

Classroom activity 1 – Actions and abilities

Grade: GESE Grade 3 (CEFR A2)

Focus: Talking about actions and abilities in the context of free time activities

Time: 45-75 minutes

Aims:

- ▶ To practise vocabulary for GESE Grade 3: actions and abilities
- ▶ To practise the present continuous and *can/can't*
- ▶ To develop communication skills
- ▶ To prepare candidates for the GESE Grade 3 exam

Materials needed:

- ▶ A copy of Worksheet 1 – Actions and abilities for each student
- ▶ A video of a GESE Grade 3 exam, either from the GESE DVD or the Trinity website at trinitycollege.com/GESE-initial

In class

Optional warm-up – watch GESE Grade 3 video (15 minutes)

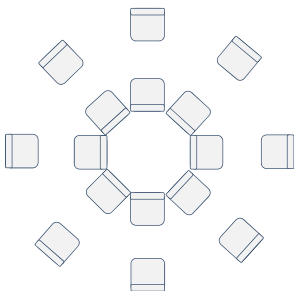
1. Tell the students that they are going to watch a video of the Grade 3 exam. Ask the students to listen for the questions that the examiner asks. Play the video of a Grade 3 exam.
2. If you think the students want to watch it, play the video again.
3. After the video, give the students a simple list of language from Grade 3. Ask the students which questions or vocabulary they heard. For this lesson, the focus is: the present continuous tense and 'can/can't'.

Warm-up for present continuous actions and lexis (10 minutes)

1. Give the students Worksheet 1 and tell them to look at the actions in the pictures. Look at the first picture and ask the students: '*Are they sleeping? Are they running? What are they doing?*' (The students say: '*They are swimming.*') Look at the second picture and ask the students: '*Is he eating? Is he drinking? What's he doing?*' (The students say: '*He's cooking.*')
2. Practise the present continuous form and contractions (*he's/she's/they're*). Tell the students to look with a partner at the rest of the pictures and decide what they are doing. Give them 2 minutes and then check the answers.

Miming activity: 'What're you doing?' (12 minutes)

1. Ask the students to think of their favourite three activities. The students must not tell anyone! On the floor or on chairs, the teacher arranges the class into two circles, an inner and outer circle:



2. The students in the inner and outer circles look at each other. The inner student mimes one of their favourite three activities. The outer student uses questions to guess what they are doing, eg: '*Are you swimming?*' '*Are you reading?*' When the outer student guesses correctly, the two students change roles.
3. Next, the student in the outer circle mimes one of their favourite activities and the student in the inner circle uses questions to guess what they are doing. After 1 minute, tell the students in the outer circle to move to their left by two seats. The students repeat this activity three to four times.

Thinking about can/can't for abilities (10 minutes)

1. Tell the students that they are going to discover what other students can and can't do.
2. Ask the students to remember questions from the video: *'Which 'can' questions did you hear?'*
3. The students think about the activities from the miming activity above. The teacher asks: *'Give me an example of a 'can' question' (eg 'Can you swim?' etc).*
4. Organise the students into groups of four. Tell the students to look at Worksheet 1. The students write the names of all of the students in their group on the top row of the worksheet (Student 1, Student 2 etc).
5. In their groups, the students ask each other questions about all the activities on the list: *'Can you swim?', 'Can you skateboard?'* The students put a tick (✓) or a cross (✗) on the list under each student name.


Group summary of abilities (13 minutes)

Each group of four students makes sentences about each activity, eg: *'David and John can't swim', 'Sara and Lisa can swim.'*

Optional (15 minutes)

Tell the students to *'Listen to which activities from Worksheet 1 are on the video.'* The class watches the video again and the teacher asks the class for their ideas.

Worksheet 1 – What are they doing? What can you do?

Activity	Student names			
	Student 1	Student 2	Student 3	Student 4
	✓ or ✗			
