

Teacher's Notes

UNIT 6 Tiger values

Working together



Type of activity: group and individual work

Focus: speaking, reading and writing skills

Active language: (*Let's*) *vote, draw lots, play 'Rock, paper, scissors,' leader, note-taker, editor, reporter;* revision of material from Units 1–6 *Tiger 2*

Level: elementary, grade 2

Time: 45 minutes

Materials:

- One set of cards attached to the Teacher's Notes for each group of 3–5 pupils
- Student's Worksheet 1 – one copy of Version A for each Group A and one copy of Version B for each Group B
- Student's Worksheet 2 – Version A – one copy for each member of Group A, Version B for each member of Group B.
- Student's Worksheet 3 or 4 for each group of 4–5 pupils

Procedure:

1. Greet the class. Ask: *What do you want to do in today's class?* The pupils are likely to all start shouting different answers over each other. Point out in L1 that this is a difficult way to come to any fair solution. Explain that today's lesson is about working together more effectively.
2. Present the strategies that help make decisions in a group: *Let's vote/ draw lots/ play 'Rock, paper, scissors'*. Use mime to explain the meaning of the phrases, e.g. raise your hand for *vote*, pretend to be drawing imaginary pieces of paper for *draw lots*, show the gestures for *Rock, paper, scissors*. The pupils repeat the strategies and mime them together with you. Show the mimes in silence and the pupils say the corresponding phrases. In L1, review the rules of *Rock, paper, scissors*. Write the strategies on the board for future reference.
3. Explain in L1 that the pupils can also play roles to collaborate more effectively in a group. Introduce the following roles: *leader, note-taker, editor, reporter*. Explain the meaning of each role in L1: the leader plans the group's work, the note-taker writes the answers, the editor makes sure the answers are correct and the reporter talks to the teacher. Drill the pronunciation of the roles.
4. Divide the class into an even number of groups of 3–5 pupils, e.g. three groups A and three groups B. Ideally, there will be 4 pupils in each group. Give each group one set of role cards attached to the Teacher Notes. For larger groups have an extra *reporter* card, for smaller groups make sure the *leader* and *note-taker* roles are included. Within their groups, the pupils select their roles or draw lots.
5. On the board write a few words familiar to the children, e.g. *dining room, swimming pool, sofa*. Explain how these could be defined in English, e.g. *It's the room in your house where you eat, You can swim there, You sit on it in the living room*. Explain that each group will have to come up with similar definitions in the next task.
6. Hand out the copies of Student's Worksheet 1 version A and B to Groups A and B respectively. Explain in L1 that the groups have a complete crossword, but only 5 clues/definitions are given. The members of each group have to write 5 missing definitions together in the correct spaces. They should act accordingly to their assigned roles as described in point 3 above. Encourage the pupils to use the clues that are already written as examples. They can also look at the pictures to help them make definitions. If there is conflict, group members should use one of the strategies written on the board (*vote, draw lots, play 'Rock, paper, scissors'*). Walk around the classroom, monitoring the activity. Ask the reporters questions about the task. Make sure the added definitions are correct in each group.
7. When the groups have finished, give out Student's Worksheets 2: Version A to each member of Group A and Version B to each member of Group B. The pupils copy the 5 definitions written by their group in the correct spaces on their individual worksheets. Next, each member of Group A exchanges their worksheet with a member of Group B. The children try to solve the puzzle individually and then compare their answers with other members of their group.

Note: The pictures correspond to the words in the crossword puzzle in mixed order. To increase the difficulty of the task, cut off the pictures before handing out the worksheets 1 and 2.

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8. Divide the class into new groups of 4 pupils. The members of each group choose the role cards from the complete set again. Give each group a copy of Student's Worksheet 3 or 4 and explain any words that the pupils do not understand.

Note: The quiz covers the material from *Tiger 2*. However, Student's Worksheet 3 can be used in classes that do not use the *Tiger* series. Student's Worksheet 4 refers to the content of the stories in *Tiger 2*.

9. Give the groups 10 minutes to complete the quiz in writing. Remind them to behave according to their roles. If the pupils cannot agree on an answer, they should use the strategies from the board to make a decision. Point out that the quiz is not competitive: its purpose is to check how much material they can remember from what they studied this year.
10. When the time is up, go through the quiz questions one by one. The reporters read out their answers. Check if these are correct and encourage the pupils to look at their books to clarify any doubts. Focus on the correct pronunciation of the words. You may want to collect the quizzes afterwards and underline any spelling mistakes for the groups to correct during the next lesson. Congratulate the pupils on working so effectively and remembering so much material.

Answers:

Student's Worksheet 3 – questions 3–9 – pupils' own answers, question 10 – yellow.

Student's Worksheet 4 – 1. (in the) cupboard, 2. turtle, 3. Tommy, 4. Sue's coat, Li's jumper, Jay's football shorts, 5. cards, 6. board game, 7. table football, 8. the little girl, 9. the zoo, 10. the funfair

11. Review the strategies and roles for group work practised in today's class. In L1, ask for the pupils' comments and suggestions. Encourage the pupils to apply what they have learnt today in future group work.

Extension

In groups, the pupils prepare 5–10 questions and answers for a new quiz. The questions can refer to their Pupil's Book, their classes, general knowledge or even themselves (e.g. *What's the name of Marta's sister?*). The questions can then be given to another group to solve or the groups can combine all the questions together into one long quiz to test you!



Leader

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**Note-
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