# A New School Year

#### Objectives and key competencies



- Identify and name school subjects
- Learn the grammar table for Unit 1
  - Ask and sav what subjects you have on your timetable
  - Play the games
  - Say sentences about your school
  - Listen and use everyday classroom language



 Read a flver for an after-school science club



• Use the Student's Practice Kit



- Spell words
- Spell words
   Practice pronunciation: /ds/ and /g/
  - Predict what happens in the story
  - Review, assess and plan your own learning



Understand and think about values



- Make and play with the subject cut-out
- Prepare, plan and write your project



- Listen, read, understand and act out the storv
- Sing a song
- · Listen and read about three different schools in the US
- Listen and read for pleasure

## **Active language**

Core vocabulary: school subjects

announcements, art and design, cafeteria, drama, English, geography, history, math, music, PE, science, technology, timetable, times of the day, study

#### Story vocabulary

music book, musical instrument, recorder

**CLIL** vocabulary: three different schools after-school club, dance class, extra classes, island, school of performing arts, students

#### **Structures**

Do we have (English) today? Yes, we do./No. we don't.

What do we have at (ten forty-five)? We have technology.

We have (music) at (ten fifteen).

We don't have (PE).

Can you (play a musical instrument)? I can/can't (play the recorder).

My favorite subjects are ...

#### Recycled language

days of the week

On (Mondays), I have (science) at (nine) o'clock/ (two) thirty.

cafeteria, classroom, finish, gym, playground, soccer, study, swimming I (don't) like ...

#### Classroom language

Main function: talking about subjects you have and don't have and offering to share I don't have my (science) book. Don't worry. You can share mine.

## Receptive language

You're good at (art). elementary schools, noise, owner, welcome

#### **Pronunciation**

the /dx/ and /q/ sounds (geography, gym / game, grammar)

#### **CLIL** and Culture

Social Science: Three different schools Tiger Street Club Report: A day at school

#### Values and attitudes

- Interest in naming subjects
- Pleasure in doing the Spelling Bee
- Enjoyment in reading a photo story
- Awareness of the importance of returning lost property
- · Awareness of the need to welcome new students at school
- Interest in learning about other types of schools
- Satisfaction in preparing and writing your project
- Confidence in using classroom language
- · Enjoyment in reading a flyer
- Pleasure in reading a cartoon strip story
- Willingness to review, assess and plan your own learning





- to identify school subjects and say The Tiger Street word rap
  - to play Monday to Friday chain



- to use the Student's Practice Kit
- to listen and respond to learning objectives to listen and respond to ...
   to spell words in the Spelling Bee

#### **Active language**

art and design, drama, English, geography, history, math. music, PE, science, technology the alphabet

On (Mondays), I have (science). I (don't) like ...

#### **Materials**

Flashcards and Word cards: art and design, drama, English, geography, history, math, music, PE, science, technology, Class Audio CD

## At a Glance Lesson Plan

#### Student's Book

#### Starting the lesson

- Do the opening routine.
- ▶ CD 1 Track 2 p177
- Explain the aims of the lesson.

#### Vocabulary presentation

· Present vocabulary with the Unit 1 flashcards and word cards.

#### In Unit 1

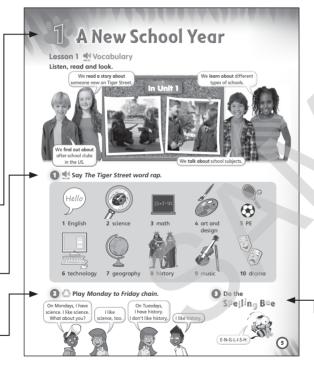
• Listen, read and look. ▶ CD 1 Track 11 p177

#### Activity 1

• Say The Tiger Street word rap. ▶ CD 1 Track 12 p177

#### Activity 2

• Play Monday to Friday chain.



#### Activity 3

- Do the Spelling Bee.
- Go to the Activity Book. See Activity Book activities to the right.

#### **Ending the lesson**

- · Review the lesson.
- Do the closing routine.
- ► CD 1 Track 3 p177

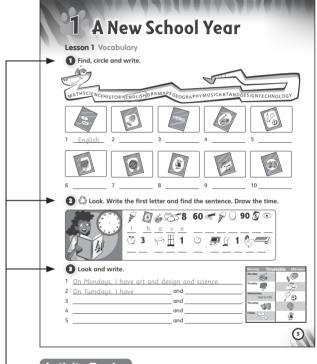
#### Class Audio for Lesson 1

- (a) It's time to speak in English ▶ CD 1 Track 2 p177
- The end of the English lesson ► CD 1 Track 3 p177

#### Student's Book

- **■**In Unit 1 ► CD 1 Track 11 p177
- (a) The Tiger Street word rap ► CD 1 Track 12 p177

## **Activity Book**



#### **Activity Book**

#### Activity 1

• Find, circle and write.

### Activity 2

• Look. Write the first letter and find the sentence. Draw the time.

#### **Activity 3**

· Look and write.



#### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 1: *It's time to speak in English*. The students listen and join in.
- ► CD 1 Track 2 p177

#### Explain the aims of the lesson.

 Say Today we're going to learn words for school subjects and say The Tiger Street word rap. We're also going to find out what we're going to do in this unit, play a game and do the Spelling Bee.

#### Vocabulary presentation

#### Present the vocabulary

- (Books closed.) The students name any school subjects they know.
- Introduce new subjects by sticking the flashcards on the board. The students repeat the words once or twice.
- Hold up the word cards in turn. The students read the words. They then match the word cards and flashcards.

#### In Unit 1

#### Listen, read and look.

- ▶ CD 1 Track 11 p177
- (Books open.) Play the CD. The students listen, read and look at the photos.
- Ask questions, such as Does the story look good?
   Would you like to learn about different types of schools? Are you interested in after-school clubs in the US? Can you talk about school subjects?
   Show interest in the students' responses.

#### Student's Book Activity 1

#### Say The Tiger Street word rap.

- ▶ CD 1 Track 12 p177
- (Books open.) Play the CD. The students listen and point to the subjects.
- Play the CD again, pausing before each subject for the students to say the words.
- Play the CD a third time. The students say the rap and clap rhythmically.

#### Student's Book Activity 2

#### Play Monday to Friday chain.

- Draw the students' attention to the recycle logo.
   Explain that the game gives them an opportunity to say the school subjects as well as other language they already know, such as days of the week. Recall the days of the week.
- Explain and demonstrate the game. One student says On Mondays, I have (science). I like (science). What about you? The next child responds, as in the speaking model, then starts another sentence. I like (science), too. On Tuesdays, I have (history). I (don't) like (history). The chain continues, from Monday to Friday.
- The students play the game in pairs or small groups.

