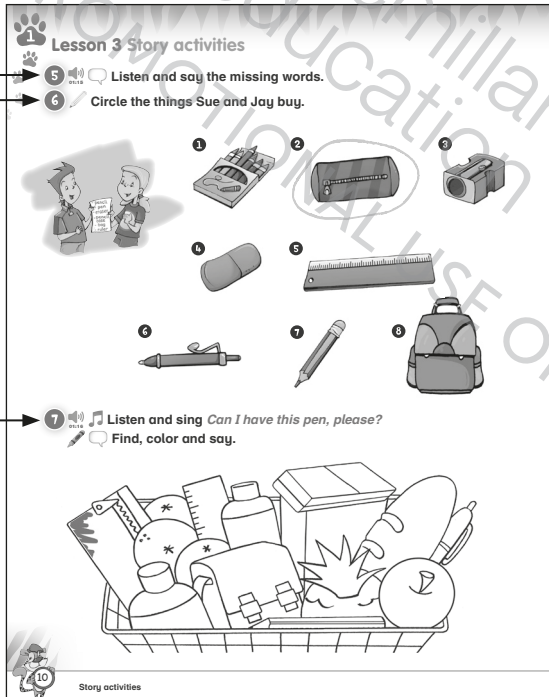
- Listen and say the missing words.
 ▶ **CD1 Track 15 TE p40**

Activity 6

- Circle the things Sue and Jay buy.

Activity 7

- Listen and sing *Can I have this pen, please?*
 ▶ **CD1 Track 16 TE p40**
- Find, color and say.



Activity Book p7

Activity 3

- Read and circle.
- Sing *Can I have this pen, please?*
 ▶ **CD1 Track 16 TE p40**
- Do you like the song?
- Circle.



Class Audio for Lesson 3



Hello, I'm Tiger ▶ **CD1 Track 3 TE p22**
Weather chant ▶ **CD1 Track 10 TE p22**
Close our books! ▶ **CD1 Track 11 TE p22**
Goodbye, Tiger ▶ **CD1 Track 4 TE p22**

5 Listen and say the missing words.

▶ CD1 Track 15

(For full audioscript see TE page 38.)

- 1 Jay:** ... pencil case, *** (bag) ... ruler.
3 Sue: Can I have this *** (pen), please?
Jay: Can I have this *** (pencil), please?
4 Jay: Can I have this *** (pencil case), please?
Sue: Can I have this *** (bag), please?
5 Sue: Can I have this *** (ruler), please?
Jay: Can I have this *** (eraser), please?
6 Tiger: My name is *** (Tiger).
7 Sue and Jay: Hello, *** (Tiger)!

Song: Can I have this pen, please?

▶ CD1 Track 16

Can I have this pen, please? (Hold up a real or imaginary pen)
Yes, of course. Oh, thank you! (Hold out hands for 'Yes'; put them together for 'thank you')

Can I have this pencil, please? (Hold up a real or imaginary pencil)
Yes. Put it in the basket, too! (Mime putting it in the basket)

Can I have this eraser, please? (Repeat actions as above)
Yes, of course. Oh, thank you!
Can I have this ruler, please?
Yes. Put it in the basket, too!

Can I have this pencil case, please? (Repeat actions as above)
Yes, of course. Oh, thank you!
Can I have this bag, please?
Yes. Put it in the basket, too!

Ending the lesson

- Review the lesson.
- Do the closing routine.
 ▶ **CD1 Track 11 TE p22**
- Sing *Goodbye, Tiger*.
 ▶ **CD1 Track 4 TE p22**

Detailed Lesson Plan

Starting the lesson

Sing *Hello, I'm Tiger*.

- Greet the children. Play the *Hello, I'm Tiger* song. The children sing and do the actions.

► CD1 Track 3 TE p22

Do the opening routine. Say the *Weather chant*.

- Look at the weather out of the window. Play the audio. In the pauses the children call out Yes!/No!

► CD1 Track 10 TE p22

Hand out the Unit 1 flashcards.

- Draw a line down the middle of the board. Stick the *Sue* and *Jay* flashcards on either side. Ask **Can you remember the story?** Point and say **This side is for things that Sue/Jay asks for in the story.** Individual children stick flashcards on the correct side and name the classroom objects (Sue: *pen, bag, ruler*; Jay: *pencil, pencil case, eraser*).
- Re-cap by pointing to the flashcards and eliciting or reminding the children what Sue, Jay and Mom say: **Can I have this (pencil), please? / Yes, of course. Put it in the basket. / Thank you.**

Explain the aims of the lesson.

- Say **Today we're going to do story activities and sing a song.**

Student's Book Activity 5

Listen and say the missing words.

► CD1 Track 15 TE p40

- (Books open to pages 8 and 9.) Say **Find the picture of Sue asking for the pen!** The children point to the picture (Frame 3). Repeat, naming Sue or Jay and other classroom objects in the story.
- Say **Listen to the story and say the missing words.** Play the first frame of the audio to practice then play the entire track. The children listen and say the missing words.

Answers: (See answers in audioscript.)

Student's Book Activity 6

Circle the things Sue and Jay buy.

- Ask **Do Sue and Jay buy a (pen) in the story?** (Yes./No.)
- The children circle the things Sue and Jay buy. Check the answers.

Answers: 2 a pencil case 4 an eraser 5 a ruler 6 a pen
7 a pencil 8 a bag

Student's Book Activity 7

Listen and sing *Can I have this pen, please?* Find, color and say.

