

# Teacher's Notes

## UNIT 2 Tiger values

### Looking after a pet



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

**Focus:** listening, speaking, reading and writing skills

**Active language:** *food bowl, water bowl, dog bed, brush, lead, ball; Feed the dog, Give the dog water, Brush the dog, Walk the dog, Throw the ball for the dog, Let the dog sleep.*

**Level:** beginners/elementary, grade 2

**Time:** 45 minutes

#### Materials:

- Tiger puppet (from Tiger Values 1, Lesson 1)
- flashcards and word cards attached to the Teacher's Notes
- Student's Worksheets 1 and 2 – one copy for each pupil
- (optional) Student's Worksheet 3, copied on sugar paper – one copy for each pupil; scissors and glue

#### Procedure:

1. Greet the class. Hold up the Tiger puppet and in 'Tiger's' voice, say: *Today's lesson is about looking after a pet.* Elicit the names of pets the pupils know in English onto the board. Ask the class to mime each pet or to imitate the sound it makes to make sure everybody understands the words. Find out what pets the children have and ask about their pets' names, colours and ages.
2. In L1 explain that it is our responsibility to look after our pets. Elicit what pets need in order to be healthy and happy, e.g. home, food, water, exercise, friendship, grooming. Show the pupils the flashcard of Pong, the dog from the *Tiger* series. Say: *Pong is a pet. What things does he need?* Hold up the dog-supplies flashcards with the pictures facing away from the class. The pupils guess the objects from the flashcards. They can answer in L1.
3. Show the flashcards in turn and name the dog supplies in English. The pupils repeat the words. Stick the flashcards onto the board in a row, point to them in turn and encourage the pupils to say the words with you. Repeat the procedure with the pupils saying the words themselves without your help. Then remove one of the cards. The pupils say all the words in the same order, including the one from the missing flashcard. Continue until all the cards have been removed and the class can say the words from memory. Show the word cards with the names of dog supplies for the class to read out. Ask volunteers to match the word cards with the flashcards on the board.
4. Turn the word cards face down. Give out the copies of Student's Worksheet 1. The pupils complete the pictures and label them. Turn over the word cards on the board so the class can check their answers.
5. Explain that the pupils are going to learn how to look after a dog's needs. Point to the dog supplies in the pictures and say the corresponding tasks: the food bowl – *Feed the dog*; the water bowl – *Give the dog water*; the brush – *Brush the dog*; the lead – *Walk the dog*; the ball – *Throw the ball for the dog*; and the dog bed – *Let the dog sleep*. Use mime to convey the meaning of the phrases, e.g. pretend you are putting dog food in the dog bowl. For each task elicit additional information in L1, i.e. dogs need special food, clean water, lots of rest, long walks, play keeps them in good shape and their coat should be brushed regularly.
6. Point to the flashcards and encourage the pupils to say and mime the matching tasks with you. Finally, show the word cards with the tasks. The pupils read out the phrases and volunteers stick the word cards next to the corresponding flashcards.
7. Stand at the back of the room. Hold up the flashcard of Pong. Name a pupil and give them a task, e.g. *Oliwia, brush the dog*. The child goes to the board, brings the correct flashcard to you and mimes the action. Repeat this with the other cards, nominating different pupils.

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8. Play *Tiger says* with the class. The pupils stand up. Hold up the Tiger puppet and say one of the tasks, preceding it with *Tiger says* (*Tiger says, 'give the dog water'*). The pupils act out the task. If you do not say *Tiger says* first, they should do nothing. If someone mimes the action by mistake, they have to do a squat. Volunteers can take over your role and give tasks for their classmates to mime.
9. Give out the copies of Student's Worksheet 2. Explain that the pupils are going to make a poster about how to look after their own pet or their favourite kind of pet. Elicit their ideas onto the board, e.g. *feed the cat, clean out the hamster cage*. If the pupils answer in L1, help them with translation. Next, the children draw their chosen pet in the frame and write a list of tasks, copying the relevant sentences from the board. If a child chooses a dog, he or she can copy the sentences from the word cards with the tasks. Encourage the pupils to draw the supplies their animal needs on their posters.
10. Two volunteers show and describe their posters to the whole class. Then all the pupils present and describe their posters to each other in pairs. Display the posters around the classroom for everyone to see.
11. Revise the material taught in the lesson. Start drawing one of the dog supplies on the board, e.g. a dog bed. The pupils guess the object. Repeat with the remaining dog supplies. Then mime each task, e.g. *Walk the dog* and have the children say the correct phrase.

