

Teacher's Notes

UNIT 3 Tiger values

Respecting other people's property



Type of activity: pairs, group and individual work

Focus: speaking, reading and writing skills

Active language: *favourite, Can I use/try/play (with)/borrow your ..., please? Yes, of course. Here you are, Sorry, I need it myself.*

Level: beginners/elementary, grade 2

Time: 45 minutes

Materials:

- Tiger puppet (from Tiger values 1, Lesson 1)
- Flashcards attached to the Teacher's Notes: Sue and (optionally) Jay
- Student's Worksheets 1–3 – one copy for each pupil

Procedure:

1. Greet the class. Hold up the Tiger puppet and use it to pick up a pupil's object that is likely to be important to him/her. Do it without asking the pupil's permission. Use L1 to discuss with the class whether Tiger's behaviour is respectful. Ask the child whose property was taken how he/she felt about it. Point out what Tiger should have done differently. Point out that we should never use what is not ours without the consent of the owner. Explain that today's lesson is about respecting other people's property.
2. Show a flashcard for Sue. Find out in L2 what the pupils remember about the character from the *Tiger* series. Give out the copies of Student's Worksheet 1. Explain that the pupils are going to find out more about Sue and her favourite things. The pupils complete the sentences with the words in the box and match the beginnings and endings of the sentences. When they have finished, they compare their answers in pairs. Check the answers to Activity 1 with the whole class. Different children read out the complete sentences from Activity 2. Other pupils raise their hands when a given sentence is true for them too, e.g. when they hear *My favourite food is pizza*, those who love pizza react appropriately.

Answers:

1. 1. Sue
2. 9
3. the UK
4. blonde, brown
5. one
6. cat

2. 1. h
2. g
3. f
4. d
5. b
6. i
7. e
8. j
9. a
10. c

3. Hand out Student's Worksheets 2a and 2b. The pupils complete the sentences in Activity 1 with their personal information. They can add sentences about their siblings or pets, using Activity 1 from Student's Worksheet 1 as an example. Then they read out their sentences to each other in pairs.
4. The pupils complete Activity 2 by choosing the categories from the box and writing sentences about their favourite things. Walk around the classroom and monitor the pupils' work, providing help when necessary.
5. Name one of your favourite things, e.g. *blue*. The pupils guess the category, e.g. *your favourite colour*. Repeat a few times. The pupils continue the game in groups of 4, taking turns to read out their examples for the other group members to guess the categories.
6. Give out the copies of Student's Worksheet 3. Point to Activity 1. Explain in L1 that Sue's friend Li would like to use some of Sue's favourite things. Point out the differences between *use*, *borrow*, *try* and *play (with)*. Read out Li's first request and Sue's reply, and explain that they are very polite. Point out that if we need to refuse someone's request, we should do it politely. We also need to respond appropriately whether the request was granted or not. The pupils complete Activity 1 with the words related to the pictures. Different pairs of pupils read out the complete dialogues.

Answers:

1. a. mobile phone
b. pizza
c. T-shirt
d. toy tiger
2. 1. Can I use your camera, please?
2. Can I borrow your crayons, please?
3. Can I play with your toy robot, please?
4. Can I try your cake, please?
5. Can I use your computer, please?

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7. The pupils write polite requests in Activity 2, using Activity 1 as an example. Next, they compare their answers in pairs. Ask a pupil to read out the first request. Choose a volunteer, and nod or shake your head, signalling whether he/she should agree or refuse politely. Repeat with the remaining questions, choosing different pupils to ask and reply.
8. In pairs, the pupils take turns to make requests about some of the favourite things from their classmate's list in Student's Worksheet 2, or any other objects he/she possesses. Their classmate agrees or refuses to grant the request in a polite way.

9. Review the material taught in the lesson. Ask the pupils to recall what they have learnt about Sue, and how to make requests about other people's things as well as how to respond politely.

Extension

Hold up the flashcard for Jay, Sue's brother. In pairs, the pupils design a poster about Jay and his favourite things, inventing his answers. They use Student's Worksheets 1 and 2 as a model. Alternatively, you can give clean copies of Student's Worksheets 2a and 2b to each pair to fill in for Jay. Next, the pupils act out dialogues between Jay and his friend, who tries to borrow/use/try/play with some of Jay's things.