#### Student's Book Activity 3

#### Do the Spelling Bee.

- Divide the class into two teams. Hold up one of the flashcards and ask a student from one team to name the school subject.
- Ask another student from the same team How do you spell '(music)'?
- If both students name the school subject and spell the word correctly, they score a maximum of four points for their team (one for naming the subject and three for spelling the word and saying the letters correctly).
- Keep score on the board. The team with the most points wins.

#### Activity Book

#### **Activity 1**

#### Find, circle and write.

 The students find and circle the words in the word snake and write them under the corresponding text books. Check the answers.

Answers: 1 English 2 science 3 math 4 art and design 5 PE 6 technology 7 geography 8 history 9 music 10 drama

#### **Activity 2**

# Look. Write the first letter and find the sentence. Draw the time.

- The students name the objects.
- Explain that if they write the first letter of each object, a sentence will appear.
- The students draw two o'clock on the clock. Check the answers.

Answer: I have science at two o'clock.

#### **Activity 3**

#### Look and write.

• The students look at the timetable and write sentences. Check the answers.

**Answers: 1** On Mondays, I have art and design and science. **2** On Tuesdays, I have technology and music. **3** On Wednesdays, I have math and PE. **4** On Thursdays, I have drama and geography. **5** On Fridays, I have English and history.

#### Ending the lesson

#### Review the lesson.

Ask What school subjects can you name?

- Do Closing routine 1: The end of the English lesson.
   The students listen and say the chant as they put their things away.
- ► CD 1 Track 3 p177
- Say Goodbye. See you on ... and name the day of your next lesson.





• to use the Student's Practice Kit



• to predict what happens in the story



to give a personal response and think about values



to listen, read and act out the storyto answer questions about the story

#### **Active language**

art and design, drama, English, geography, history, math, music, music book, musical instrument, PE, recorder, science, technology

We have (music) at ten fifteen.

Student's Book

I can/can't play a musical instrument.

#### **Materials**

Flashcards and Word cards: art and design, drama, English, geography, history, math, music, PE, science, technology, Story cards: A New Friend, Class Audio CD

## At a Glance Lesson Plan

#### Starting the lesson

- Do the opening routine.
   CD 1 Track 2 p177
- Match the Unit 1 word cards and flashcards.
- Say The Tiger Street word rap. ▶ CD 1 Track 12 p177
- Explain the aims of the lesson.

#### **Activity 4**

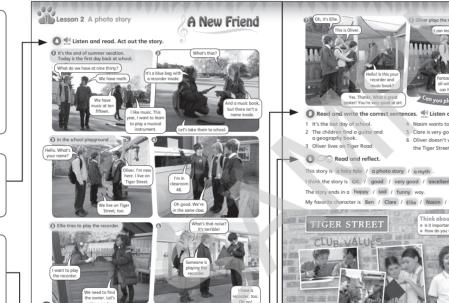
- Listen and read
- ▶ CD 1 Track 13 p178
- · Act out the story.

#### Activity 5

- Read and write the correct sentences.
- Listen and check.
- ▶ CD 1 Track 14 p178

#### Activity 6

· Read and reflect.



#### **Tiger Street Club Values**

- Think about it: Is it important to welcome new students?
- How do you welcome new students at your school?
- Go to the Activity Book. See Activity Book activities to the right.

#### **Ending the lesson**

- · Review the lesson.
- Do the closing routine.
  CD 1 Track 3 p177

Nasim wants to play the recorde

6 Oliver doesn't want to be a member of

#### Class Audio for Lesson 2

- (1) It's time to speak in English ► CD 1 Track 2 p177
- ¶
  i) The end of the English lesson ► CD 1 Track 3 p177

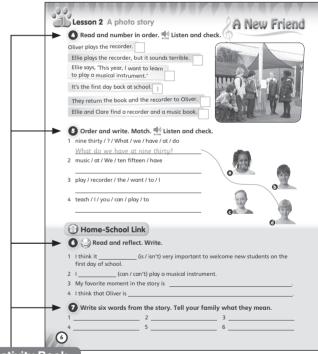
#### Student's Book

- The Tiger Street word rap ► CD 1 Track 12 p177
- ■1) A New Friend > CD 1 Track 13 p178
- Neading comprehension ► CD 1 Track 14 p178

#### **Activity Book**

- (a) Activity 4 ► CD 1 Track 15 p178
- (a) Activity 5 ► CD 1 Track 16 p178

## **Activity Book**



#### **Activity Book**

#### **Activity 4**

 Read and number in order. Listen and check.
 CD 1 Track 15 p178

#### **Activity 5**

- Order and write. Match. Listen and check.
- ▶ CD 1 Track 16 p178

#### Activity Book: Home-School Link

#### **Activity 6**

Read and reflect. Write.

#### **Activity 7**

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



#### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 1: *It's time to speak in English*. The students listen and join in.
- ► CD 1 Track 2 p177

#### Match the Unit 1 word cards and flashcards.

- Put the ten word cards from Unit 1 on the board. Point to them in turn. The students say the words.
- Give the Unit 1 flashcards to ten students, who come to the board and take the corresponding word cards.

#### Say The Tiger Street word rap.

- Ten students stand in a line holding a flashcard and the corresponding word card. Play the CD. The students hold up the flashcards and word cards in turn. The rest of the class dances and says the rap (learned in Lesson 1). Repeat with ten different students.
- ▶ CD 1 Track 12 p177

#### Explain the aims of the lesson.

 Say Today we're going to listen to, read and act out a story about someone new in Tiger Street.

#### Pre-story activities

#### Predict what happens in the story (books closed).

- Read the story title. Hold up story card 1. The students tell you what they see. Read the text.
- The students predict what happens in the story (in L1).

#### Listen with the story cards (books closed).

- ► CD 1 Track 13 p178
- Say Let's listen and find out if you're right. Play the CD. Hold up the story cards in turn. The students listen.
- Briefly compare what happens in the story with the students' predictions.

#### Listen again (books open).

- The students look briefly at the story's narrative text and speech bubbles.
- Play the CD again. The students listen and read the story.
- Point to the pictures to explain the meaning of vocabulary such as 'recorder'.

#### Student's Book Activity 4

#### Listen and read. Act out the story.

- ▶ CD 1 Track 13 p178
- Play the CD, pausing for the students to repeat.
- Assign roles. The students read and act out the story.
- Ask Can you play a musical instrument?

#### Student's Book Activity 5

## Read and write the correct sentences. Listen and check.

- ► CD 1 Track 14 p178
- Read the sentences. The students repeat them, correcting any errors, then write the sentences in their notebooks.
- Play the CD. The students check their answers.