#### Extension

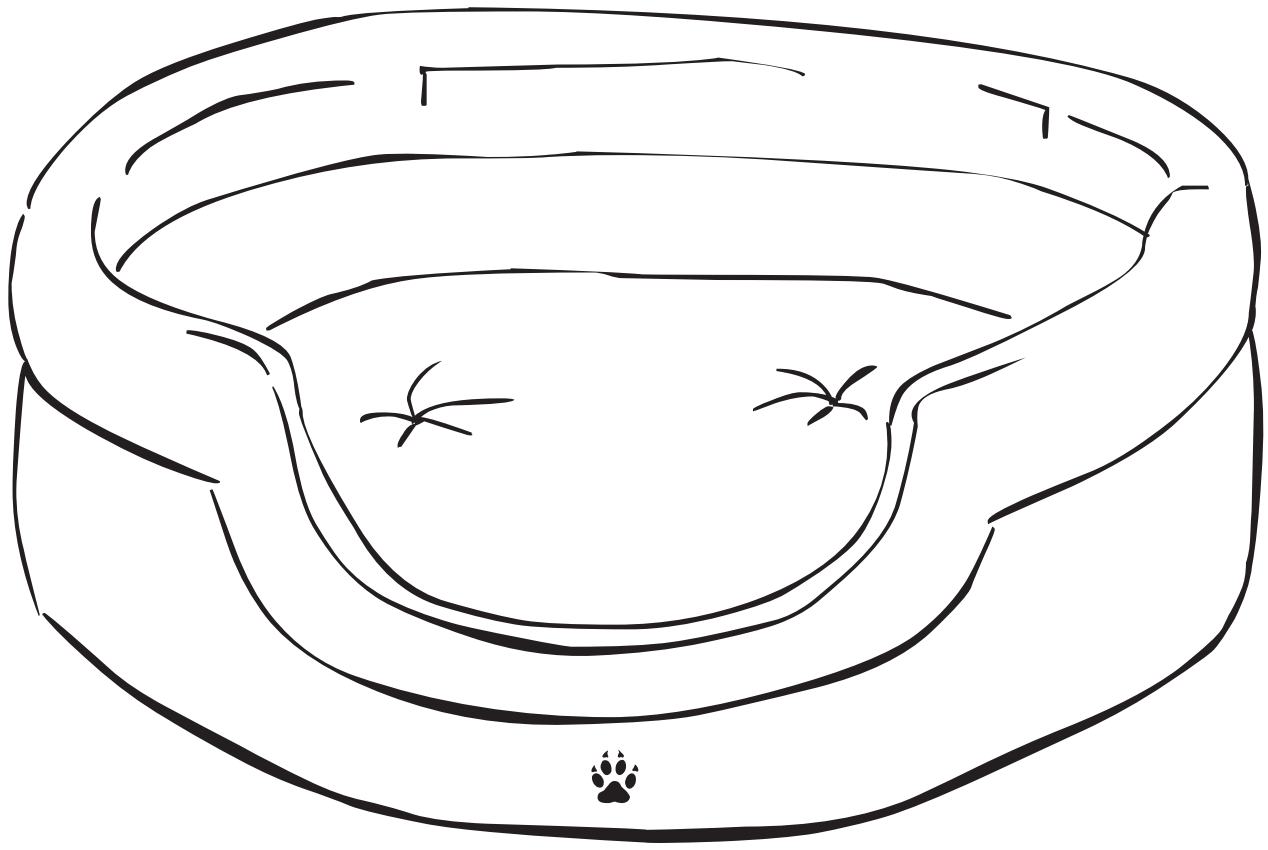
Give out Student's Worksheet 3 copied onto sugar paper. The pupils cut out and decorate the template. They then fold the template along the dotted lines and glue the flaps to create a pencil box with the picture of Pong and his supplies.

Alternatively, the pupils can draw their own/favourite pet and its own supplies on the other side of the template. They then fold it so that the picture of Pong is on the inside and the exterior shows the pupils' chosen pets.

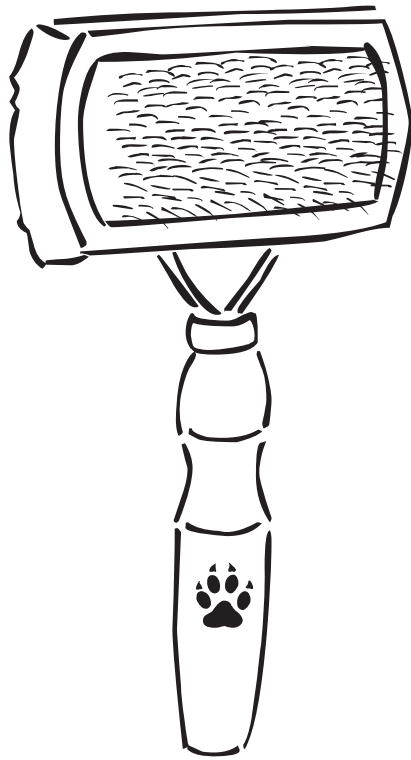
Teacher's Notes  
UNIT 2 **Tiger values**  
*Looking after a pet*