► CD1 Track 16 TE p40

- (Books closed.) Stick the classroom object flashcards on the board. Ask **Which classroom objects can you hear in the song?** Play the *Can I have this pen, please?* song. The children listen.
- Play the audio again. The children sing and do the actions.
- Ask **Do you like the song?**
- (Books open.) The children find and color the six classroom objects in the basket. Check the answers. The children then name the objects.
- Play the audio again. The children point to the objects and sing. You can also use the karaoke version of this song.

► CD1 Track 17

Answers: pen, pencil, eraser, ruler, pencil case, bag

Activity Book

Activity 3

Read and circle. Sing *Can I have this pen, please?*

► CD1 Track 16 TE p40

- Read the song lyrics. The children name the classroom objects then circle the correct words.
- Play the *Can I have this pen, please?* song. The children follow in their books and sing.

Answers: pen, pencil, eraser, ruler, pencil case, bag

Do you like the song? Circle.

- Ask **Do you like the song?** The children circle the picture that best expresses their feeling.

Ending the lesson

Review the lesson.

- Ask **What do Sue and Jay buy in the story? What dialogue from the story is in the song?**

Do the closing routine. Sing *Close our books!*

- Play the audio or say the rhyme.

► CD1 Track 11 TE p22

- Repeat, substituting different classroom objects in line 2.
- The children clean up and put their books away.
- Play the *Goodbye, Tiger* song. The children sing and say goodbye.

► CD1 Track 4 TE p22

1 Lesson 4

Objectives and key competencies

- to practice pronunciation: /p/
- to do a role-play
- to make the cut-out and act out the story

Active language

bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener
Can I have this (eraser), please? Yes, of course. Put it in the basket. Thank you.

Materials

Flashcards: pen, bag, pencil, eraser, ruler, pencil case, crayon, sharpener, Class Audio CD, Cut-out (SB page 83), scissors, stapler

Optional materials

AB page 8, prepared cut-out



Class Audio for Lesson 4



Hello, I'm Tiger ► **CD1 Track 3 TE p22**
Weather chant ► **CD1 Track 10 TE p22**
Can I have this pen, please? ► **CD1 Track 16 TE p40**
Close our books! ► **CD1 Track 11 TE p22**
Goodbye, Tiger ► **CD1 Track 4 TE p22**

8 Tiger Phonics: Listen, look and say.

► **CD1 Track 18**

Put the pen and the pencil in the pencil case.
Put the pen and the pencil in the pencil case.
Put the pen and the pencil in the pencil case.

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, I'm Tiger*.
► **CD1 Track 3 TE p22**
- Do the opening routine.
► **CD1 Track 10 TE p22**
- Sing *Can I have this pen, please?*
► **CD1 Track 16 TE p40**
- Explain the aims of the lesson.

Activity 8

- Tiger Phonics: Listen, look and say.
► **CD1 Track 18 TE p42**

Activity 9

- Make the cut-out on page 83.
- Act out the story.
► **CD1 Track 14 TE p38**

Activity 10

- Over to You: Do a role play.

Lesson 4 Speaking

8 Listen, look and say.

Tiger Phonics

9 Make the cut-out on page 83. Act out the story.

10 Do a role play.

Pronunciation: Put the pen and the pencil in the pencil case.
Communication: Can I have this (pen), please? Yes, of course. Put it in the basket.

Activity Book p8

Activity 4

- Look and write.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD1 Track 11 TE p22**
- Sing *Goodbye, Tiger*.
► **CD1 Track 4 TE p22**

Detailed Lesson Plan

Starting the lesson

Sing *Hello, I'm Tiger*.

- Greet the children. Play the *Hello, I'm Tiger* song. The children sing and do the actions.

► **CD1 Track 3 TE p22**

Do the opening routine. Say the *Weather chant*.

- Look at the weather out of the window. Play the audio. In the pauses the children call out *Yes!/No!*

► **CD1 Track 10 TE p22**

Sing *Can I have this pen, please?*

- Divide the class into two groups. Group A sings the questions in lines 1 and 3 and 'thank you' in line 2. Group B responds in lines 2 and 4. Demonstrate the first verse. Hold up the flashcards to prompt the groups when to sing.
- Play the audio. The groups sing and act out the song then change roles and repeat.

► **CD1 Track 16 TE p40**

Explain the aims of the lesson.

- Say **Today we're going to practice pronunciation. We're also going to make the cut-out, act out the story and do a role play.**

Student's Book Activity 8

Tiger Phonics: Listen, look and say.

► **CD1 Track 18 TE p42**

- The children say what they see (*pen, pencil, pencil case*).
- Say the /p/ sound several times, making an 'exploding' noise with your lips. Hold your index finger in front of your mouth to show you can feel your breath. The children copy and repeat several times.
- The children listen and count how many times they hear the /p/ sound in the tongue twister. Play the audio, pausing to check the answer (*four*).
- The children mime or put real objects in a pencil case.
- Play the audio again. The children repeat the tongue twister once or twice.

Student's Book Activity 9

Make the cut-out on page 83. Act out the story.

- Hold up page 83. Show the cut-out basket and classroom objects you have prepared.
- The children cut out and fold the basket down the center line (illustration on the outside) then cut out the classroom objects.
- Say **Put the (pencil) in the basket!** The children do so in the space between the fold.
- Demonstrate acting out the *Back to School* story then play the audio. The children put the objects in their baskets and act out the story.