Answers: (See answers in audioscript.)

#### Student's Book Activity 6

#### Read and reflect.

- Read the speech bubble, sentences and options. The students think about and say their opinions.
- Ask Do you read photo stories?
- Ask Do you think Oliver will be a good friend? Do you think Ellie will learn to play the recorder well?

#### Student's Book Tiger Street Club Values

- Say Think about it! Is it important to welcome new students? Establish that it is important.
- Point to the photos and ask questions. Do you show new students around your school? Do you help and play with new students? Do you say 'hello' to everyone on the first day of school? The students answer yes or no. If you have a confident class, encourage the students to talk about other ways they welcome new students (in L1 if necessary).

#### Activity Book

#### **Activity 4**

#### Read and number in order. Listen and check.

- ▶ CD 1 Track 15 p178
- The students read and number the sentences in order.
- Play the CD. The students check their answers.

Answers: (See answers in audioscript.)

#### **Activity 5**

#### Order and write. Match. Listen and check.

- ► CD 1 Track 16 p178
- The students order the words and write the sentences.
   They then match the sentences to the children.
- Play the CD. The students check their answers. Pause after each sentence and ask **Who's speaking?**

Answers: 1 d 2 a 3 c 4 b (also see answers in audioscript)

#### Activity Book: Home-School Link



#### **Activity 6**

#### Read and reflect. Write.

• The students think about and complete the sentences. Remind them of meaning if necessary. They then read and compare their sentences.

#### **Activity 7**

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

 Explain that the students should write six key words relating to the story. If they are confident, they can tell their family what the words mean and explain the story in simple terms.

#### Ending the lesson

#### Review the lesson.

Ask What can you tell me about Oliver?

- Do Closing routine 1: *The end of the English lesson*. The students listen and join in as they put their things away.
- ► CD 1 Track 3 p177
- Say **Goodbye. See you on ...** and name the day of your next lesson.





- to listen and learn the grammar table to play Guess which classroom!

  - to ask and say what subjects you have today



to use the Student's Practice Kit

#### **Active language**

art and design, drama, English, geography, history, math, music, PE, science, technology Do we have (English) at (ten) fifteen/ten forty-five? Yes. we do. No. we don't.

What time is it?

#### **Materials**

Flashcards: art and design, drama, English, geography, history, math, music, PE, science, technology, Class Audio CD

## At a Glance Lesson Plan

#### Student's Book

#### Starting the lesson

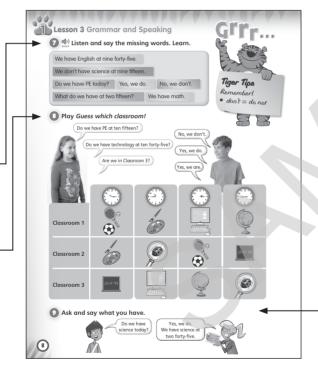
- Do the opening routine. ▶ CD 1 Track 2 p177
- Review the A New Friend story. ▶ CD 1 Track 13 p178
- Explain the aims of the lesson.

#### **Activity 7**

- Listen and say the missing words. Learn.
- ▶ CD 1 Track 17 p178

#### **Activity 8**

• Play Guess which classroom!



#### Activity 9

- Ask and say what you have.
- Go to the Activity Book. See Activity Book activities to the right.

#### **Ending the lesson**

- · Review the lesson.
- Do the closing routine.
- ► CD 1 Track 3 p177

#### Class Audio for Lesson 3

- d₁) It's time to speak in English > CD 1 Track 2 p177
- ¶
  ) The end of the English lesson ► CD 1 Track 3 p177

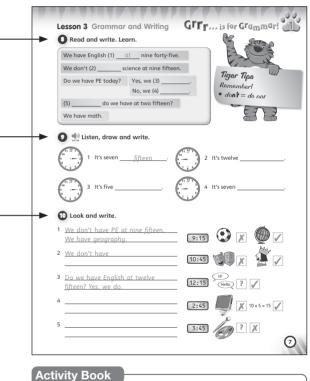
#### Student's Book

- A New Friend ► CD 1 Track 13 p178
- (a) Grammar table ► CD 1 Track 17 p178

#### **Activity Book**

**(1)** Activity 9 ► CD 1 Track 18 p178

## **Activity Book**



#### **Activity 8**

· Read and write. Learn.

#### **Activity 9**

• Listen, draw and write. ▶ CD 1 Track 18 p178

#### **Activity 10**

· Look and write.



#### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 1: *It's time to speak in English*. The students listen and join in.
- ► CD 1 Track 2 p177

#### Review the A New Friend story.

- (Books closed.) Ask Can you remember the story?
   Ask other questions, listening to the students'
   answers but not confirming if they are correct. What
   do Ellie and Clare find in the street? (A music book
   and a recorder.) Who do the things belong to?
   (Oliver.) Where does Oliver live? (On Tiger Street.)
- Play the CD. The students listen and follow the story in their books (SB pages 6 and 7) and check their answers.
- ▶ CD 1 Track 13 p178
- Play *Who says...?* Read the speech bubbles from the story. The students identify the speakers. Then, in pairs or groups of three, the students play the game together.

#### Explain the aims of the lesson.

 Say Today we're going to study grammar and play a game to practice what we learn. We're also going to talk about the subjects we have today.

#### Student's Book Activity 7

#### Listen and say the missing words. Learn.

- ► CD 1 Track 17 p178
- Play the CD. The students listen and read the sentences in the grammar table and say the missing words.
- Review the Tiger Tips.
- The students learn the grammar table and use it for reference and revision. They can copy the grammar table into their notebooks.

#### Student's Book Activity 8

#### Play Guess which classroom!

- The students look at the timetable, which shows the times for different subjects in three classrooms.
- Read the speaking model to demonstrate the game.
- Ask a student to choose one of the three classrooms. The other students ask questions to guess which classroom has been selected. Do we have (PE) at (ten fifteen)? (Yes, we do./No, we don't.) Do we have (technology) at (ten forty-five)? (Yes, we do./No, we don't.) Are we in Classroom (3)? (Yes, we are./No, we're not.)
- Play the game with the whole class.
- The students play the game in pairs or small groups.

#### Student's Book Activity 9

#### Ask and say what you have.

- Stick the flashcards on the board. Point to them in turn and ask individual students **Do we have** (science) today? The students answer. (Yes, we do. We have (science) at (three fifteen)./No, we don't.) Alternatively, choose a day of the week and ask **Do we have science on (Thursdays)?**
- The students take turns asking and answering questions about all the flashcards.

#### Activity Book

#### **Activity 8**

#### Read and write. Learn.

- The students complete the grammar table without looking at the Student's Book. However, allow them this extra support if needed.
- The students check their answers by looking at the grammar table (SB page 8).
- The students read the sentences in the table.

