

Grade

3

Unit 2

Places in the city



Skill focus: listening

Lesson objective: develop the subskill of listening for gist

Description:

Listening for keywords to match descriptions with places in the city. This is an important skill and a situation that Ps should get comfortable with. We don't need to know every word to understand the meaning.

Materials: Listening script (see text in the table below)

Benefits:

During this activity Ps will:

- match descriptions with places in the city
- identify key words that help understand the meaning of sentences
- develop their noticing skills

Timings	Stages	Interactions
10 mins	<p>1. Use gestures for Ps to stand up. Say, <i>Hi, class</i>.</p> <p>2. Encourage Ps to stand up and say, <i>Hello, teacher</i>.</p> <p>Pre task</p> <p>3. Elicit places in the city to prepare Ps for the listening task. Say <i>What places in the city do you know?</i> Give some ideas to help. Say, <i>hospital, school, ...</i></p> <p>4. As you hear the words from your Ps, use this opportunity to assess their pronunciation. Stop and drill the correct pronunciation when needed.</p>	<p>T – Ps</p> <p>Ps - T</p>
20 mins	<p>Main task</p> <p>1. Say, <i>I'm going to tell you about different places in the city. Write down which place it is. For example, we can see doctors there. What place is this?</i> (hospital). Repeat if needed and allow time for Ps to process information and give you the answer.</p> <p>2. Read the script. Make pauses between sentences to allow Ps to write down the places.</p> <p>1. We can read books there. (library)</p> <p>2. We can buy food there. (store or green market)</p> <p>3. We can see animals there. (zoo)</p> <p>4. We can buy clothes there. (market)</p> <p>5. We can walk and play there. (park)</p> <p>6. We can catch buses there. (bus station)</p> <p>7. We can drink coffee there. (café)</p> <p>8. We can see old things there. (museum)</p> <p>3. Ask Ps, <i>Do you want to listen again?</i> Read (2) one more time if needed.</p> <p>4. Do whole-class feedback or nominate individual Ps. Say, <i>Number 1 is ...</i></p> <p>5. Ask Ps, <i>How do you know it's a library?</i> Ps should tell you the keywords that helped them while listening (in number 1 the keyword is books). Ask Ps to write the keywords in their notebooks. You can help by writing the words on the board (food, animals, clothes, walk and play, bus, coffee, old things).</p> <p>6. Repeat Steps 4 and 5 for the rest of the words. Number 2 ... keyword? ... Number 3 ... keyword?</p>	<p>T – Ps</p> <p>Ps – T</p>
15 mins	<p>Post task</p> <p>1. Put Ps in pairs. Say, <i>Turn to someone sitting next to you and work in pairs (or groups of three if pairs are not possible).</i></p> <p>2. Say, <i>One pupil says the place, the other tells what you can do there. So, for example, X (choose one pupil) says 'hospital', Y (choose another pupil sitting next to pupil X) says 'We can see doctors there.'</i> Then switch positions. Allow enough time for Ps to go through all the words.</p> <p>3. Say, <i>Bye, class</i>.</p> <p>4. Encourage class to say, <i>Bye</i>.</p>	<p>T – Ps</p> <p>P – P</p>

Assessment: While you are reading the listening script, walk around the classroom. By doing this, you will ensure that everyone can hear you well.

Use this opportunity to monitor your Ps and take notes. As the Ps will be writing the names in their notebooks, it should be manageable for you to see their answers and make notes regarding their listening skills.