

# Teacher's Notes

## Tiger values – Polite words



**Type of activity:** whole class and pair work

**Focus:** listening and speaking skills

**Active language:**

classroom objects: *scissors, glue, felt-tip pen, crayon, paint brush, bookmark, notebook, book,*

polite words and expressions: *Hello, Goodbye., Can I have ..., please?, Here you are, Thank you, I'm sorry, Don't worry.*

**Level:** beginners, grade 1

**Time:** 45 minutes

**Materials:**

- Cut-outs attached to the Teacher's notes: Tiger puppet photocopied onto construction paper, Tiger counters – one per pupil, flashcards of classroom objects
- Student's Worksheet 1 – one copy per pair of students
- one dice per pair
- (optional) Student's Worksheet 2 photocopied onto construction paper – one copy per pupil, art supplies and decorative materials

**Procedure:**

1. Say: *Hello*. The pupils call out: *Hello*. In L1, ask the pupils why you greeted them before starting the lesson. Listen to their answers. Point out that it is polite to greet each other. Polite words make other people feel respected and appreciated. Elicit that we say *Goodbye* when we leave. Ask the class for more examples of polite words. The pupils can respond in L1. Explain that today's lesson is about polite words.
2. Use the flashcards to introduce or review the words for classroom objects. The pupils repeat the words after you several times in a different manner, e.g. loud, slowly, whispering or singing. Stick the flashcards on the board and point to them in turn. The pupils name the objects. Say: *Close your eyes*. Remove one of the flashcards. Clap your hands. The pupils open their eyes and say which object is missing. Repeat several times removing more cards at once.
3. Show the class the Tiger puppet. If you have not used the *Tiger* course before, introduce the character. Explain in L1 that Tiger is going to learn polite words together with the pupils. Hold up the puppet and say: *Hello!* The pupils respond with *Hello, Tiger!*
4. Give a flashcard showing scissors to a volunteer. Have the puppet point to the picture and say abruptly: *Scissors!* Demonstrate that Tiger wants the object. Ask the class in L1 whether this is a polite way to ask for something. Introduce the question: *Can I have (the scissors), please?* Hold up the remaining flashcards in turn. The whole class asks for the objects politely. Hand in the flashcards to different pupils, saying: *Here you are*. Have the class repeat the phrase. Encourage the pupils to say: *Thank you* next.
5. Give the flashcards to different pupils. Have Tiger point to one picture and say, e.g. *Glue!* The class reminds the puppet of the correct phrase. When Tiger repeats the phrase, he gets the flashcard. The pupil giving the flashcard says: *Here you are*. Then Tiger mumbles *Uhm*. The class corrects him and says: *Thank you*. Tiger then thanks the pupil appropriately. Repeat the procedure with the other flashcards.
6. Pretend that Tiger is clumsy and push someone's notebook off the desk by accident. Tiger then says: *Oh*. Ask the class in L1 for the correct apology. Teach the phrase: *I'm sorry*. Tiger accidentally pushes the notebook off the desk again and says: *Oh*. The class reminds the puppet how to apologise correctly. Explain in L1 that Tiger is worried, because he did not cause the incident on purpose. Introduce the phrase: *Don't worry*, which is used to cheer someone up. Have Tiger move around the classroom and push different sturdy objects off the desks by accident. The pupils help Tiger to apologise correctly: *I'm sorry* and then say: *Don't worry*.
7. Give a copy of the board game, a dice and two Tiger counters to each pair of pupils. The pupils mark the counters using different colours. Hold up one worksheet with the game and point to the pictures in turn. Encourage the pupils to name the objects in the pictures. Explain the rules of the game in L1:
  - a) The counters are placed on the *Start square*.
  - b) One player rolls a dice and moves his/her counter the number of squares indicated on the dice.
  - c) He/she says the correct polite phrase related to the picture that the counter is now on. The other player responds appropriately (see the answers in brackets below):
    - an object with the hand icon: *Can I have the ..., please? (Here you are.) Thank you.*
    - a damaged object with the sad face icon: *I'm sorry. (Don't worry.)*
    - Tiger entering the room: *Hello. (Hello.)*
    - Tiger leaving the room: *Goodbye. (Goodbye.)*
  - d) The first player to reach the Finish square wins the game.