Answers: 1 at 2 have 3 do 4 don't 5 What

#### **Activity 9**

#### Listen, draw and write.

- ► CD 1 Track 18 p178
- Play the CD. The students draw the times on the clocks.
- Play the CD again and draw the clocks on the board. The students write the times. Check the answers.
- Option: The students act out the dialogues.

Answers: (See answers in audioscript.)

#### **Activity 10**

#### Look and write.

- The students look at the pictures and read the example text. Draw their attention again to the word 'We', used for talking in the first person plural.
- The students write the sentences. Check the answers.

Answers: 1 We don't have PE at nine fifteen. We have geography. 2 We don't have drama at ten forty-five. We have history. 3 Do we have English at twelve fifteen? Yes, we do. 4 We don't have technology at two forty-five. We have math. 5 Do we have art and design at three forty-five? No, we don't.

#### Ending the lesson

#### Review the lesson.

Ask Can you tell the time in English?

- Do Closing routine 1: *The end of the English lesson*. The students listen and say the chant as they put their things away.
- ▶ CD 1 Track 3 p177
- Say **Goodbye. See you on ...** and name the day of your next lesson.

# Lesson 4

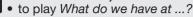
#### Objectives and key competencies



• to practice pronunciation: /ʤ/ and /g/



• to make the subject cut-out cards





to sing What do we have?

#### **Active language**

art and design, drama, English, geography, history, math, music, PE, science, technology
What do we have at (nine o'clock)?
At (nine o'clock) we have (geography).
No. We don't have (history) today. We have (English).

#### **Materials**

Flashcards and Word cards: art and design, drama, English, geography, history, math, music, PE, science, technology, Class Audio CD, Cut-out cards (one set prepared in advance, optional – SB page 87), scissors

## At a Glance Lesson Plan

## Student's Book

#### Starting the lesson

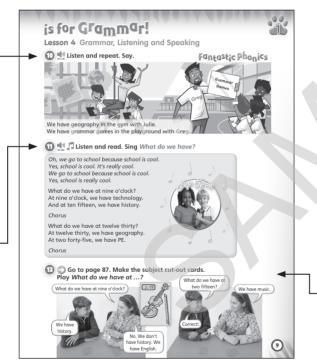
- Do the opening routine.
  CD 1 Track 2 p177
- Review the Unit 1 flashcards and word cards.
- Explain the aims of the lesson.

#### **Activity 10**

- Fantastic Phonics: Listen and repeat. Say.
- ▶ CD 1 Track 19 p178

#### Activity 11

- · Listen and read.
- ► CD 1 Track 20 p179
- Sing What do we have?



#### Activity 12

- Go to page 87. Make the subject cut-out cards.
- Play What do we have at ...?
- Go to the Activity Book.
   See Activity Book activities to the right.

#### **Ending the lesson**

- · Review the lesson.
- Do the closing routine.
- ▶ CD 1 Track 3 p177

#### Class Audio for Lesson 4

- (1) It's time to speak in English ► CD 1 Track 2 p177
- The end of the English lesson ► CD 1 Track 3 p177

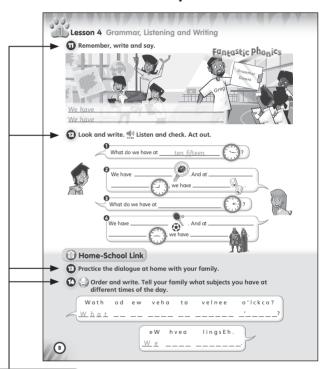
#### Student's Book

- (a) Fantastic Phonics ► CD 1 Track 19 p178
- ■
  I) What do we have? 
   CD 1 Track 20 p179

#### **Activity Book**

**(1)** Activity 12 ► CD 1 Track 22 p179

## **Activity Book**



#### **Activity Book**

#### **Activity 11**

• Fantastic Phonics: Remember, write and say.

#### **Activity 12**

• Look and write. Listen and check. Act out.

► CD 1 Track 22 p179

## Activity Book: Home-School Link



#### **Activity 13**

• Practice the dialogue at home with your family.

#### **Activity 14**

 Order and write. Tell your family what subjects you have at different times of the day.

#### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 1: *It's time to speak in English*. The students listen and join in.
- ► CD 1 Track 2 p177

#### Review the Unit 1 flashcards and word cards.

- Play board concentration. Stick six flashcards, face down, on one side of the board. Number them 1–6.
   Stick five of the corresponding word cards, face down, on the other side of the board. Label them A–E.
- Divide the class into two teams. A student from Team A asks for a flashcard. Can we have flashcard (6), please? Show the team the flashcard and ask What is it? Another student from the same team asks for a word card. Can we have word card (B), please? Show the team the word card and ask What does it say? If the flashcard and word card match, remove them from the board. If not, stick them back face down on the board.
- Continue the game until there is only one flashcard remaining. The team with the most flashcards is the winner.

#### Explain the aims of the lesson.

 Say Today we're going to practice pronunciation, sing a song, and make and play with the subject cut-out cards.

#### Student's Book Activity 10

#### Fantastic Phonics: Listen and repeat. Say.

- ► CD 1 Track 19 p178
- Read the sentences. Draw attention to the difference between the /ʤ/ and /q/ sounds, as highlighted.
- Play the CD. The students listen and repeat the sentences.
- Repeat once or twice, with or without the CD.
- **Option:** The students count how many times they can say the sentences in a minute.
- Draw the students' attention to the different ways of spelling the /ʤ/ sound in the first sentence.

#### Student's Book Activity 11

#### Pop Spot: Listen and read. Sing What do we have?

- ▶ CD 1 Track 20 p179
- (Books closed.) Ask What subject do the singers have at nine o'clock? How many more subjects are in the song? Play the CD. The students listen.
- Check the answers (technology at nine o'clock; three other subjects: history, geography, PE).
- Play the CD again. The students listen and read.
- Practice the song. Play the CD again. The students join in.
- Ask Do you like the song?

#### Student's Book Activity 12

# Go to page 87. Make the subject cut-out cards. Play What do we have at ...?

- The students cut out and make their subject cut-out cards.
- Divide the class into pairs. Each pair should place a book, standing upright, between them to serve as a screen.
- Demonstrate the game. Students A and B put their cards into chronological order. Student A arranges seven of the eight subject cards next to the clocks, making a day's timetable. Student B asks questions to find out which subject is at what time, and arranges his/her subject cards according to the answers. Read the speech bubbles to clarify. At the end of the game there should be one subject unused. Student A asks What do we have at (two fifteen)? Student B: We have (music). Student A: Correct!
- The students remove the screen and check their cards are arranged in the same order. They then change roles and play again.
- **Note:** Once the students have finished, they stick their cards in their notebooks and write sentences. *I have history on Mondays at ten forty-five. I don't have PE on Wednesdays.* This can also be done in a later lesson or for homework.