► **CD1 Track 14 TE p38**

Student's Book Activity 10

Over to You: Do a role play.

- Demonstrate the role play. Hold up one of the classroom object flashcards. The children ask *Can I have this (pen), please?* Say **Yes, of course. Put it in the basket.** They put the cut-out (pen) in their basket and say *Thank you!* Repeat for all the items.
- Change roles. Hold up cut-out objects in turn. Ask **Can I have this (bag), please?** The children respond. (*Yes, of course. Put it in the basket!*) Say **Thank you!**
- The children do the role play in pairs and then change roles.

Activity Book

Activity 4

Look and write.

- Read the example exchanges.
- The children name the illustrated classroom objects. They then write the words.
- Explain that *Yes, of course* is the positive answer, and that *No, sorry* is the negative one. Ask them to do the dialogues in pairs.

Answers: 1 eraser 2 bag 3 ruler 4 pen 5 pencil case 6 pencil

Ending the lesson

Review the lesson.

- Ask **Can you remember the sound in Tiger's tongue twister? What objects do Sue and Jay put in the basket in the story? What dialogue from the story can you act out?**

Do the closing routine. Sing *Close our books!*

- Play the audio or say the rhyme.
- **CD1 Track 11 TE p22**
- Repeat, substituting different classroom objects in line 2.
- The children clean up and put their books away.
- Play the *Goodbye, Tiger* song. The children sing and say goodbye.

► **CD1 Track 4 TE p22**

1 Lesson 5

Objectives and key competencies

- to listen, understand and repeat the Ping and Pong story
- to respond to instructions in a game
- to listen, mime and say what you do at school

Active language

bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener
color, draw, play, sing, talk
bark, fly, good
I (draw) at school.
Do you (sing) at school? Yes, I do./No, I don't.

Materials

Flashcards: pen, pencil, eraser, ruler, pencil case, bag, crayon, sharpener, Class Audio CD

Optional materials

Ping and Pong finger puppets (TE page 160), AB page 9



Class Audio for Lesson 5



Hello, I'm Tiger ► **CD1 Track 3 TE p22**
Weather chant ► **CD1 Track 10 TE p22**
Close our books! ► **CD1 Track 11 TE p22**
Goodbye, Tiger ► **CD1 Track 4 TE p22**

11 Listen and point.

► **CD1 Track 19**

- 1 talk
- 2 draw
- 3 color
- 4 play
- 5 sing

12 Listen and repeat.

► **CD1 Track 20**

- 1 Narrator:** Ping, the cat, and Pong, the dog, are at school. It's Pong's first day.
Pong: I'm scared, Ping.
Ping: Don't worry, Pong. Be good and do what I do!
- 2 Ping:** At school the teacher talks.
Pong: And do you talk?
Ping: Yes, I do. But not now ... shhh!
Teacher: Two ... four ... six ... eight ...
Pong: Oh! Go away, fly!
- 3 Ping:** At school I draw like this.
Pong: And do you color?
Ping: Yes, I do.
Pong: Oh! Go away, fly!
- 4 Ping:** At school I sing like this. Miaaaaaooooowww!
Pong: And do you play?
Ping: Yes, I do.
Pong: Oh! Good! Go away, fly!
- 5 Ping:** Stop, Pong! Don't play now! Oh! Don't run! Oh! Don't bark! Please be good!
- 6 Pong:** Sorry, Ping. I am good! It's the fly!

At a Glance Lesson Plan

Starting the lesson

- Sing Hello, I'm Tiger.
- **CD1 Track 3 TE p22**
- Do the opening routine.
- **CD1 Track 10 TE p22**
- Hand out printouts of the Unit 1 flashcards.
- Explain the aims of the lesson.

Activity 11

- Listen and point.
- **CD1 Track 19 TE p44**
- Mime and say.

Activity 12

- Listen and repeat.
- **CD1 Track 20 TE p44**
- Answer the questions.
- Play Do or Don't!

Ending the lesson

- Review the lesson.
- Do the closing routine.
- **CD1 Track 11 TE p22**
- Sing Goodbye, Tiger.
- **CD1 Track 4 TE p22**

Activity Book p9

Activity 5

- Read and match.

Detailed Lesson Plan

Starting the lesson

Sing *Hello, I'm Tiger*.

- Greet the children. Play the *Hello, I'm Tiger* song. The children sing and do the actions.

► CD1 Track 3 TE p22

Do the opening routine. Say the *Weather chant*.

- Look at the weather out of the window. Play the audio. In the pauses the children call out *Yes!/No!*

► CD1 Track 10 TE p22

Hand out printouts of the Unit 1 flashcards.

- Hold up the classroom object flashcards in turn. Individual children ask *Can I have the (pencil), please?* Respond **Yes, of course. Here you go.** Give the child the flashcard, who then says *Thank you.*
- Repeat the procedure, with other children asking for objects and the children with the flashcards responding.

Explain the aims of the lesson.

- Say **Today we're going to learn about what we do at school and listen to a story about Ping and Pong.**

Student's Book Activity 11

Listen and point. Mime and say.

► CD1 Track 19 TE p44

- (Books open.) Play the audio. The children listen and point to the photos.
- Say the words or play the audio again. Mime the actions (talk: open and close fingers and thumbs; draw: move an imaginary pencil in circular movements; color: hold an imaginary crayon and move hand in short movements back and forth; play: play with picture cards or roll a dice; sing: open mouth wide).
- Repeat the procedure. The children mime the actions and say the words with you.
- Give instructions in random order: **(Draw)!** **(Sing)!** The children mime and say the words.

