

Teacher's Notes

UNIT 4 Tiger values

Winning and losing



Type of activity: whole class, group and individual work

Focus: listening, reading, speaking and writing skills

Active language: *Listen to others, Use polite words, Follow the rules, Don't play before it's your turn, Don't cheat, Keep the score correctly, Say 'I'm sorry' if you make a mistake, Say 'Congratulations' to the winner, Shake the winner's hand, Don't be angry when you lose; Have you got ...? Yes, I have./ No, I haven't.*; revision of key vocabulary from Units 1–4 Tiger 2

Level: elementary, grade 2

Time: 45 minutes

Materials:

- Tiger puppet (from Tiger values 1, Lesson 1)
- Rule cards attached to the Teacher's Notes
- Student's Worksheet 1 – one copy for each pupil
- Student's Worksheet 2 – one copy for each pair of pupils

Procedure:

1. Greet the class. Say: *Let's play a game.* Hold up the Tiger puppet and explain that Tiger will write 5 sets of mixed letters on the board. The pupils should rearrange the letters to find 5 English words from *Tiger 2*. If they can do it within a set time, they win the game; if not, Tiger wins. Holding the Tiger puppet, write the following on the board: *agegar, flblotoa, riyrlba, osrewh, uppyyp* (*garage, football, library, shower, puppy*). In Tiger's voice set a time limit of 60 seconds. It has to be that short so that the puzzle cannot be solved.
2. When the time is up and the pupils cannot provide the answers, make Tiger jump up and call out: *I win, you lose.* Then tell the sad and confused pupils in L1 that the game was unfair, because they were not given enough time or categories of words. Give the pupils clues in L2 to help them find the hidden words, e.g. *It's a place in your house for your car (garage).* Put the answers on the board. Discuss in L1 how the pupils felt when they lost and how Tiger's behaviour after winning affected them. Explain that today's lesson is about winning and losing.
3. Hand out the copies of Student's Worksheet 1. Explain in L1 that the sentences in Activity 1 refer to winning and losing when playing games. Go through the statements together with the class and explain any unfamiliar vocabulary. Drill the pronunciation of the new words. The pupils then mark each statement *true* or *false*, and compare their answers in pairs. Check the answers with the whole class.
Answers: 1. *true*, 2. *false*, 3. *true*, 4. *false*, 5. *true*, 6. *true*, 7. *true*, 8. *true*, 9. *false*, 10. *false*
4. Discuss the rationale behind each rule in L1. Point out that we can lose games for various reasons, e.g. because of bad luck, insufficient skills or because someone is cheating. We should try our best and remember that practice improves our skills. It is better to perform honestly and lose than win by cheating. Winners should celebrate, but they must not offend those who lose.
5. In pairs, the pupils make a list of correct rules in Activity 2, copying the true sentences and changing the false ones from Activity 1. Stick the rule cards attached to the Teacher's notes on the board for the pupils to compare their answers.
Suggested answers: 1. *Listen to others*, 2. *Use polite words*, 3. *Follow the rules*, 4. *Don't play before it's your turn*, 5. *Don't cheat*, 6. *Keep the score correctly*, 7. *Say 'I'm sorry' if you make a mistake*, 8. *Say 'Congratulations' to the winner*, 9. *Shake the winner's hand*, 10. *Don't be angry when you lose.*
6. The pupils stand in a circle. Show the back of a rule card to the pupils. Mouth the rule from the card the pupil on your right. When the child guesses the correct rule by reading your lips, he or she gets the card and repeats the procedure by mouthing the rule for the next person to guess. Repeat the task with another rule card and the player on your left. The game is continued with the pupils passing the different rule cards round the circle in both directions until the cards are returned to you.
7. Have the Tiger puppet play a game of Tic-Tac-Toe against the whole class and display annoying behaviour. The pupils correct Tiger with the rules from Student's Worksheet 1, e.g. *Follow the rules! Don't cheat!*

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8. Explain that the class will play *Happy Families* – a card game to practise winning and losing. Give out a copy of Student's Worksheet 2 to each pair of pupils. They label the pictures with the words in the box, which they know from Units 1–4 of *Tiger 2*. Check the answers with the whole class.
9. Each pair joins another one to form a group of 4. The groups cut up one completed Student's Worksheet 2 into 16 cards and keep the other copy for reference. Explain the rules of the game in L1 and play a trial round with volunteers:
 - In their groups, each pupil chooses a different word family, i.e. 4 cards from one category, e.g. Child 1 can choose clothes (*shoes, jumper, shirt, coat*), Child 2 *pets*, etc.
 - The 16 cards are mixed and dealt randomly.
 - The players try to compose their word family by asking each other in turn for the cards they need, e.g. *Kornel, have you got the shoes?*
 - If the asked player has the given card, he or she says: *Yes, I have* and hands over the card.
 - If the asked player does not have the card, he or she says: *No, I haven't*.
 - The first pupil to compose his/her family is the winner.

The groups can play a few rounds of the game. Find out which rules from Student's Worksheet 1 Activity 2 the pupils observed during the game.

10. Review the material taught in today's lesson. Flash each rule card for a split second. The pupils call out the rules they have spotted.

Extension

Elicit ideas on how to cope with losing. Write them in L2 on the board. Pupils' answers may include breathing exercises, singing a favourite song, listening to music, playing football, looking outside the window, drawing a picture or talking to a parent. In groups, the pupils then make illustrated posters on the topic.

Teaching tip:

If your pupils cannot handle losing, you may want to incorporate self-competition into your classes. The children can try to beat their own record, e.g. by measuring how many times they can say the days of the week backwards within 60 seconds and then trying to improve their result. Make sure they keep their own score and do not reveal it to others. This way they practise winning and losing against themselves, which is easier to cope with than real competition. Another solution is to use collaborative tasks in which the whole class or group wins or loses together.

Listen to others.

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