#### Activity Book

#### **Activity 11**

#### Fantastic Phonics: Remember, write and say.

• The students recall the tongue twisters and complete the sentences. They then say the sentences.

**Answers:** We have geography in the gym with Julie. We have grammar games in the playground with Greg.

#### **Activity 12**

#### Look and write. Listen and check. Act out.

- ▶ CD 1 Track 22 p179
- The students look at the pictures and clocks and write the times and subjects.
- Play the CD. The students check their answers.
- The students act out the dialogue in pairs.

Answers: (See answers in audioscript.)

#### Activity Book: Home-School Link



#### **Activity 13**

#### Practice the dialogue at home with your family.

• Encourage the students to practice the dialogue from activity 12 at home with their family, including different times and subjects.

#### **Activity 14**

# Order and write. Tell your family what subjects you have at different times of the day.

• The students rearrange the letters of each word and write the question and answer. Check the answer.

Answers: What do we have at eleven o'clock? We have English.

#### Ending the lesson

#### Review the lesson.

 Ask What words have the /dg/ and /g/ sounds? Which activity have you most enjoyed today?

- Do Closing routine 1: *The end of the English lesson*. The students listen and join in as they put their things away.
- ► CD 1 Track 3 p177
- Say Goodbye. See you on ... and name the day of your next lesson.



- to play Question tennis
   to say sentences about your school



- to explore the internet with your teacher • to listen and read 'Three different schools'
- to answer questions on the text

#### **Active language**

dance class, extra classes, island, school of performing arts, students Our school has (a gym).

#### **Materials**

Class Audio CD

## At a Glance Lesson Plan

#### Student's Book

#### Starting the lesson

- Do the opening routine. ▶ CD 1 Track 2 p177
- Review the What do we have?
- ▶ CD 1 Track 20 p179; ▶ CD 1 Track 21
- Explain the aims of the lesson.

#### **Activity 13**

- · Listen and read.
- ► CD 1 Track 23 p179

#### Do you know ... ? fact

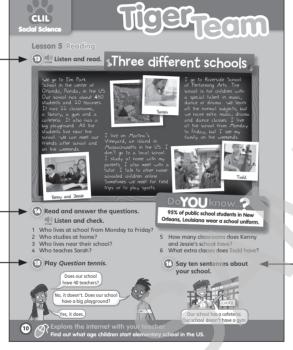
· Read the fact.

#### **Activity 14**

- · Read and answer the auestions.
- · Listen and check.
- ▶ CD 1 Track 24 p179

#### Activity 15

• Play Question tennis.



## Explore the internet with your teacher

- Find out what age children start elementary school in the US.
- Go to the Activity Book. See Activity Book activities to the right.

#### Activity 16

• Say ten sentences about your school.

#### Ending the lesson

- · Review the lesson.
- Do the closing routine.
- ► CD 1 Track 3 p177

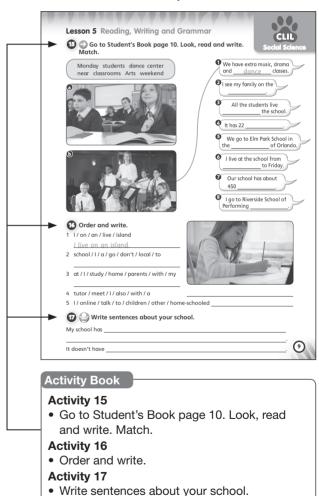
#### Class Audio for Lesson 5

- It's time to speak in English ► CD 1 Track 2 p177
- (a) The end of the English lesson ► CD 1 Track 3 p177

#### Student's Book

- ■
  I) What do we have? 
   CD 1 Track 20 p179; CD 1 Track 21
- (1) 'Three different schools' ► CD 1 Track 23 p179
- Neading comprehension ► CD 1 Track 24 p179

## **Activity Book**



#### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 1: *It's time to speak in English*. The students listen and join in.
- ► CD 1 Track 2 p177

#### Review the What do we have? song.

- Ask the students if they can remember the What do we have? song. Ask What lessons do the singers have? Can you remember when the lessons are? (technology, at nine o'clock; history at ten fifteen; geography at twelve thirty; PE at two forty-five.)
- Play the CD. The students listen and sing.
- ► CD 1 Track 20 p179
- Play the karaoke version. The students sing the song.
   (Optional) They can look at the lyrics (SB page 9).
- ▶ CD 1 Track 21

#### Explain the aims of the lesson

 Say Today we're going to listen and read about three different schools.

#### Student's Book Activity 13

#### Listen and read.

- ▶ CD 1 Track 23 p179
- (Books closed.) Before reading the magazine article, ask the students if they know of any different types of schools for children of their age.
- (Books open.) The students say what they see in the pictures.
- Play the CD. The students listen and read.
- Clarify understanding of vocabulary such as 'school of performing arts', 'island' and 'online'.
- Play the CD again. Pause the CD once or twice for the students to say the next word.

#### Do you know ... ? fact

 Read and discuss the fact about school uniforms in the US.

#### Student's Book Activity 14

#### Read and answer the questions. Listen and check.

- ▶ CD 1 Track 24 p179
- Read the questions. The students answer.
- **Note:** The students do not need to say the bracketed text in the audioscript in their answers.
- Play the CD. The students listen and check their answers.

Answers: (See answers in audioscript.)

#### Student's Book Activity 15

#### Play Question tennis.

- Divide the class into two teams and explain the game. A member of Team A asks a question, such as *Does our school have 40 teachers?* A member of Team B answers and then asks a different question, for example *No, it doesn't. Does our school have a big playground?* A member of Team A then responds and continues with another question.
- The teams score a point for a correct answer. The first team to score five points wins the game.

#### Student's Book Activity 16

#### Say ten sentences about your school.

 Read the speech bubble. Together, the students say ten true sentences about what their school has and doesn't have. Our school has a (cafeteria). Our school doesn't have a (gym).

#### Explore the internet with your teacher

• Read the instructions as a class. The students research the question on the internet.

Answer: Children start elementary school in the US at age five or six.

#### Activity Book

#### **Activity 15**

## Go to Student's Book page 10. Look, read and write. Match.

- The students look at the photos, read the speech bubbles and complete the sentences with words from the word box.
- The students match the sentences to the corresponding pictures.
- Check the answers. Ask who says each sentence.

