

**Theme: Places Around Us**

**Focus: Specific Word Groups – Places**

### Lesson Objectives

Students are able to

1. identify different places around them,
2. complete sentences using the correct places.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 1
2. Picture cards of different places (Refer to **pages 73 – 75** of Learning Vocabulary Workbook 1.)
3. Word cards with names of places listed in (2)
4. A map with the names of places (Have enough for each group in the class.)
5. Cards with clues about the places a family travelled to

### Introduction / Warm-up Activity (5 min)

1. Show the students picture cards of different places. Get the students to pick word cards from a bag and read the words aloud. If they are unable to read the word, read it for them. Then get the students to place the word at the correct picture.
2. You may want to write sentences using the names of places on the board. Underline the names of the places.

### Lesson (10 min)

#### Specific Word Groups – Places

1. Show the students the picture cards used in the Warm-up Activity to allow them to make comparisons between places such as a mosque and a temple that the students might be confused about.
2. You may want to discuss with the students who visit these places.
3. You may want to cover all the places that are used in the options from **pages 73 – 75**.
4. You may want to give clues about a place and allow the students to guess what place you are referring to.

### **Classroom Activities / Assessment (10 min)**

1. Let the students complete **Exercise 33 of Learning Vocabulary Workbook 1, pages 73 – 75** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (15 min)**

1. Divide the class into groups. Give each group a map with clearly-marked roads and the names of places. Next, issue a card to each group. The card states where a family travelled to. Get the students to read the card carefully and then draw along the road to show the route.
2. To make the activity more challenging, do not give the names of the places that the family travelled to but just clues about what the family wanted to do. For example, the family wanted to buy some groceries. Then the students have to figure out that the family went to the supermarket and try to locate it on the map themselves.
3. Get them to write the names of the places that the family visited in order as shown on the card.
4. Let them share their maps with the class.
5. You may choose to do a Spelling Quiz. Divide the students into groups so they can challenge each other. Use the following spelling list: **page 75**.

### **Optional Activities**

1. Get the students to select a place that they love to visit, a place they visit very often or a place they hate visiting. Get them to write a few sentences about the places. You may want them to look for pictures of the places to go with their writing.
2. Let them share their writing with the class.
3. You may want to pin their writing on the 'Writer's Wall'.
4. Tell the students to design a poster to invite people to a new place that has opened. Give them a list of possible places and let them select one place that they would like to work on. Check on which places the students have selected to avoid having too many of them working on the same place. Some of the suggested places are 'restaurant', 'food centre', 'fast food restaurant', 'museum', 'hotel', 'bookshop', 'toy shop', 'bakery' etc. Provide them with as many places as possible to choose from.
5. Ask them to learn the words in the Spelling List for a quick quiz in the next lesson. Use the following spelling list: **page 75**.