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- Point to different squares of the board game. Elicit the dialogues related to the pictures. Play the first round of the game with a volunteer to demonstrate the rules. Then the pupils play the game in pairs. They help each other if someone forgets the correct phrase. The pupils can then play the second round in the same or different pairs.
- Review the expressions taught in the lesson. Choose two volunteers. Pupil A holds the Tiger puppet and mimes asking for an object belonging to Pupil B. The whole class says the correct question: *Can I have ...?*. Then Pupil B gives the object to Tiger without saying a word. The class says: *Here you are*. Tiger bows and the class adds: *Thank you*. Repeat with a different pair of pupils and Tiger knocking something off the desk. Other pupils say: *I'm sorry./Don't worry*. Finally say: *Goodbye* and encourage the pupils to respond accordingly.

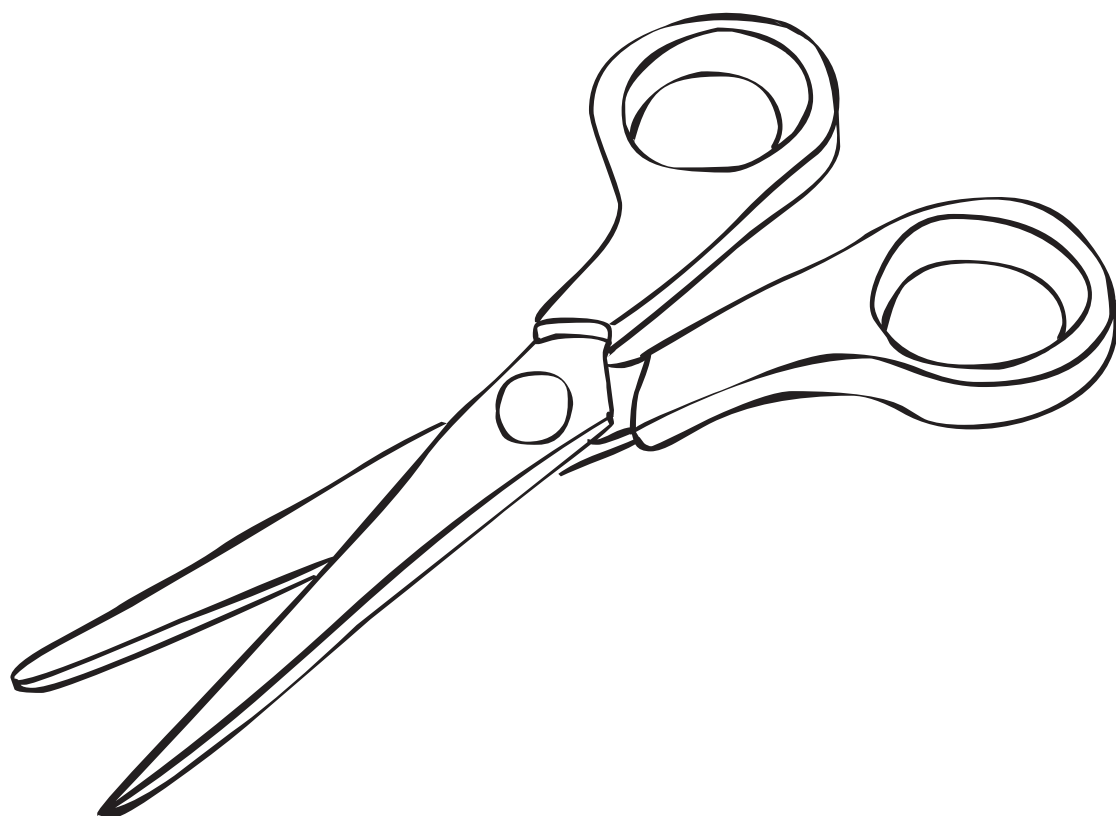
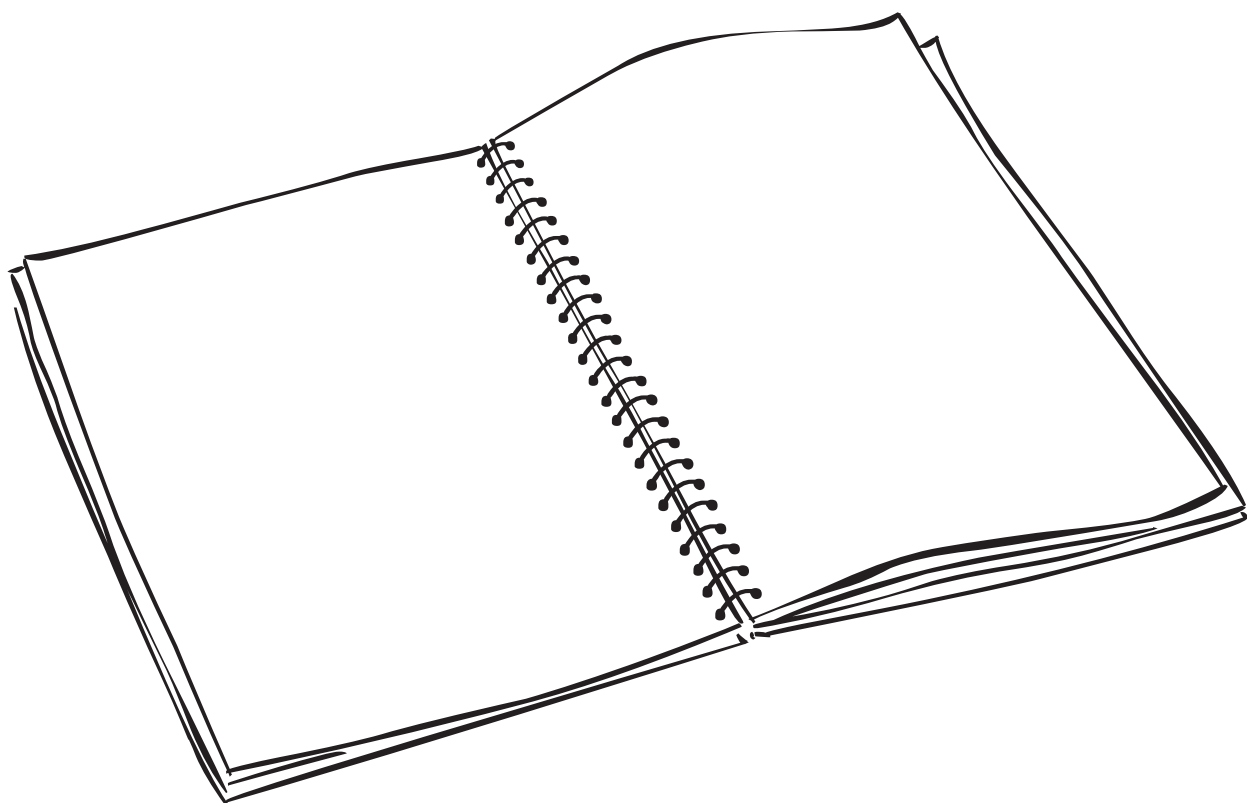
### Extension

