

Grade

3

Unit 2

Places in the city

Lesson objectives:

- to introduce new vocabulary related to places in the city
- to practise short dialogues about the location of different places

Ps will be able to:

- identify a selection of places in the city
- ask and talk about the location of different places in the city.

Skills: listening, writing, speaking**Recycled language:**

Thank you. It's

Target language:

museum, park, zoo, café, market, mosque, hospital, school; Excuse me, where's the ____, It's in ____, It's near ____.

Materials: Make flashcards: museum, park, zoo, café, market, mosque, hospital, school

Make or reuse word cards: museum, park, zoo, café, market, mosque, hospital, school

Make a simple map (at least 35 x 45 cm big). You can use different street names (see below the lesson plan).

You can also use the map in the book (page 9, Unit 2).

Optional: Grade 3, Unit 2, Lesson 1, page 9 Pupil's Book (PB)

Rationale:

This is the first lesson in Unit 2 and it introduces vocabulary that will be needed for the rest of the unit. This lesson covers the first two activities (1 and 2), but in different order.

Places in the city are introduced through flashcards, followed by a speaking activity based on a simple dialogue.

Timings	Stages	Interactions
10 mins	<p>1. Say, <i>Good morning/afternoon, children.</i></p> <p>2. Encourage Ps to say, <i>Good morning/afternoon, teacher.</i></p> <p>3. Say, <i>Today we are going to talk about different places in the city. Say, Which places do you know?</i> Give an example to Ps to help them understand the concept. Encourage Ps to participate. Say, <i>Thank you</i> after you elicit a few ideas.</p> <p>NOTE: Brainstorming words on a topic helps you set the context and also allows you to assess Ps' previous knowledge. This can help you prioritise which cards to use in Step 4 and how much time to spend on each card. If Ps know the word already, you can ask them to repeat it once or twice and move on to the next one.</p> <p>4. Start with any flashcard (Ps see the pictures). Place it behind the pack of other flashcards so that your pupils can't see the picture. Slowly push the flashcard up, revealing a little of the picture. Encourage pupils to shout out what they think it is. Keep slowly revealing the image until someone shouts out the correct word (or, for new words, you will have to tell them the answer).</p> <p>5. Chorally repeat the word three times.</p> <p>6. Display the word card.</p> <p>7. Drill pronunciation with whole class, big groups, small groups, individual Ps, until Ps sound confident.</p> <p>8. Repeat Steps 4–7 for all other words.</p>	<p>T – Ps</p> <p>Ps – T</p> <p>T – Ps</p> <p>Ps – T</p>
20 mins	<p>1. Place the cards on the board to recreate the picture from page 9 PB.</p> <p>2. While pointing at the museum, ask the whole class, <i>Excuse me, where's the museum?</i></p> <p>3. Point at Nile Street and start the sentence, <i>It's in ...</i> Wait for the Ps to complete the sentence.</p> <p>4. Say the complete sentence and gesture to Ps to repeat, <i>It's in Nile Street.</i></p> <p>5. Say, <i>It's in Nile Street and ... it's ...</i>, pointing from the school to the museum and gesturing to Ps that you are expecting them to finish the sentence.</p> <p>6. Say, <i>It's in Nile Street. It's near the school.</i> Make sure you emphasize 'near'.</p> <p>7. Say again, <i>It's near the school.</i> Ask Ps to repeat chorally.</p> <p>8. Say, <i>Thank you.</i> Ask Ps to repeat chorally, <i>Thank you.</i></p> <p>9. Ask one P to come to the board and model the same dialogue with him/her.</p> <p>10. Divide the class into two sides and repeat the dialogue chorally. Left side – <i>Excuse me, where's the museum?</i> Right side – <i>It's in Nile Street. It's near the school.</i> Left side – <i>Thank you.</i></p> <p>11. Switch sides and repeat the dialogue again.</p> <p>12. Put Ps in pairs. Say, <i>Look at the board. Ask each other about four places. Follow the same model we just practised.</i></p> <p>13. If necessary, provide another example with a different place and street.</p> <p>14. Monitor, provide support and make notes for assessment. Allow enough time for Ps to practise with all eight places.</p> <p>15. Say, <i>Thank you</i> to end the activity.</p>	<p>T – Ps</p> <p>P – P</p>
10 mins	<p>1. Say, <i>Let's hear the dialogues again.</i> Nominate a pair of Ps or ask for volunteers.</p> <p>2. After they have finished one short dialogue, ask the rest of the class, <i>Was that OK? Any mistakes?</i></p> <p>3. Encourage the class to correct if necessary.</p> <p>4. Repeat Steps 1–3 with one or two more pairs.</p> <p>5. Praise all Ps. Say, <i>Well done, class. You worked really well today.</i></p> <p>6. Ps say, <i>Thank you, teacher.</i></p>	<p>T – Ps</p> <p>P – P</p>

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 note of Ps who may be struggling to pronounce contracted forms (where's, it's).

Practical, authentic, whole-class assessment:

To check that Ps understand all the places in the city, say the following sentences before the main activity. T says a sentence, Ps reply with a place.

1. We can study there. (school)
2. We can see old things there. (museum)
3. We can see animals there. (zoo)
4. We can walk and play there. (park)
5. We can have coffee there. (café)
6. We can buy clothes there. (market)
7. We can pray there. (mosque)
8. We can see doctors there. (hospital)

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

What went well

What needs to be practised more

Example of a map