Answers: 1 b dance 2 b weekends 3 a near 4 a classrooms 5 a center 6 b Monday 7 a students 8 b Arts

#### **Activity 16**

#### Order and write.

• The students put the words in order and write the sentences. Check the answers.

**Answers: 1** I live on an island. **2** I don't go to a local school. **3** I study at home with my parents. **4** I also meet with a tutor. **5** I talk to other home-schooled children online.

#### **Activity 17**

#### Write sentences about your school.

 The students write sentences about what their school has and doesn't have.

#### Ending the lesson

#### Review the lesson.

Say Name three places where you can study.

- Do Closing routine 1: The end of the English lesson.
   The students listen and say the chant as they put their things away.
- ► CD 1 Track 3 p177
- Say **Goodbye. See you on ...** and name the day of your next lesson.



5

• to use the Student's Practice Kit



• to prepare, plan and write your project



to listen and read a report

#### **Active language**

after-school club, hockey club, swimming club My favorite subjects are ... Schools finish at ...

We have ... at ... o'clock/fifteen/thirty/forty-five ...

#### **Materials**

Class Audio CD

## At a Glance Lesson Plan

#### Starting the lesson

- Do the opening routine.
- ► CD 1 Track 2 p177
- · Review 'Three different schools'.
- Explain the aims of the lesson.

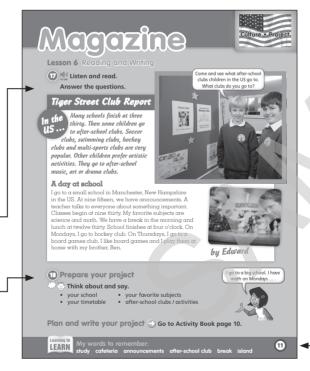
#### Activity 17

- · Listen and read.
- ▶ CD 1 Track 25 p180
- Answer the questions.

#### Activity 18

 Prepare your project: Think about and say.

#### **Student's Book**



#### Ending the lesson

- · Review the lesson.
- Do the closing routine.
- ► CD 1 Track 3 p177

#### My words to remember

- Learning to Learn: Make sentences.
- Go to the Activity Book.
   See Activity Book activities to the right.

#### Class Audio for Lesson 6

- (1) It's time to speak in English ► CD 1 Track 2 p177
- The end of the English lesson ► CD 1 Track 3 p177

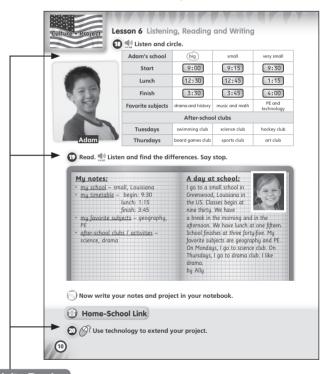
#### Student's Book

■ Tiger Street Club Report ➤ CD 1 Track 25 p180

#### **Activity Book**

- (a) Activity 18 ► CD 1 Track 26 p180
- (1) Activity 19 ► CD 1 Track 27 p180

## **Activity Book**



#### **Activity Book**

#### **Activity 18**

• Listen and circle. ► CD 1 Track 26 p180

#### **Activity 19**

Read. Listen and find the differences. Say stop.
 Now write your notes and project in your notebook.
 CD 1 Track 27 p180

#### Activity Book: Home-School Link



#### **Activity 20**

• Use technology to extend your project.



#### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 1: *It's time to speak in English*. The students listen and join in.
- ► CD 1 Track 2 p177

#### Review 'Three different schools'.

 On the board, write Kenny and Jesse, Sarah and Todd. Ask Do you remember any information about Kenny and Jesse? What can you tell me about them? Praise correct answers, as well as all attempts to speak in English. Repeat the procedure for Sarah and Todd.

#### Explain the aims of the lesson.

 Say Today we're going to read and listen to the Tiger Street Club Report for the Tiger Team magazine and Edward's description of a day at his school. We're also going to prepare, plan and write our projects.

#### Student's Book Activity 17

#### Listen and read. Answer the questions.

- ▶ CD 1 Track 25 p180
- Ask What after-school clubs do you think are popular in the US? The students make predictions.
- Play the first part of the CD. The students listen and read. Ask What time do many schools finish? (Three thirty.) Can you name some of the after-school clubs in the US? (Soccer clubs, swimming clubs, hockey clubs, multi-sports clubs, music clubs, art clubs, drama clubs.)
- Ask What time do you think lessons begin in the US? What time do you think children have lunch?
   The students answer.
- Play the second part of the CD. The students listen and read then say when Edward's lessons begin and what time he has lunch. (Nine thirty; twelve thirty.)
- Play the CD again. The students listen and read. Pause the CD once or twice and ask the students for the next word.
- **Option:** The students read the text in pairs, each reading a sentence.

#### Student's Book Activity 18

#### Prepare your project: Think about and say.

- Explain that the students are going to plan and write their individual project (a description of a day at school).
   They will first do a speaking activity in preparation.
- Read the bullet points and speaking model as a class.
   The students then talk about their school, school subjects and timetable and after-school club and activities.
- Explain that they will shortly make notes and write their project in their notebooks.

#### My words to remember

#### Learning to Learn: Make sentences.

 Read the words to remember as a class. The students then make sentences using the words.

**Suggested answers:** I don't study at home. My school has a cafeteria. We have announcements in the morning. I go to an after-school club. I play outside during break. I live on a small island.

#### Activity Book

#### **Activity 18**

#### Listen and circle.

- ► CD 1 Track 26 p180
- The students read the information in the table.
- Play the CD. The students circle the correct options. Check the answers.

Answers: (See answers in audioscript.)

#### **Activity 19**

Read. Listen and find the differences. Say stop. Now write your notes and project in your notebook.

- ▶ CD 1 Track 27 p180
- The students read Ally's project. Play the CD. The students say *stop* when they hear a difference between the recording and the text (*drama/dance club*).
- The students write notes in their notebooks to plan their project, using appropriate resources.
- Using Ally's text as a model, and their own notes, the students write their project in their notebooks. Monitor and help as necessary.

#### **Project extension**

 Go to Teacher's Notes page 25 for ideas on how to extend the students' projects.

#### Activity Book: Home-School Link



#### **Activity 20**

#### Use technology to extend your project.

 You may choose to ask the students to type their project on a computer and bring it to the next lesson.

#### Ending the lesson

#### Review the lesson.

Ask What interesting facts have you learned today?

- Do Closing routine 1: *The end of the English lesson*. The students say the chant as they put their things away.
- ► CD 1 Track 3 p177
- Say **Goodbye. See you on ...** and name the day of vour next lesson.



to listen and use everyday classroom language
 to read a flyer



to use the Student's Practice Kit



to review the main vocabulary and grammar in Unit 1



• to listen and read for pleasure

#### **Active language**

art and design, drama, English, geography, history, math. music, PE, science, after-school science club, technology We have ... / We don't have ...