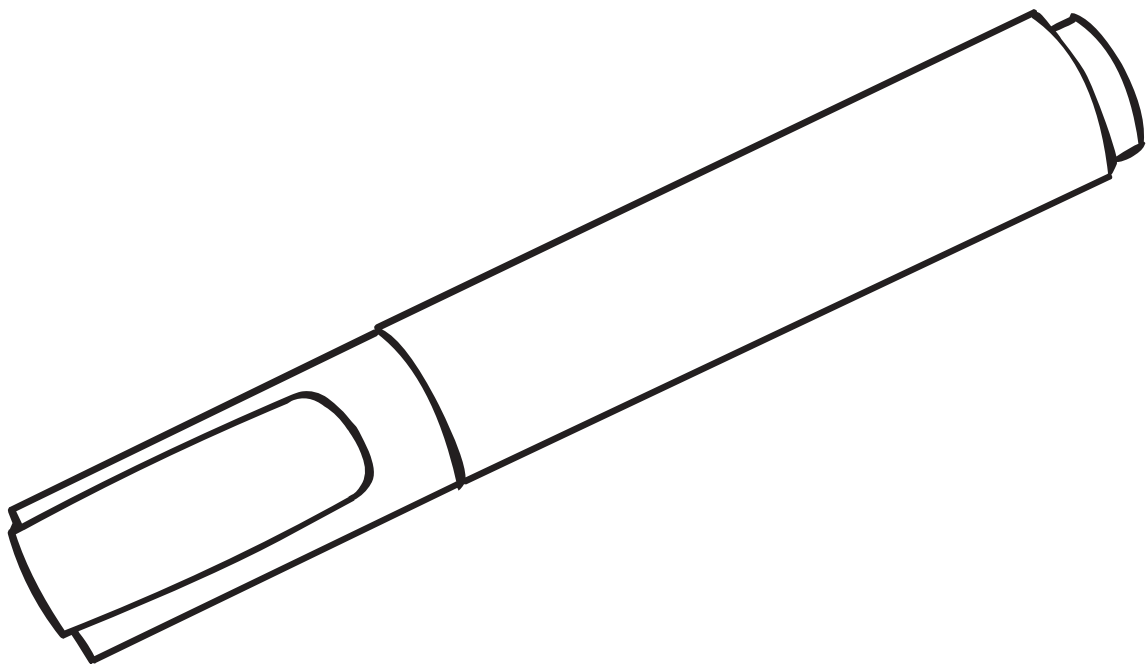
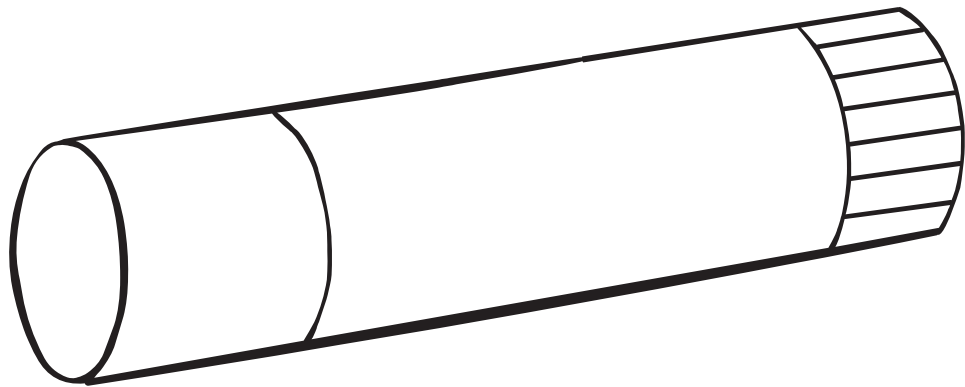
Explain in L1 the custom of sending *Thank you* cards to show appreciation for someone's kindness. Give each pupil a card template photocopied onto construction paper. Demonstrate how to fold the card in half. Distribute a selection of art supplies and decorative materials. Encourage the pupils to share their tools, e.g. scissors or glue, and to ask for those in English, using the phrases from the lesson. The pupils show their finished cards to the whole class and say who the cards are for. Use L1 to discuss how the *Thank you* card will make the recipient feel and react, and what he/she will say.