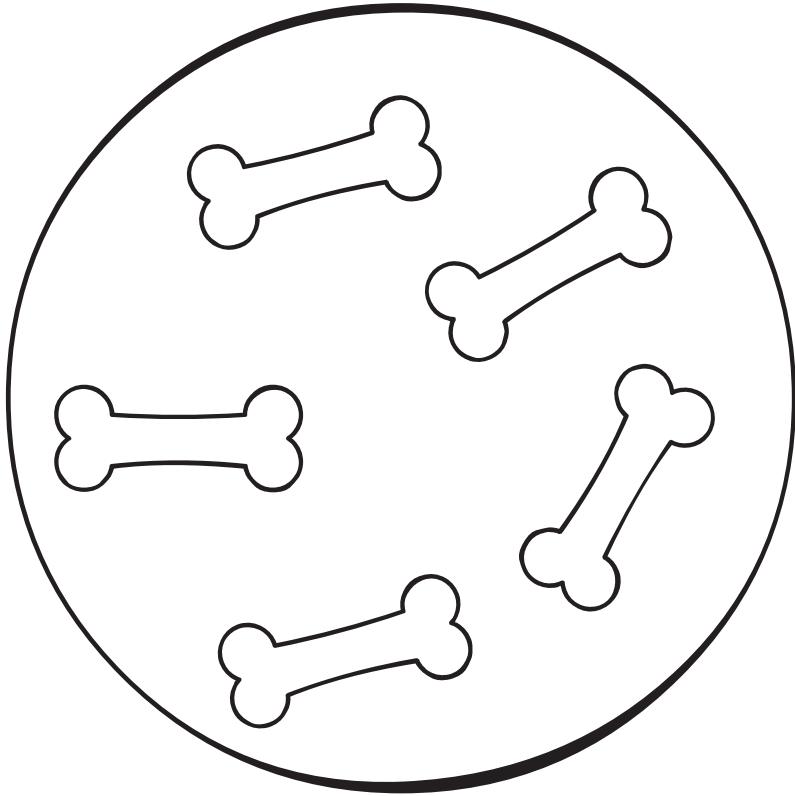
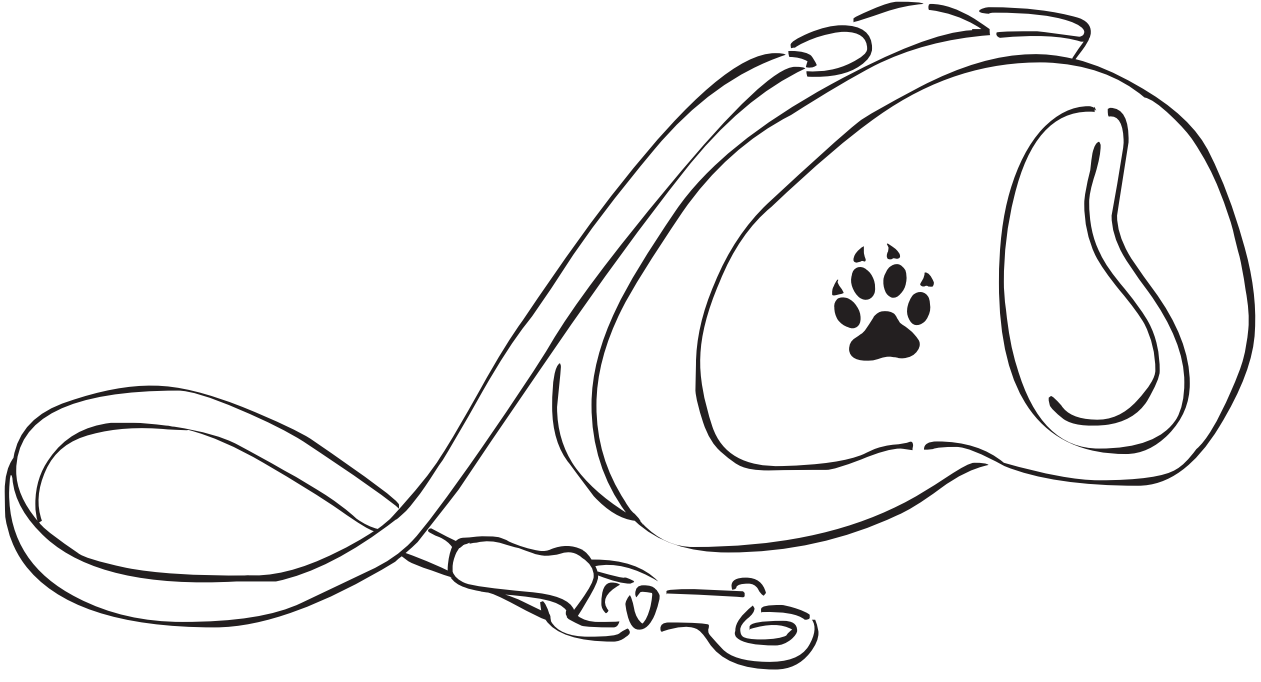




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**food bowl**



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**water bowl**



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dog bed



brush







lead



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ball



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**Feed  
the dog.**



**Give  
the dog  
water.**





**Brush  
the dog.**

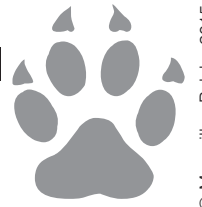


**Walk  
the dog.**





Throw  
the ball for  
the dog.



Let  
the dog  
sleep.

