

Teacher's Notes

UNIT 3 Tiger values – Helping at home



Type of activity: whole-class, pair and individual work

Focus: listening and speaking skills

Active language: *make the bed, water the plants, vacuum, mop the floor, hang the clothes up, make dinner, lay the table, clear the table*

Level: beginners, grade 1

Time: 45 minutes

Materials:

- Flashcards attached to the Teacher's notes
- Student's Worksheets 1, 2 (optional), 3 and 4
 - one copy for each pupil
- Scissors

Procedure:

1. Greet the class. Explain in L1 that today's lesson is about helping at home. Elicit why children should help their parents with housework. Point out that there is value in repetitive tasks because in return we get nice food, clean clothes and a pleasant and safe home. Find out what chores the pupils can already do, alone or with an adult.
2. Hold up the flashcards illustrating the chores, with pictures turned away from the class. Pupils guess the chores on the flashcards, using L1 or L2. Each time they guess correctly, place the corresponding card on the board and name the chore in English. Continue until all the cards are in one row across the board.
3. The children stand up. Point to the flashcards, naming the chores and using mime to convey the meaning. Pupils repeat the phrases and mime the chores with you.
4. Remove one flashcard from the board. Point to the other pictures in turn. The children name and mime the chores. When you point to the empty space, the children name and mime the missing chore from memory. Continue the procedure, removing one flashcard at a time until the pupils can say and mime all the phrases from memory.
5. Mime the different chores silently for the pupils to guess. Then invite two volunteers to the front to face the rest of the class. Standing behind them, show one flashcard for the remaining pupils to mime the correct chore. The volunteers guess which chore is being mimed. Repeat the activity a few times with different volunteers.
6. Give out the copies of Student's Worksheet 1. Pupils complete the pictures. Elicit the names of the chores in the pictures. Next, the children cut up the worksheet into cards. Explain that the pupils are going to play a game in pairs. Choose one of the games below, explain the rules in L1 and play a trial round with a volunteer to demonstrate the game.
 - a) *Put the cards in order.* Hand out the copies of Student's Worksheet 2. The children hide their cards from their partner behind an open book. Child A puts the cards in random order on Student's Worksheet 2 and dictates the order to Child B, who must then place his or her cards in the same order; e.g. *One – mop the floor*. Once they have finished, they remove the books and compare the layout of the cards. Then they change roles.
 - b) *Memory.* The pupils combine their sets of cards and place them face down. Next, they take turns to flip over two cards. If the cards match, the player who turned them over keeps the pair, if not, the cards are turned over and returned to their place. The player with most pairs at the end wins the game.
7. Give out the copies of Student's Worksheet 3. Point to the first picture. In L1, explain that Tiger, the main character of the Tiger course, needs to do some housework. The children find and circle seven things that Tiger needs to do. They compare their answers in pairs. Then ask the whole class to point to and name the chores that Tiger needs to do (answers: *make the bed, water the plants, vacuum, mop the floor, hang the clothes up, make dinner, lay the table*).
8. The children complete the second picture, showing the results of Tiger's work; e.g. the meal ready to eat, the vacuumed carpet, etc. Walk around the class and monitor the children's work. In L1, ask the children if they prefer the messy or the tidy house.
9. To review the lesson, put the flashcards on the board. Point to the first flashcard, mime the chore and say, e.g., *I make the bed*. All the children who do the same chore at home stand up, mime and repeat the phrase. Count aloud, together with the whole class, how many children do the chore and write the result below the flashcard. Continue the procedure with the remaining chores. Point out that the children's contribution at home matters, and that doing chores makes them good team players.

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10. For homework, hand out the copies of Student's Worksheet 4. Elicit that the top row of the chart shows the days of the week and the left-hand column shows different chores. Encourage the children to do as many chores at home as possible for the whole week and to record their work by ticking what they have done on a given day. One week later, the children should bring their completed charts to class to compare their work. Discuss the experience with the whole class in L1, elicit any problems the children encountered and how their family members reacted to their help, and find out if the chart inspired them to do more housework.

Extension

Play *Two truths and a lie*. Say three sentences about the chores from the lesson; e.g. 1. *I make the bed.*, 2. *I make dinner.*, 3. *I mop the floor.* Explain that one of the sentences is false about you. The pupils hold up one, two or three fingers to show which sentence they think is false. Reveal the answer. Invite volunteers to say three sentences about themselves and other pupils to guess which sentence is false.