Student's Book Activity 12

Listen and repeat. Answer the questions.

► CD1 Track 20 TE p44

- Hold up the book and say **Look at the story!** Explain that Ping is a clever cat and Pong is a dopey dog (use mime or L1 if necessary). Ping and Pong have adventures in which Pong learns about the world. Here Pong learns about what we do at school.
- Pre-teach 'fly' (the insect) using mime – holding your fingers together, moving them around and making a buzzing noise. Pre-teach 'go away!' using a gesture to wave the fly away. Say **Listen and find out: Is Ping good? Is Pong good?** Play the audio. The children listen and look.
- Divide the class into two groups (Ping and Pong). (Optional) The children can wear the Ping and Pong finger puppets. Play the audio again. The groups listen and repeat. They then change roles and finger puppets and repeat.
- Ask **Do you like Ping and Pong? Are they funny?**
- Ask the questions **Is Ping good? Is Pong good?** again and check the answers. (Yes./No.) Explain if necessary that Pong is good until he chases the fly during class.
- Play *Do or Don't!* Give an instruction. **(Talk)!** The children respond with the appropriate mime. Say **Don't (talk)!** The children respond by folding their arms and sitting still. Repeat with all the actions. Gradually increase the speed. The children listen and respond as fast as they can. A few children then come to the front and they give instructions.

Activity Book

Activity 5

Read and match.

- Read the text. The children point to the corresponding pictures.
- The children read and draw lines from the text to the pictures. Check the answers.

Answers: 1 d 2 a 3 e 4 b 5 c

- Direct the children to Activity Book page 62. The children complete the CLIL Picture Dictionary for Unit 1, tracing the words under the pictures.

Ending the lesson

Review the lesson.

- Ask **What does Ping do at school? What does Pong learn in the story?**

Do the closing routine. Sing *Close our books!*

- Play the audio or say the rhyme.

► CD1 Track 11 TE p22

- Repeat, substituting different classroom objects in line 2.
- The children clean up and put their books away.
- Play the *Goodbye, Tiger* song. The children sing and say goodbye.

► CD1 Track 4 TE p22

1 Lesson 6

Objectives and key competencies

- to identify, ask and say what you do at school
- to play a game
- to listen and sing *I draw at school*

Active language

color, draw, play, sing, talk
I (draw) at school.

Do you (sing) at school? Yes, I do./No, I don't.

Materials

Class Audio CD

Optional materials

Ping and Pong finger puppets, AB page 10



Class Audio for Lesson 6



Hello, I'm Tiger ► **CD1 Track 3 TE p22**

The Weather chant ► **CD1 Track 10 TE p22**

Unit 1 Ping and Pong story ► **CD1 Track 20 TE p44**

Close our books! ► **CD1 Track 11 TE p22**

Goodbye, Tiger ► **CD1 Track 4 TE p22**

13 Listen, number and repeat.

► **CD1 Track 21**

1 A: Do you draw at school? **B:** Yes, I do. I draw like this.

2 A: Do you sing at school? **B:** Yes, I do. I sing like this.

3 A: Do you talk at school? **B:** Yes, I do. I talk to the teacher and my friends.

4 A: Do you color at school? **B:** Yes, I do. I color like this.

5 A: Do you play at school? **B:** Yes, I do. I play with my friends.

14 Song: I draw at school.

► **CD1 Track 22**

This is the way I draw at school,
draw at school, draw at school.

(Pretend to draw
each time you
hear 'draw'.)

This is the way I draw at school,
with my teacher and friends every day.

This is the way I talk at school,
talk at school, talk at school.

(Move your fingers
and thumbs of both
hands each time
you hear 'talk'.)

This is the way I talk at school,
to my teacher and friends every day.

This is the way I color at school,
color at school, color at school.

(Pretend to color
each time you
hear 'color'.)

This is the way I color at school,
with my teacher and friends every day.

This is the way I sing at school,
la la la, la la la.

(Mime conducting
each time you hear
'sing' and 'la, la, la'.)

This is the way I sing at school,
with my teacher and friends every day.

This is the way I play at school,
play at school, play at school.

(Mime playing a card
game each time you
hear 'play'.)

This is the way I play at school,
with my teacher and friends every day.

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, I'm Tiger*.
► **CD1 Track 3 TE p22**
- Do the opening routine.
► **CD1 Track 10 TE p22**
- Listen to the Ping and Pong story.
► **CD1 Track 20 TE p44**
- Explain the aims of the lesson.

Activity 13

- Listen, number and repeat.
► **CD1 Track 21 TE p46**

Activity 14

- Listen and point. Sing *I draw at school*.
► **CD1 Track 22 TE p46**
- Check (✓) what you do at school.

Lesson 6 CLIL

13 Listen, number and repeat.

14 Listen and point. Sing *I draw at school*.
Check (✓) what you do at school.

15 Play Mime and guess.

Content and personalization: I (draw) at school. Do you (sing) at school?
Yes, I do./No, I don't.

Activity 15

- Over to You: Play Mime and guess.

Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD1 Track 11 TE p22**
- Sing *Goodbye, Tiger*.
► **CD1 Track 4 TE p22**

Activity Book p10

Activity 6

- Write and color.
- Ask and say.

Detailed Lesson Plan

Starting the lesson

Sing *Hello, I'm Tiger*.

- Greet the children. Play the *Hello, I'm Tiger* song. The children sing and do the actions.

