

Grade

3

Unit 2

Places in the city - Part 2

Lesson objectives: to practise a short question-answer exchange related to what we can do at different places in the city

Ps will be able to: ask and answer simple yes/no questions about what we can do in different places in the city

Skills: listening and speaking

Recycled language:

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

Target language:

Can you + Verb + in + Place

Yes, I can. / No, I can't.

Swim, read, run, cook, drive, walk

Materials: re-use flashcards from Lesson 1 (Places in the city)

word cards: swim, read, run, cook, drive, walk

Timings	Stages	Interactions
10 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. Say <i>Let's talk about what we can do in different places in the city. I'll start with the park.</i> 4. Say, <i>Can we...</i> while miming the verb walk and gesturing to Ps to tell you the correct verb. When one P says <i>walk</i>, say <i>Can we walk in the park?</i> 5. Repeat the sentence: say, <i>Can we walk in the park?</i> Gesturing to Ps to give you an answer. Ps will probably give you short answers (Yes/No). Accept and complete the sentence by saying <i>Yes, we can.</i> 6. Say, <i>let's do it together. Repeat after me. Can we walk in the park?</i> Ps repeat chorally. <i>Yes, we can.</i> Ps repeat chorally. 7. Say, <i>What about a shop?</i> While miming the verb drive, say <i>Can we...</i> (gesturing to Ps to tell you the correct word) <i>drive in a shop?</i> 8. Say again <i>Can we drive in a shop?</i> Gesturing to Ps to give you an answer. Ps will probably give you short answers (<i>No</i>). Accept and complete the sentence by saying <i>No, we can't.</i> 9. Repeat steps 4 – 8 with other flashcards and different places in the city. <p>NOTE: Combine flashcards and different places to elicit both positive and negative answers. After a while, only say a place and show a card. Ps tell you complete questions and answers. You can also say a place and show a card to one side of the class to elicit questions; the other side says the answer. Keep practising until Ps sound confident asking and answering questions.</p>	<p>T – Ps</p> <p>Ps - T</p>

10mins	<p>1. Say, <i>Now you are going to do the same in pairs</i>. One P asks a question, the other one replies with <i>Yes, we can</i> or <i>No, we can't</i>. Take turns. If needed, you can invite two Ps to demonstrate for the whole class.</p> <p>2. Monitor and take notes. Allow Ps to combine any verbs and places they know. Allow at least 5 mins.</p> <p>3. Say <i>Thank you</i> to end the activity.</p> <p>4. Nominate a pair of Ps to demonstrate the activity for the whole class. Allow them to do one question-answer exchange. Invite other Ps to confirm or correct. You can say <i>Was that good?</i></p> <p>Repeat 4 depending on the time you have left.</p>	<p>T – Ps</p> <p>P – 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