I don't have my (geography) book.

Don't worry. You can share mine.

#### **Materials**

Class Audio CD

## At a Glance Lesson Plan

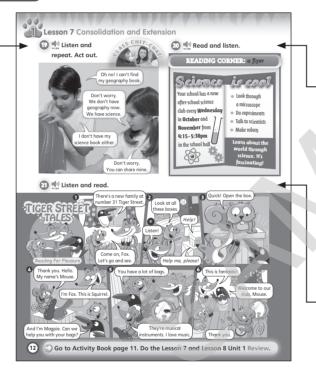
#### Student's Book

#### Starting the lesson

- Do the opening routine.
- ► CD 1 Track 2 p177
- · Review schools in the US.
- Explain the aims of the lesson.

#### **Activity 19**

- Class Chit-Chat: Listen and repeat.
- ▶ CD 1 Track 28 p180
- · Act out.



#### **Activity 20**

- · Reading Corner: Read and listen.
  - ▶ CD 1 Track 29 p180

#### **Activity 21**

- Tiger Street Tales: Listen and
  - ► CD 1 Track 30 p180
- Go to the Activity Book. See Activity Book activities to the right.

#### Ending the lesson

- · Review the lesson and the
- Do the closing routine. ► CD 1 Track 3 p177

#### Class Audio for Lesson 7

- d₁) It's time to speak in English > CD 1 Track 2 p177
- ■i) The end of the English lesson ► CD 1 Track 3 p177

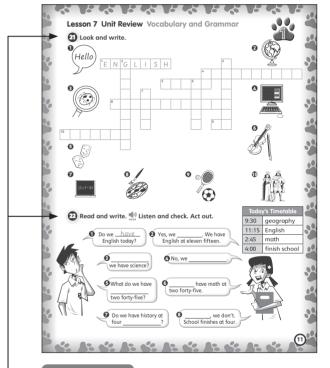
#### Student's Book

- (1) Class Chit-Chat ► CD 1 Track 28 p180
- (1) Reading Corner: A flyer ► CD 1 Track 29 p180
- I) Tiger Street Tales ► CD 1 Track 30 p180

#### **Activity Book**

**■**1) Activity 22 **► CD 1 Track 31** p180

## **Activity Book**



#### **Activity Book**

#### **Activity 21**

· Look and write.

#### Activity 22

- Read and write. Listen and check. Act out.
- ► CD 1 Track 31 p180

#### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 1: *It's time to speak in English*. The students listen and join in.
- ► CD 1 Track 2 p177

#### Review schools in the US.

Ask What time do children have lunch in the US?
 (Usually between twelve fifteen and one fifteen.) What
 time does school start/finish in the US? (School
 usually starts at nine o'clock. School usually finishes
 between three thirty and four o'clock.)

#### Explain the aims of the lesson.

 Say Today we're going to practice classroom language. We're also going to read a flyer and a Tiger Street Tale, and review the vocabulary and grammar from Unit 1.

#### Student's Book Activity 19

#### Class Chit-Chat: Listen and repeat. Act out.

- ▶ CD 1 Track 28 p180
- (Books closed.) Say It's time for Class Chit-Chat. Remind the students that Class Chit-Chat helps them use English to communicate in class.
- Say Listen to the dialogue. What's the boy's problem? What's the girl's solution? Play the CD.
- Check the answers. (He doesn't have his books. He can share hers.)
- (Books open.) Play the CD again. The students listen and read the dialogue. Clarify the meaning of 'You can share mine'.
- Divide the class into two groups. Play the CD a third time, pausing for the groups to repeat the exchanges.
- Divide the class into pairs. The partners read the dialogue.
- Establish that you expect the students to use this language in class when they talk about the subjects they have and don't have and when they offer to share things.

#### Student's Book Activity 20

#### Reading Corner: Read and listen.

- ▶ CD 1 Track 29 p180
- Ask What sort of text is this? Is it an email? Is it a postcard? Establish that it's a flyer which gives information about a new after-school science club. Ask if the students sometimes read flyers.
- Play the CD. The students listen and read the flyer.
- Check understanding. Ask When is the science club? (It's from four fifteen to five thirty every Wednesday in October and November.) What can you do there? (You can look through a microscope, do experiments, talk to scientists and make robots)
- Play the CD again. The students follow in their books.
   Pause the CD once or twice and ask the students to say the next word.

#### Student's Book Activity 21

#### Tiger Street Tales: Listen and read.

- ► CD 1 Track 30 p180
- Ask the students if they remember which animals live on Tiger Street. (A fox, a squirrel and a magpie.)
- The students look at the pictures and read the story.
- Ask Would you like to listen to the story? Play the CD. The students listen and follow in their books.
- Ask Do you think the story is funny? Do you think all the characters will become good friends?

#### Activity Book

#### **Activity 21**

#### Look and write.

- Explain that the students are going to review the main vocabulary and grammar in the unit.
- Challenge them to complete the crossword, looking at the pictures and writing the words, and paying careful attention to spelling. Check the answers.

Answers: 1 English 2 geography 3 science 4 technology 5 drama 6 music 7 math 8 art and design 9 PE 10 history

#### **Activity 22**

#### Read and write. Listen and check. Act out.

- ▶ CD 1 Track 31 p180
- The students read the speech bubbles and write the missing words using their knowledge of grammar.
   They can refer to the grammar table on Student's Book page 8 if necessary.
- Play the CD. The students listen and check their answers.
- The students act out the dialogue in pairs.

Answers: (See answers in audioscript.)

#### Ending the lesson

#### Review the lesson and the unit.

- Say Can you name ten school subjects? Can you ask questions about your timetable?
- Congratulate the students on their achievement.

- Do Closing routine 1: The end of the English lesson.
   The students listen and say the chant as they put their things away.
- ► CD 1 Track 3 p177
- Say Goodbye. See you on ... and name the day of your next lesson.





 to complete the Picture Dictionary and Grammar Reference Bank for Unit 1



- to self-assess work in the unit
- to complete the Progress Journal for Unit 1



• to review CLIL and culture in the unit

#### **Active language**

after-school clubs and school subjects My favorite subject is ...

We have ... at ... o'clock/fifteen/thirty/forty-five ...

#### **Materials**

Flashcards and Word cards: art and design, drama, English, geography, history, math, music, PE, science, technology, Class Audio CD, Picture Dictionary (AB page 61), Grammar Reference Bank (SB page 65), Progress Journal pages 3–5

## At a Glance Lesson Plan

#### Starting the lesson

- Do the opening routine.
- ► CD 1 Track 2 p177
- Review the Unit 1 flashcards and word cards.
- Explain the aims of the lesson.
- Play What time is it?