► CD1 Track 3 TE p22

Do the opening routine. Say the *Weather chant*.

- Look at the weather out of the window. Play the audio. In the pauses the children call out *Yes!/No!*

► CD1 Track 10 TE p22

Listen to the Ping and Pong story.

- Ask **Do you remember what Ping does at school?** (*Talk, draw, color, sing, play.*)
- (Optional) The children put on the Ping and Pong finger puppets.
- Play the audio. The children hold up the puppets as Ping and Pong speak, and join in telling the story.
- CD1 Track 20 TE p44
- Ask questions about each frame. (Frame 1) **Is Pong scared?** (Yes.) **Why?** (*It's his first day.*) Continue for all the frames.

Explain the aims of the lesson.

- Say **Today we're going to talk about what we do at school and sing a song.**

Student's Book Activity 13

Listen, number and repeat.

► CD1 Track 21 TE p46

- The children look at the photos and name the actions (*play, sing, draw, color, talk*).
- Play the audio. The children listen and number the photos.
- Play the audio again. The children repeat the sentences. Check the answers. The children say the numbers.
- Play the audio a third time. The children join in.

Answers: 1 c 2 b 3 e 4 d 5 a

Student's Book Activity 14

Listen and point. Sing *I draw at school*. Check (✓) what you do at school.

► CD1 Track 22 TE p46

- The children name the actions in the photos (*play, sing, draw, color, talk*). Play the audio. The children listen and point.
- Play the audio again. The children do the actions and sing.
- The children check the actions they do at school. Check the answers. Individual children say what they do. (*I (draw) at school.*)
- For each photo, ask **Do you (sing) at school?** (Yes, *I do./No, I don't.*)

Possible Answers: play ✓ sing ✓ draw ✓ color ✓ talk ✓

Student's Book Activity 15

Over to You: Play *Mime and guess*.

- Say **Look. This is what I do at school.** Mime an action, such as talking. The children ask *Do you (talk) at school?* For a correct guess, respond **Yes, I do.** For an incorrect guess, respond **No, I don't.** Repeat with all the actions.
- The children take turns coming to the front of the class and miming the actions. The rest of the class asks questions and guesses what the action is.
- In pairs the children take turns miming and asking and answering the questions.

Activity Book

Activity 6

Write and color. Ask and say.

- Read the speech bubbles. The children name the actions.
- They write the words, color the pictures and complete the answers where necessary. Check the answers.
- The children ask and answer the questions.

Answers: 1 sing 2 talk 3 play, Yes 4 color, Yes 5 draw, Yes

Ending the lesson

Review the lesson.

- Ask **What do you do at school?**

Do the closing routine. Sing *Close our books!*

- Play the audio or say the rhyme.
- CD1 Track 11 TE p22
- Repeat, substituting different classroom objects in line 2.
- The children clean up and put their books away.
- Play the **Goodbye, Tiger** song. The children sing and say goodbye.
- CD1 Track 4 TE p22

Lesson 7

Objectives and key competencies

- to listen and respond to classroom language
- to review the main language of the unit

Active language

bag, crayon, pen, pencil, pencil case, eraser, ruler, sharpener
color, draw, play, sing, talk
Can I have this (pen), please? Yes, of course. Put it in the basket. Thank you.
I (draw) at school.
Do you (sing) at school? Yes, I do./No, I don't.

Materials

Flashcards: Tiger, Sue, Jay, bag, crayon, pencil, pen, pencil case, eraser, ruler, sharpener, Word cards: bag, crayon, pencil, pen, pencil case, eraser, ruler, sharpener, Class Audio CD, Story cards: Back to School, Unit 1 word stickers, Picture Dictionary (SB page 80)

Optional materials

AB page 11

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, I'm Tiger*.
► **CD1 Track 3 TE p22**
- Do the opening routine.
► **CD1 Track 10 TE p22**
- Sing *I draw at school*.
► **CD1 Track 22 TE p46**
- Explain the aims of the lesson.
- Do a language review quiz.

Activity 16

- Listen, number and repeat.
- **CD1 Track 23 TE p48**
- Read and stick.

Activity 17

- Match and say.

Activity 18

- Class Chat: Listen, point and repeat.
- **CD1 Track 24 TE p48**
- Ask and answer.
- Go to the Picture Dictionary on page 80.

Activity Book p11

Activities 7 and 8

- Look and write the classroom objects.
- Read and match what we do at school.

Activity 9

- Check (✓) what you can do.

Ending the lesson

- Review the lesson and the unit.
- Do the closing routine.
- **CD1 Track 11 TE p22**
- Sing *Goodbye, Tiger*.
- **CD1 Track 4 TE p22**



Class Audio for Lesson 7



Hello, I'm Tiger ► **CD1 Track 3 TE p22**
Weather chant ► **CD1 Track 10 TE p22**
I draw at school ► **CD1 Track 22 TE p46**
Close our books! ► **CD1 Track 11 TE p22**
Goodbye, Tiger ► **CD1 Track 4 TE p22**

