

Grade

3

Unit 2

Using a map

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

Function: asking for location

Recycled language:

museum, park, zoo, café, market, mosque, hospital, school

Target language:

Excuse me, where's the ___?

It's in _____. It's near _____.

Materials: Make/re-use flashcards (labelled with numbers: museum, park, zoo, café, market, mosque, hospital, school)

Make or re-use word cards: museum, park, zoo, café, market, mosque, hospital, school

Make a simple map (at least 50 x 60 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 2, page 9 Pupil's Book

Rationale:

This lesson recycles the most important vocabulary for Unit 2: places in the city.

After vocabulary revision Ps engage in a short conversation asking about the location of the places using a map.

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. Place all flash cards on the board. Make sure numbers are visible. 4. Show one word card and gesture to Ps to read it. 5. Point at flash cards on the board and say Which number? Ps say the number. Praise Ps. 6. Repeat for all the words. Remove all word cards and quiz Ps by pointing at flashcards in random order.	T - Ps
20 mins	<ol style="list-style-type: none"> 1. Display the map. 2. While pointing at the museum ask the whole class <i>Excuse me, where's the museum?</i> 3. Point at Nile Street and start the sentence <i>It's in ...</i> wait for the Ps to complete the sentence. 4. Say the complete sentence and gesture to Ps to repeat <i>It's in Nile Street.</i> 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. 6. Say <i>It's in Nile Street. It's near the school.</i> Make sure you emphasize 'near'. Concept check near in Ps language of education. 7. Say again <i>It's near the school.</i> Ask Ps to repeat chorally. 8. Say <i>Thank you.</i> Ask Ps to repeat chorally – Thank you. 9. Ask one P to come to the board and model the same dialogue with him/her. 10. Divide the class in 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> 11. Switch sides and repeat the dialogue again. 12. Put Ps in pairs. Say, Look at the board. Ask each other about four places. Follow the same model we just practised. 13. If necessary, provide another example with a different place and street. 14. Monitor, provide support, and make notes for assessment. Allow enough time for Ps to practise with all eight places. 15. Say <i>Thank you</i> to end the activity. 	T – Ps P – P
10 mins	<ol style="list-style-type: none"> 1. Say, <i>Let's hear the dialogues again.</i> Nominate a pair of Ps or ask for volunteers. 2. After they have finished one short dialogue, ask the rest of the class <i>Was that okay? Any mistakes?</i> 3. Encourage the class to correct if necessary. 4. Repeat 1 – 3 with one or two more pairs. 5. Praise all Ps. Say, <i>well done class. You worked really well today.</i> Encourage Ps to say, <i>thank you teacher.</i>	T – Ps 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 notes of Ps who may be struggling to pronounce contracted forms (where's, it's).

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

What went well

What needs to be practised more