



Introduction

This ***Around the world with Tiger!*** game aims to develop pupils' awareness and knowledge of cultures in countries around the world where English is spoken. It consists of postcards that centre on the different experiences of Tiger and the places that he visits. On each postcard, *Tiger* shares what he learns as he travels around the world. For example, if *Tiger* is visiting a school in the UK, we will learn about school uniforms and different aspects of school life and if *Tiger* is visiting Australia, we will learn about different locations in that country.

There are 12 postcards in total; postcards 1-4 for children 6-8 years, postcards 5-8 for children 8-10 years and postcards 9-12 for children 10-12 years. For postcards 1-4 we have combined images and texts to make the text easier to exploit with pupils. However, the postcards can be mixed and matched according to pupils' linguistic and cognitive level as well as their own personal experiences of the different cultures in question.

At the bottom of each postcard there is an additional ***Do the challenge!*** task which is optional. This is often based on a video, a song or links for an online investigative task to engage pupils or develop their digital and reading skills. These materials can be found at www.macmillan.es/games.

Question cards to check pupil's comprehension are also available to download from www.macmillan.es/games. These question cards check understanding but also promote an appreciation of cultural diversity.

The postcards are designed to be conveniently placed onto the *Tiger* puppet at any time during lessons. A video tutorial with instructions on how to make the puppet can be found at www.macmillan.es/games.

Around the world with Tiger! can be adapted according to the amount of time available in the lesson. If time is short, one postcard can be read at a time. This will offer a change of focus and a 'brain break' for pupils. It could also be used as a warmer or cooler at the beginning or end of class. Alternatively, the whole lesson could be dedicated to finding out about the adventures of *Tiger* around the world. It's up to you!

Finally, there will be **one extra question**, task or online investigation which is related to the context in order to further develop cultural awareness and knowledge. This will be available for **parents to download** from www.macmillan.es/games so they too can support cultural awareness and learning outside the classroom.

Objective

The objective of ***Around the world with Tiger!*** is to develop pupils' cultural competence, take a cultural tour and answer questions about *Tiger's* experiences. Pupils can work in teams, in pairs, individually or a combination of any according to you and your pupils' preferred working style.

Materials

- 12 postcards
- Questions cards available at www.macmillan.es/games
- A video tutorial for making the *Tiger* puppet available at www.macmillan.es/games
- 1 PDF presentation of the postcard images to present in class, downloadable from www.macmillan.es/games
- Materials for parents available at www.macmillan.es/games

Procedure

1. Present the context to pupils

Using either the postcard image or the Powerpoint® image, ask pupils questions in order to establish what is happening in the picture, where it might be and the key vocabulary involved. Encourage pupils to talk about the image and speculate on it.

Eg. *Who can you see? Who is he/she with?*

Where do you think he is/ they are?

What's happening in the picture?

2. Focus on language

Select any one of the following games to play in class according to pupils' language competence. Activities such as these are optional but they will help activate language and knowledge prior to reading *Tiger's* postcards from around the world.

- **Play Pictionary:** Nominate a volunteer. Whisper a word to them and show them the corresponding item from the postcard. They should go to the board and draw the word so other pupils can guess the word. The pupil that guesses correctly will be the next volunteer to draw the next item selected from the postcard.
- **Play Taboo:** Nominate a volunteer. Show them a word/item from the postcard. The pupil should describe the word/item using words (or actions) but cannot use the *word* itself! The other pupils have to look and listen and try to guess what the word might be.

- **Act out the situation:** Nominate a volunteer and give them a situation or context. For example, *Tiger is going to the beach*. The volunteer has to act out the situation for the other pupils to guess where *Tiger* is.
- **Make a list:** Set a fixed time limit (eg. one minute) and ask pupils, in groups or pairs, to list as many items as possible that they can see in the photo. Once they have finished, select a group or pair to read out their list. The other pupils should listen and cross off any words that coincide with their own lists. At the same time, the teacher writes all the words on the board and clarifies any meanings if necessary. Select a further 2-3 groups or pairs to read the remaining items from their list while the other pupils continue listening and crossing off. At the end, set your pupils the task of organising the vocabulary on the board into groups according to any criteria that makes sense to them. E.g. items that are the same colour, begin with the same letter, are opposites, etc...

3. Focus on the postcard

Now take the postcard from *Tiger* and read the text on the back of the postcard to your pupils. (For older pupils, 'a reader' can be nominated to read the postcard out to the rest of the class.) Then ask the questions which you have previously downloaded from www.macmillan.es/games to check comprehension or make up your own questions. If the pupils get all the questions right, the postcards can be put aside or placed in a display on the wall. If the questions are not answered correctly, the postcards should be given back to *Tiger* and placed behind the other postcards to be asked again on a later occasion.

NB. Although the questions are written in English, in the case where pupils' language competence is not yet developed enough for them to be able to understand, the questions may need to be asked in the pupils' first language (L1). If this happens, it is recommended that you 'sandwich' the language presentation, that is to say, present the question in L1, then in English, and then finally in L1 again. By doing this, comprehension is possible and an opportunity for exposure to English is not missed.