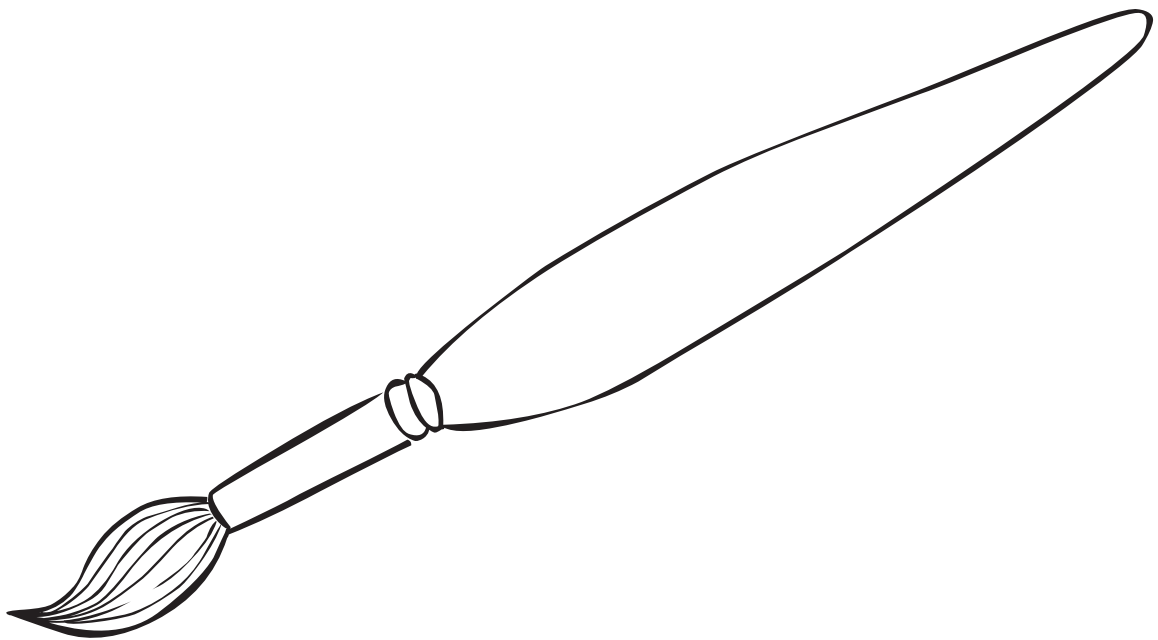
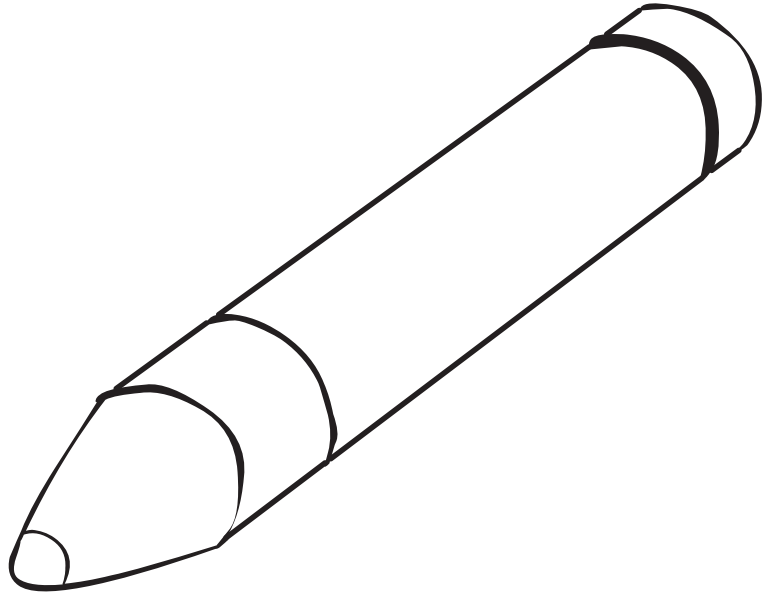