#### **Activity Book**

#### **Activity 23**

- Read and predict. Listen and circle.
- ▶ CD 1 Track 32 p180

#### **Activity 24**

• Order and write.

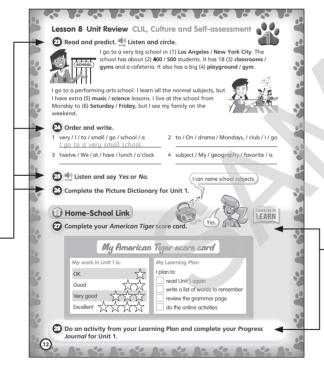
#### **Activity 25**

Listen and say Yes or No
 ▶ CD 1 Track 35 p180

#### **Activity 26**

• Complete the Picture Dictionary for Unit 1.

## **Activity Book**



#### Activity Book: Home-School Link

#### **Activity 27**

• Complete your American Tiger score card.

#### **Activity 28**

- Do an activity from your Learning Plan and complete your *Progress Journal* for Unit
   Complete your Grammar
- 1. Complete your Grammar Reference Bank.
- Go to the *Progress*Journal. See *Progress Journal*activities to the right.

#### **Ending the lesson**

- Review the lesson and the unit.
- Do the closing routine.
  - ► CD 1 Track 3 p177

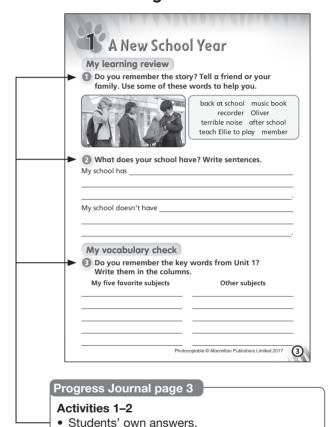
#### Class Audio for Lesson 8

- (1) It's time to speak in English ► CD 1 Track 2 p177
- The end of the English lesson ► CD 1 Track 3 p177

#### **Activity Book**

- **■**1) Activity 23 **►** CD 1 Track 32 p180
- (a) Activity 26 ► CD 1 Track 33 p180

### **Progress Journal**



#### Progress Journal pages 4 and 5

• See Teacher's Notes page 51.

• See the Progress Journal for pages 4 and 5.

#### Activities 4-7

**Activity 3** 

• Students' own answers.

#### Starting the lesson

#### Do the opening routine.

- Greet the students. Do Opening routine 1: *It's time to speak in English*. The students listen and join in.
- ► CD 1 Track 2 p177

#### Review the Unit 1 flashcards and word cards.

- Cover the word cards in turn. Reveal the letters one by one. The students say the words as soon as they recognize them.
- Stick the flashcards on the board. Give the word cards to pairs of students. They stick the word cards under the flashcards.
- The students read all the words with you in chorus.

#### Explain the aims of the lesson.

 Say Today we're going to review CLIL and culture in the unit and focus on Learning to Learn. We're also going to complete our Picture Dictionary, Grammar Reference Bank and *Progress Journal* for Unit 1.

#### Play What time is it?

- On a piece of paper, either write the time or draw hands on a clock face. Divide the class into two teams. The teams guess the time. Tell the students if the time is before or after the time they guess. For example, Team A: Is it five o'clock? No, it isn't. It's after five o'clock. Team B: Is it seven o'clock? No, it isn't. It's before seven o'clock. Team A: Is it six fifteen? Yes, it is. The first team to guess the exact time wins.
- A volunteer takes your role. Repeat as many times as appropriate.

#### Activity Book

#### **Activity 23**

#### Read and predict. Listen and check.

- ▶ CD 1 Track 32 p180
- The students look at the pictures, read the text and circle the correct words.
- Play the CD. The students listen and check their answers.

Answers: (See answers in audioscript.)

#### **Activity 24**

#### Order and write.

• The students order the words and write the four sentences. Check the answers.

**Answers: 1** I go to a very small school. **2** On Mondays, I go to drama club. **3** We have lunch at twelve o'clock. **4** My favorite subject is geography.

#### **Learning to Learn**

 Explain that Learning to Learn helps the students become better learners by giving them an opportunity to say what they can do, and to assess and plan their learning.

#### **Activity 25**

#### Listen and say Yes or No.

- Read the speech bubbles. Say Say 'Yes!' to what you can do in Unit 1!
- Play the CD. The students listen and respond.
   Pause the track to give them time to answer. Clarify the meaning of the statements. (Note: Unless the students have been absent they should be able to say 'yes' to all the statements.)
- Encourage the students to be positive about what they can do.

#### Activity 26

#### Complete the Picture Dictionary for Unit 1.

• The students complete the Picture Dictionary for Unit 1, either during the lesson or for homework.

#### Activity Book: Home-School Link

# 10

#### **Activity 27**

#### Complete your American Tiger score card.

- Read the heading and options in the first column. The students look back through their work in the unit.
- The students circle or color the stars to self-assess their work.
- Read the heading and text in the second column.
   Clarify meaning if necessary. The students check (✓) what they plan to do.
- Endorse the students' self-assessment and Learning Plan with a check and/or a comment, your signature and the date. If relevant, note your own assessment of their work and suggestions for their Learning Plan.

#### **Activity 28**

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

- The students do an activity from their Learning Plan.
- The students complete their *Progress Journal* for Unit 1, either during the lesson or for homework.
- They can also complete their Grammar Reference Bank for Unit 1 (Student's Book page 65).

#### Progress Journal page 3

Activities 1-2 answers: Students' own answers.

**Activity 3 answers:** English, science, math, art and design, PE, technology, geography, history, music, drama (ordered according to students' preferences)

#### Progress Journal pages 4 and 5

Activities 4-7 answers: Students' own answers.

#### Student's Book Grammar Reference Bank page 65

**Activity 1 answers: 1** She doesn't have music today. **2** They have math. **3** I don't have art and design. **4** He has technology.

Activity 2 answers: 1 Do/No, they don't. 2 Does/No, she doesn't. 3 Do/Yes. I do.

#### Ending the lesson

#### Review the lesson and the unit.

 Ask (using L1 as necessary) What have you learned in Unit 1? What have you enjoyed? Which activities have helped you learn? How? What do you plan to do to remember what you have learned?

- Do Closing routine 1: *The end of the English lesson*. The students listen and say the chant as they put their things away.
- ► CD 1 Track 3 p177
- Say **Goodbye. See you on ...** and name the day of your next lesson.