16 Listen, number and repeat.

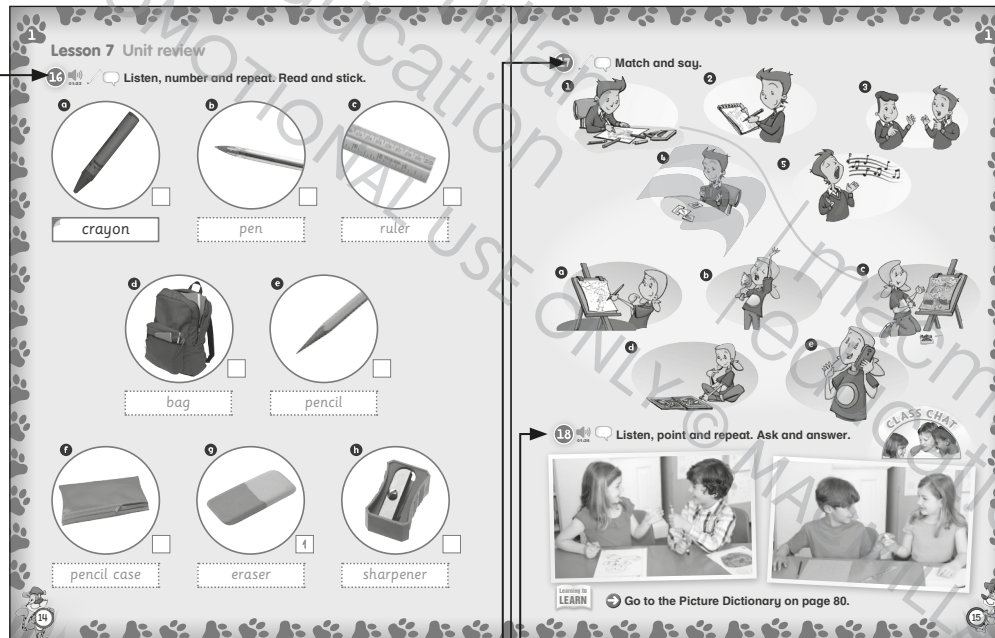
► CD1 Track 23

- Boy:** Can I have this eraser, please?
Adult: Yes, of course. Put the eraser in the basket.
Boy: Thank you.
- Girl:** Can I have this pen, please?
Adult: Yes, of course. Put the pen in the basket.
Girl: Thank you.
- Boy:** Can I have this sharpener, please?
Adult: Yes, of course. Put the sharpener in the basket.
Boy: Thank you.
- Girl:** Can I have this bag, please?
Adult: Yes, of course. Put the bag in the basket.
Girl: Thank you.
- Boy:** Can I have this ruler, please?
Adult: Yes, of course. Put the ruler in the basket.
Boy: Thank you.
- Girl:** Can I have this crayon, please?
Adult: Yes, of course. Put the crayon in the basket.
Girl: Thank you.
- Boy:** Can I have this pencil case, please?
Adult: Yes, of course. Put the pencil case in the basket.
Boy: Thank you.
- Girl:** Can I have this pencil, please?
Adult: Yes, of course. Put the pencil in the basket.
Girl: Thank you.

18 Class Chat: Listen, point and repeat.

► CD1 Track 24

- A:** Can I have the green crayon, please?
B: Yes, of course. Here you go.
A: Thank you.
- A:** Can I have the eraser, please?
B: Yes, of course. Here you go.
A: Thank you.



Detailed Lesson Plan

Starting the lesson

Sing *Hello, I'm Tiger*.

- Greet the children. Play the *Hello, I'm Tiger* song. The children sing and do the actions.

► CD1 Track 3 TE p22

Do the opening routine. Say the *Weather chant*.

- Look at the weather out of the window. Play the audio. In the pauses the children call out Yes!/No!

► CD1 Track 10 TE p22

Sing *I draw at school*.

- Remind the children of the actions in the *I draw at school* song. Divide the class into two groups. Assign song verses and actions. Group A: listen, draw, sing; Group B: talk, color, play.
- The children stand up. Play the *I draw at school* song. The groups sing and act out the song.

► CD1 Track 22 TE p46

- The children change roles and repeat.

• Explain the aims of the lesson.

- Say **Today we're going to review what we've learned in the unit and practice classroom language.**

Do a language review quiz.

- Two teams choose a name relating to Unit 1: (Crayons) / (Erasers).
- Individual team members take turns answering questions and scoring points. The teams lose points if answers are called out.
- Ask questions: i) Using the Unit 1 flashcards, ask **What's this?** ii) Using the story cards, say sentences which the children complete: **Can I have this ... (pen), please?** iii) Hold up the Unit 1 word cards, which the children read and match to the flashcards. iv) Mime actions; the children say the words.
- Keep score on the board. The team with the most points wins.

Student's Book Activity 16

Listen, number and repeat. Read and stick.

► CD1 Track 23 TE p48

- The children name the classroom objects. Play the audio. They listen and number the pictures.
- Check the answers. The children listen to the audio again and repeat the exchanges.
- The children read and stick the word stickers on the page.

Answers: 1 g 2 b 3 h 4 d 5 c 6 a 7 f 8 e

Student's Book Activity 17

Match and say.

- The children match the pictures of Sue and Jay.
- Check the answers. The children point to the pictures and say *I (sing) at school*.

Answers: 1 c 2 a 3 e 4 d 5 b

Student's Book Activity 18

Class Chat: Listen, point and repeat. Ask and answer.

► CD1 Track 24 TE p48

- Explain that Class Chat helps the children use the English they are learning.
- (Pens down.) Play the audio. The children listen and point to the photos.
- Divide the class into two groups. Play the audio again. The groups repeat the exchanges. They then change roles and repeat.
- Stick a classroom object flashcard on the board. Group A asks for the item. Group B responds. They then change roles and repeat.
- Divide the class into pairs. They take turns asking their partner for and giving real classroom objects.
- Explain that you expect the children always to ask for things in English from now on.
- Direct the children to Student's Book page 80. The children complete the Picture Dictionary for Unit 1, tracing the words under the pictures.