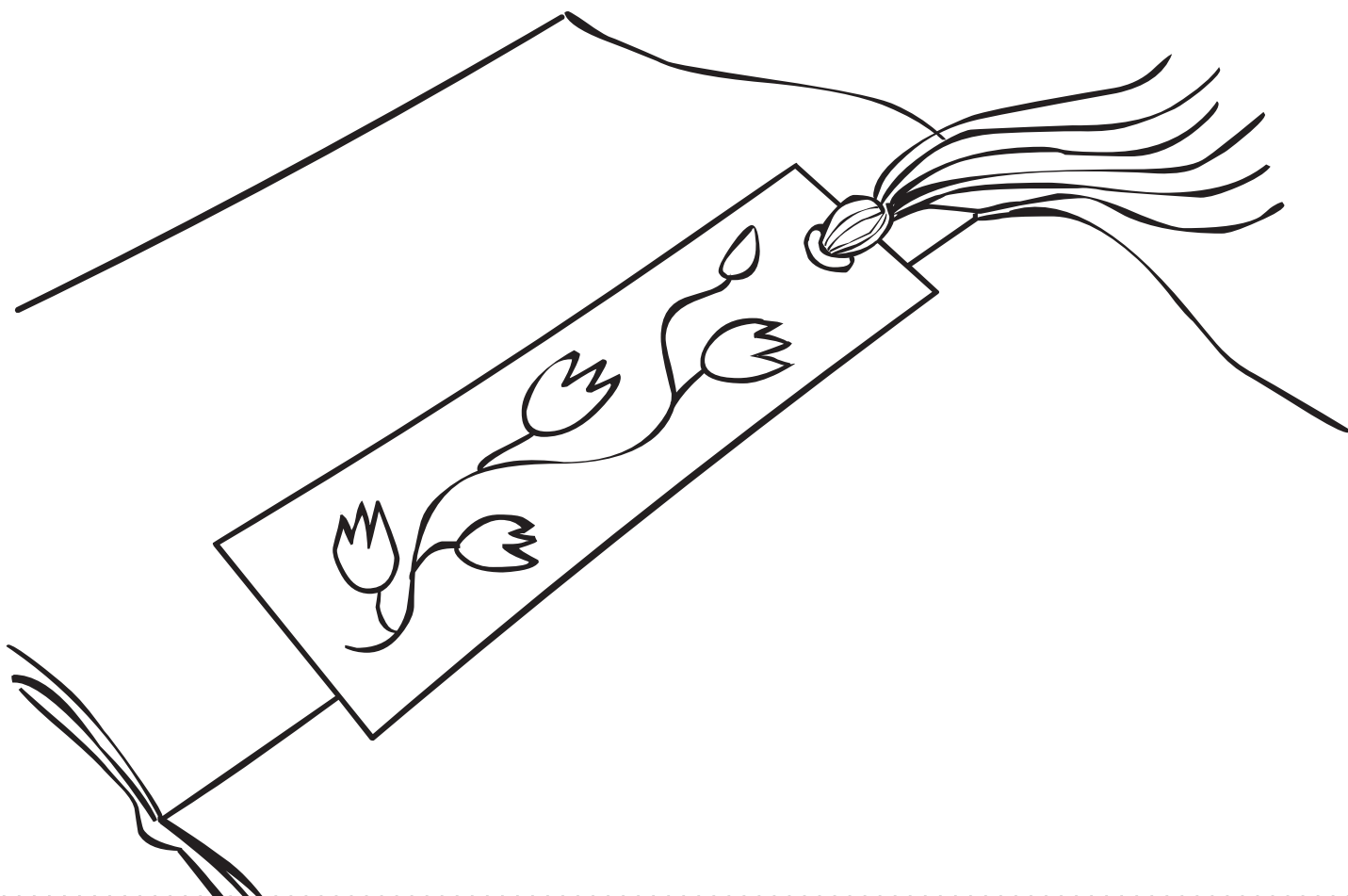
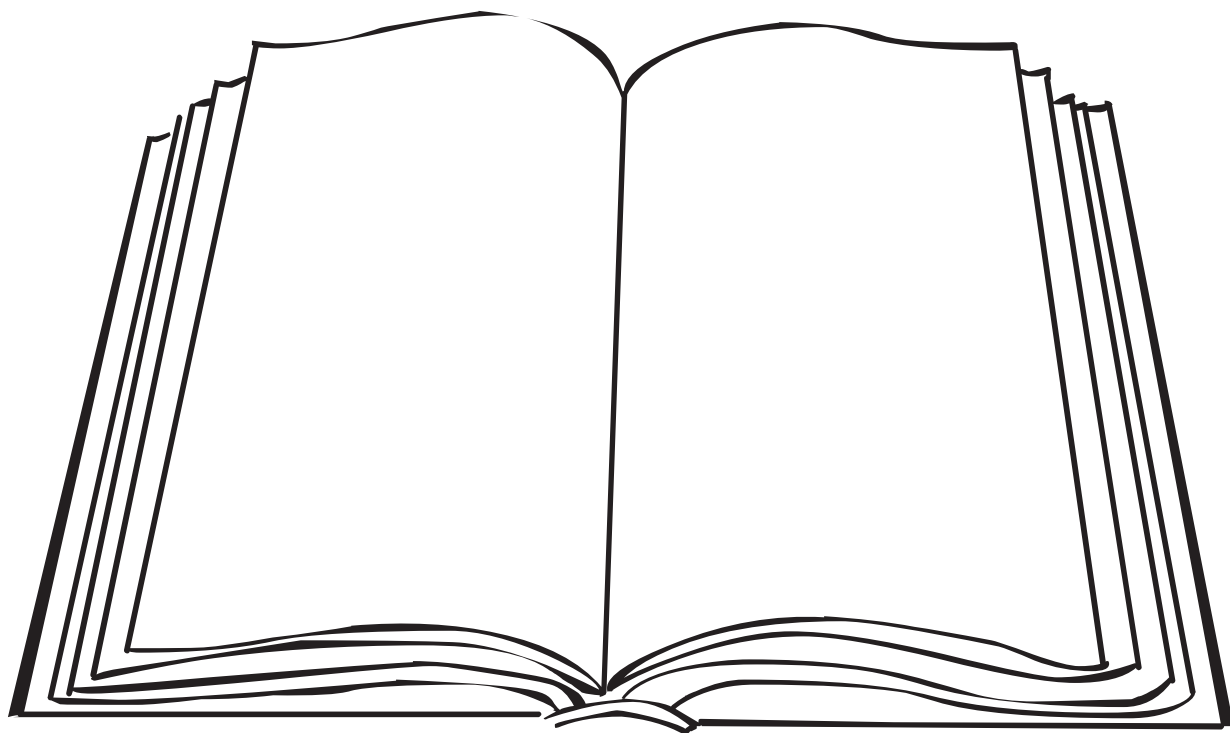
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