

Grade

3

Unit 2

Activities in the city

Lesson objectives: to provide listening and speaking practice in the context of different places in the city.
Ps will be able to: talk about what they can do in different places in the city using the following pattern

- We can + Verb + object

Skills: listening and speaking.

Recycled language:

Hospital, market, park, zoo, library, shop, school, bus station.

Target language:

We can + Verb + Object

Materials: Re-use map and flashcards from Lesson 1.

Word cards: market, school, park, bus station, hospital, library, zoo, shop.

Timings	Stages	Interactions
15 mins	<ol style="list-style-type: none"> 1. Say, <i>good morning/afternoon children.</i> 2. Encourage Ps to say <i>good morning/afternoon teacher.</i> 3. Display word cards on the board. Point to school. 4. Say, <i>What place is this? What can we do here?</i> 5. Praise any P who says anything reasonable. We can study there. 6. Repeat the sentence until Ps say the correct answer. Ps say <i>school.</i> For new words you will have to tell them the answer. 7. Show the word card (school), say the word and gesture to Ps to repeat the word chorally. Repeat until Ps sound confident. 8. Repeat 3 – 5 for other words using the following sentences: <ul style="list-style-type: none"> <i>We can read books there. (library)</i> <i>We can buy clothes there. (market)</i> <i>We can see animals there. (zoo)</i> <i>We can buy food there. (shop)</i> <i>We can see doctors there. (hospital)</i> <i>We can walk and play there. (park)</i> <i>We can catch buses there. (bus station)</i> 9. Say, <i>I will say the place, you say what we can do there. School.</i> Start the sentence <i>We can...</i> Ps complete <i>We can study there.</i> Repeat chorally if needed. 10. Repeat 7 for all other places. 	<p>T – Ps</p> <p>Ps - T</p>

5 mins	<ol style="list-style-type: none"> 1. Say, <i>now you are going to do the same in pairs</i>. One P says the word, the other one says what we can do there. Then you switch. 2. Monitor and take notes. Allow enough time for Ps to go through all the words. 3. Say, <i>Okay, let's change now</i>. Now, one P says what we can do there and the other one says the place. 4. Monitor and take notes. Allow enough time for Ps to go through all the words. 5. Say <i>Thank you</i> to end the activity. <p>OPTIONAL – You can walk around the classroom and quiz individual Ps. Say one place and wait for the P to tell you the corresponding sentence. Or, you say the sentence and wait for the word.</p>	<p>T – Ps</p> <p>P – P</p> <p>T - Ps</p> <p>P – P</p> <p>T - P</p>
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Assessment: select areas of the class to assess at one time. Monitor, support and assess when the Ps are practising an activity. This is part of continual, formative assessment. Take notes of Ps who may be struggling to correctly pronounce the names of the places.

Teacher's notes [add notes here about the lesson you have just given]:

What went well

What needs to be practised more