Activity Book

Activity 7

Look and write the five classroom objects.

- The children identify the classroom objects and write the words.

Answers: (from left) 1 pen 2 pencil 3 crayon 4 eraser 5 ruler

Activity 8

Look at Activity 7. Read and match what we do at school.

- The children read and match what they do at school. Check the answers. They name the objects and say what they do at school.

Answers: (clockwise from left) 4, 5, 1, 3, 2

Activity 9

Check (✓) what you can do.

- Use L1 to explain that this activity gives the children the opportunity to identify what they can do now that they have finished the unit.
- The children look at the pictures while you read the key. Explain or remind the children of meaning, as necessary. The children check what they can do.
- Praise their work in the unit, as appropriate.

Ending the lesson

Review the lesson and the unit.

- Ask **What have you learned in this unit? What have you enjoyed about this unit? What has been easy or difficult? What can you do to work harder and improve your English? What can you say when you need to ask for things in class?**

Do the closing routine. Sing *Close our books!*

- Play the audio or say the rhyme.
- CD1 Track 11 TE p22
- Repeat, substituting different classroom objects in line 2.
- The children clean up and put their books away.
- Play the *Goodbye, Tiger* song. The children sing and say goodbye.
- CD1 Track 4 TE p22

1 Kids' Culture 1

Objectives and key competencies

- to listen and say a traditional rhyme:
Two, four, six, eight
- to identify the colors of school uniforms in the US
- to draw what you (or other children) wear to school in your country
- to use the Student's Practice Kit

Active language

gate, late, school uniform, wait
Meet me at ... I'm ... Don't ... !
My (school uniform) is (blue).

colors
numbers 2, 4, 6, 8

Materials

Class Audio CD

Optional materials

Map or globe, AB page 12



Class Audio for Kids' Culture 1



Hello, I'm Tiger ► **CD1 Track 3 TE p22**
Weather chant ► **CD1 Track 10 TE p22**
Close our books! ► **CD1 Track 11 TE p22**
Goodbye, Tiger ► **CD1 Track 4 TE p22**

1 Rhyme: *Two, four, six, eight.*

► **CD1 Track 25**

Two, four, six, eight.
Meet me at the school gate.
If I'm late, don't wait.
Two, four, six, eight.

2 Class Chat: Listen and number.

► **CD1 Track 26**

- 1 *My school uniform is red.*
- 2 *My school uniform is blue.*
- 3 *My school uniform is black.*

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, I'm Tiger.*
- **CD1 Track 3 TE p22**
- Do the opening routine.
- **CD1 Track 10 TE p22**
- Explain the Kids' Culture lesson.
- Explain the aims of the lesson.

Activity 1

- Listen and say a traditional rhyme: *Two, four, six, eight.*
- **CD1 Track 25 TE p50**

Activity 2

- Play *Touch red!*
- Comparing Cultures: Listen and number.
- **CD1 Track 26 TE p50**
- Draw and say.

Kids' Culture 1

1 Listen and say a traditional rhyme: *Two, four, six, eight.*

2 Listen and number. Draw and say.

Intercultural learning: traditional rhyme: *Two, four, six, eight*
Language input: *My school uniform is (blue).*

Activity Book p12

Activity 1

- Write and trace.
- Say *Two, four, six, eight.*
- **CD1 Track 25 TE p50**

Activity 2

- Read and color.

Ending the lesson

- Review the lesson.
- Do the closing routine.
- **CD1 Track 11 TE p22**
- Sing *Goodbye, Tiger.*
- **CD1 Track 4 TE p22**

Detailed Lesson Plan

Starting the lesson

Sing *Hello, I'm Tiger*.

- Greet the children. Play the *Hello, I'm Tiger* song. The children sing and do the actions.

► CD1 Track 3 TE p22

Do the opening routine. Say the *Weather chant*.

- Look at the weather out of the window. Play the audio. In the pauses the children call out *Yes!/No!*

► CD1 Track 10 TE p22

Explain the Kids' Culture lesson.

- Use L1 to explain that this is a lesson on Kids' Culture relating to Unit 1. There's a Kids' Culture lesson at the end of every unit. In these lessons, the children will learn songs, rhymes and games from the US and other countries. They will also compare aspects of daily life and culture in the US with their country.
- Show the children a map or globe, if available. Point out the US. The children then identify their own country. Offer help, if necessary. Find out if any children have visited the US.

Explain the aims of the lesson.

- Say **Today we're going to learn a traditional rhyme. We're also going to talk about the school uniforms some children wear in the US and in your country.** Point to the children's school uniforms, if they are wearing them, or explain what they are.

Student's Book Activity 1

Listen and say a traditional rhyme: *Two, four, six, eight*.

► CD1 Track 25 TE p50

- The children look at the photo. Explain that this rhyme is about meeting a friend to go to school. Pre-teach 'gate', 'wait' and 'late'.
- The children identify the numbers they hear. Play the audio then check the answers (*two, four, six, eight*).
- The children identify how many words they hear that rhyme with 'eight'. Give an example (**gate**) to clarify.
- Play the audio again. Check the answer (three words: *gate, late, wait*).
- Play it a third time. The children listen and repeat the rhyme once or twice.

Student's Book Activity 2

Comparing Cultures: Listen and number. Draw and say.

