

## LESSON PLAN : THE RING(Button, Button)

**Teacher:** Adelaida Cabañas  
**School:** CEIP prof.Tierno Galván  
**Class:** The learners will be 5th graders  
**Level :** Elementary  
**No students:** 26  
**Text book :** BUGS WORLD-5  
**Time lesson:** 60'



### **LESSON OBJETIVES**

1. To reinforce their knowledge about some European towns : Diferences and similarities with our own country.
2. To review some directions
3. To review some vocabulary topics about Town
4. To practice There is/there isn't- There are/there aren't
5. To use ICT as a successful tool to find useful resources
6. To develop reading, listening and writing skills
7. To encourage cooperation

### **LINK TO OTHER AREA OF LEARNING**

- Social and Human Geography

### **MAIN LANGUAGE CHILDREN USE**

- Practice some town or neighborhood descriptions (buildings, street stuff)
- Prepositions ( on, in, at...) ( Between, opposite, in front of...)
- There is/there isn't- There are/there aren't
- Directions: Turn right/left - straight on  
At the top/ In the middle / at the bottom

### **ASSUMPTIONS:**

Ss are familiar with most of vocabulary used in basic town descriptions and with basic verbs and prepositions to do them.

Also, students are able to work in pairs, and they can handle basic computer skills

### **MATERIALS:**

Smart board  
computer  
markers  
notebooks  
Instructions worksheet  
textbook

## **ACTIVITY 1- Warm up**

### **Aims:**

1. to make students interested in their own neighborhood/street
2. to develop speaking skills
3. to review town and neighborhood descriptions

### **Procedure:**

**Interaction**  
S- T-S

**Timing**  
15'

The contents used are basic and can be thought of as an introductory lesson.

These activities are a warm up to review in two directions:

- town buildings and street stuff (vocabulary)
- there is /isn't -There are/aren't (Grammar)

And they're used to motivate Ss in the topic.

We can do one or more activities eg:

- T asks Ss to think about their street/neighborhood ( or T can use a street picture from book)  
T asks Ss some questions using There is /isn't There are/aren't.eg:  
Is there any zebra crossing in your street?  
Ss have to answer: Yes, There is a/There are some  
No, There isn't / There aren't any
- T asks questions about where are the different buildings, Ss have to answer using prepositions as between, opposite, in front of... and the vocabulary checked previously.
- T asks Ss trace directions between two buildings using : turn right/left, go straight on ...

## **ACTIVITY 2 –Play the game THE LORDS OF THE RING – The ring (Button,button)**

### **Aims:**

- To use ICT as a successful tool to learn english
- To review and reinforce some aspects on Town/neighborhood topic
- To develop interest on other european cities
- To reinforce their writing, reading skills.
- To practice descriptions
- To make teaching more fun
- To develop cooperation skills

**Procedure:****Interaction Timing**

S-T-S

45"

**The students** are divided into pairs, each pair having access to a computer. Each pair of Ss have in their computer the game THE LORDS OF THE RING.

First, they have to read the instructions and when they are ready, they begin the game at the presentation screen, suddenly NINE RINGS appear in a grid and they start to play by clicking on 1<sup>st</sup> ring at the top line.

The nine rings represent nine activities and thus, nine opportunities they have, to get the ring or the button sitting around the circle in the traditional game.

When a pair of Ss, finish the 1<sup>st</sup> activity, the Teacher will check it and this pair will win a award:

They have to choose a square from a panel with 12 squares (only T has it) if they say (guess) the square where the RING is hidden, they'll become the LORDS OF THE RING, and they 'll have their Lord of the ring crown.

Then, the game starts again, by clicking on another of the nine rings, following the T instructions once more.

If not, they try with the second one, If they didn't get it either, try with the third one, and so on .

To tell which square Ss have to click, T uses the expressions : at the top/ in the middle/ at the bottom, and the ordinal numbers : 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>

The order to click(after 1<sup>st</sup> at the top) can be:

1<sup>st</sup> in the middle line

3<sup>rd</sup> at the top

2<sup>nd</sup> in the middle

2<sup>nd</sup> at the bottom

2<sup>nd</sup> and the top

3<sup>rd</sup> at the bottom

3<sup>rd</sup> in the middle

1<sup>st</sup> at the bottom

**The teacher** monitors the students while working in pairs and checks the different activities.

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When they've finished all the activities in the nine rings, we'll see how many LORDS OF THE RING there are.

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## THE LORDS OF THE RING

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### Instructions for the students:

**We are going to play THE RING, the game is on your computer, not in the playground, but the goal is the same : To get the RING  
HOW DO YOU HAVE TO DO IT?**

**To get it, you have to click on one of the nine rings you'll see right away , I'll tell you which one, and you have to do the activity you'll find, the better and faster you can .**

**If you are the first in finishing the activity, you win the opportunity to choose an square of the grid I have, and where a beautiful RING is hidden out.**

**If you guess where the RING is, you'll become the LORDS OF THE RING, and the game starts again, by clicking on another of the nine rings I'll tell you again .**

**If not, try with the second one, If you didn't get it either, try with the third one, and so on . When you've finished all the activities in the nine rings, we'll see how many LORDS OF THE RING there are.**

**YOU CAN BE ONE OF THEM.**

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### **Homework assignment:**

**While you are coming back home, have a look to your neighborhood, and when you arrive, do ten sentences about buildings and things you've seen in the street,using THERE IS/ISN'T and THERE ARE/AREN'T. eg**

**There are some bottle banks on my street.**

**...**

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