► CD1 Track 26 TE p50

- To prepare for this activity, play *Touch red!* Pre-teach 'gray' if this is new vocabulary. The children stand up and walk slowly in the same direction round the classroom. Say (**Red**)! They quickly touch and name something of that color. Name several colors. Individual children then call out the colors.
- Explain that the photos show children in school uniforms. The children identify the colors of the uniforms.
- Play the audio. The children listen and number the photos. Check the answers.
- The children draw and color a picture of themselves in school uniform. (If they don't wear a school uniform, they can invent one.)
- Ask a few children to show and describe their pictures. (*My school uniform is (black and blue).*)

Answers: 1 b 2 c 3 a

Activity Book

Activity 1

Write and trace. Say *Two, four, six, eight*.

► CD1 Track 25 TE p50

- The children write the numbers in the rhyme. Check the answers.
- The children draw a picture of themselves at the gate.
- Play the *Two, four, six, eight* rhyme. The children read and say with you.

Answers: Two/six; four/eight

Activity 2

Read and color.

- Read the sentences. The children follow in their books.
- The children read the sentences and color the school uniforms. Check the uniforms have been colored correctly.

Ending the lesson

Review the lesson.

- Ask **What traditional rhyme can you say? What color are some of the school uniforms in the US and in your country?**

Do the closing routine. Sing *Close our books!*

- Play the audio or say the rhyme.
- CD1 Track 11 TE p22
- Repeat, substituting different classroom objects in line 2.
- The children clean up and put their books away.
- Play the **Goodbye, Tiger** song. The children sing and say goodbye.
- CD1 Track 4 TE p22

1 Progress Journal

Activity 1

Think and draw your favorite part of the story.

- The children go to page 4 of the Progress Journal. Read the heading and elicit or remind the children of the meaning of 'My learning review'.
- Read and explain Activity 1. Ask the children what they remember about the *Back to School* story.
- The children think about then draw their favorite part of the story. You may wish to give a time limit for this – perhaps five minutes. (Optional) The children can look back at the story (Student's Book pages 8 and 9).
- The children take turns showing their pictures to a friend and saying their favorite part of the story.

Activity 2

Color and trace the words you know.

- Read and explain Activity 2. The children color the pictures of the classroom objects they can say in English.
- The children trace the words below the pictures.

Activity 3

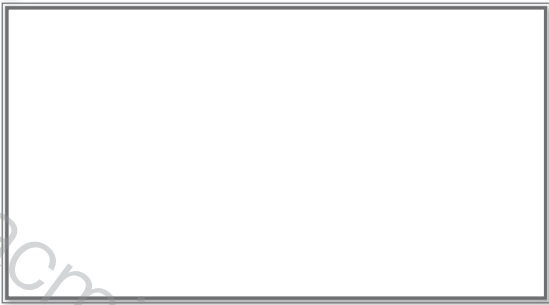
Look, think and color Tiger's paws.

- The children go to page 5. Read the heading, 'My progress', and explain the meaning to the children.
- Read and explain Activity 3. Explain that for each picture, the children will color the paw if they can do the task.
- Go through the pictures in turn to explain each *I can ...* statement. If necessary, elicit or remind the children of what they have done in Unit 1.
- The children color the corresponding Tiger paws. Make sure they understand that this is their personal response and that there are no 'right' answers.

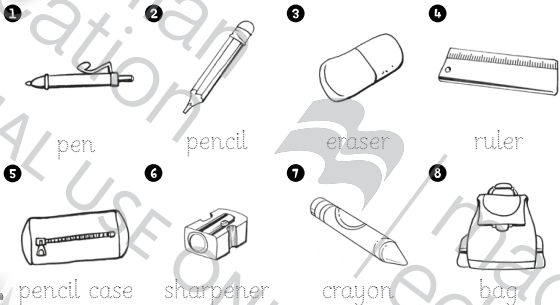
1 Back to School

My learning review

1 Think and draw your favorite part of the story.



2 Color and trace the words you know.

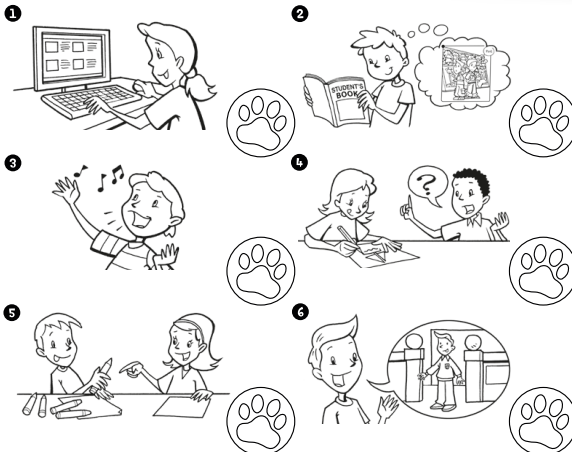


pen pencil eraser ruler
pencil case sharpener crayon bag

My progress


3 Look, think and color Tiger's paws.

I can ...



Learning to LEARN My study ideas

4 Look and check (✓) what you do. Pen, pen, pen ...



My score for Unit 1: / 10

Activity 4

Look and check (✓) what you do.

- Read the heading above Activity 4, 'Learning to Learn: My study ideas'. Explain the meaning.
- The children then check what they do.
- Ask the children to give themselves a score out of ten for their work in Unit 1. Make sure they understand that this is their own personal assessment of how they have done.
- Sign, date and add a comment to this page to show that you agree with the way the children have assessed their learning.