

## Classroom activity 3 – Weather, daily routines and ordinal numbers

**Grade:** GESE Grade 3 (CEFR A2)

**Focus:** Talking about the weather and routines

**Time:** 90 minutes (1 hour 45 minutes with optional activities)

**Aims:**

- ▶ To practise vocabulary for GESE Grade 3: weather, daily routines, ordinal numbers
- ▶ To develop communication skills
- ▶ To prepare candidates for the GESE Grade 3 exam

**Materials needed:**

- ▶ Worksheet 1 – Pictures of weather
- ▶ Worksheet 2 – Weather dice
- ▶ Worksheet 3 – Daily routine pictures
- ▶ Worksheet 4 – Table showing the times of day
- ▶ Scissors and glue

### Preparation

1. Before class, decide whether to cut out and make the weather dice (Worksheet 2), or to let the students make the dice in class.
2. Cut out the pictures on Worksheet 3 into individual cards. You will need one set of cards for each student.

### In class

**Optional warm-up: talk about the video in Classroom activity 1 – Actions and abilities (10 minutes)**

1. Tell the class to think about the video from Classroom activity 1. Ask pairs of students to remember what questions the examiner asks.
2. Optional extra: play the Grade 3 exam video again, ask students to tick the pictures on the worksheet when they hear the language.

**Weather warm-up (10 minutes)**

1. Ask the class: *'What's the weather like today?'* Check that the students can remember the correct vocabulary.
2. Then ask: *'What was the weather like yesterday?'* Again, check that the students know that they must use 'was' with 'yesterday'.
3. Brainstorm more weather vocabulary and draw symbols or basic pictures on the board.
4. Give the students Worksheet 1 so that they have pictures of the weather symbols.
5. Ask more questions, about months that have passed this year. For example: *'What was the weather like in July?'*, *'What was the weather like in December?'* Make sure that the students use *'It was...'* in their reply, not just single words, such as *'sunny'* or *'rainy'*.

**Optional – Making the dice (10-15 minutes)**

1. Either: prepare the dice before the lesson using Worksheet 2. You need one for every three students in the class.
2. Or: give the pairs of students Worksheet 2. The students cut out the dice on their worksheets. Then the students finish making the dice by gluing the edges together.

### Weather dice activity (10 minutes)

1. Put the students into A/B/C groups. Students take turns to roll their weather dice.
2. Student A rolls and Students B and C say which weather they can see.
  - ▶ If the students roll the dice with their left hand, their partners must describe the weather in the past tense, for example: *'It was sunny.'*
  - ▶ If the students roll the dice with their right hand, their partners must describe the weather in the present tense, for example: *'It is sunny.'*

### Routine information gap (45 minutes)

1. Tell the class to think about a typical day. What do they do? Ask the class for suggestions. Write on the board the following suggestions:
  - ▶ brush teeth
  - ▶ play on the computer
  - ▶ have a shower
  - ▶ get dressed
  - ▶ watch TV
  - ▶ have breakfast
  - ▶ have dinner
  - ▶ go to bed
  - ▶ go to school
  - ▶ go home
  - ▶ wake up
  - ▶ have a shower
2. Put the students into A/B pairs. Give each pair of students a pack of daily routine cards (Worksheet 3).
3. Tell them to decide which pictures represent which activities on the board.
4. Give the students Worksheet 4 (times of day). Student A arranges pictures on their timetable to represent their typical school day. Student A must not show student B their timetable.
5. Student A then tells student B their routine as it is on the timetable. Demonstrate this with a student.
6. Student B listens and then places their pictures on their timetable to be the same as student A.
7. After finishing, Students A and B check that they are correct. Now it's Student B's turn to describe their day to Student A.
8. Repeat the activity again with a new partner. But this time, the students must ask questions, for example: *'What time do you eat breakfast?'*, *'What time do you do your homework?'* etc.
9. At the end, students compare their answers to check that they are correct and have the pictures in the right sequence.
10. Optional: You can repeat this activity for a weekend or a free day. Students can also draw additional pictures of activities. The timetable could also be used to ask about subjects at school, eg: *'When do you study maths?'*

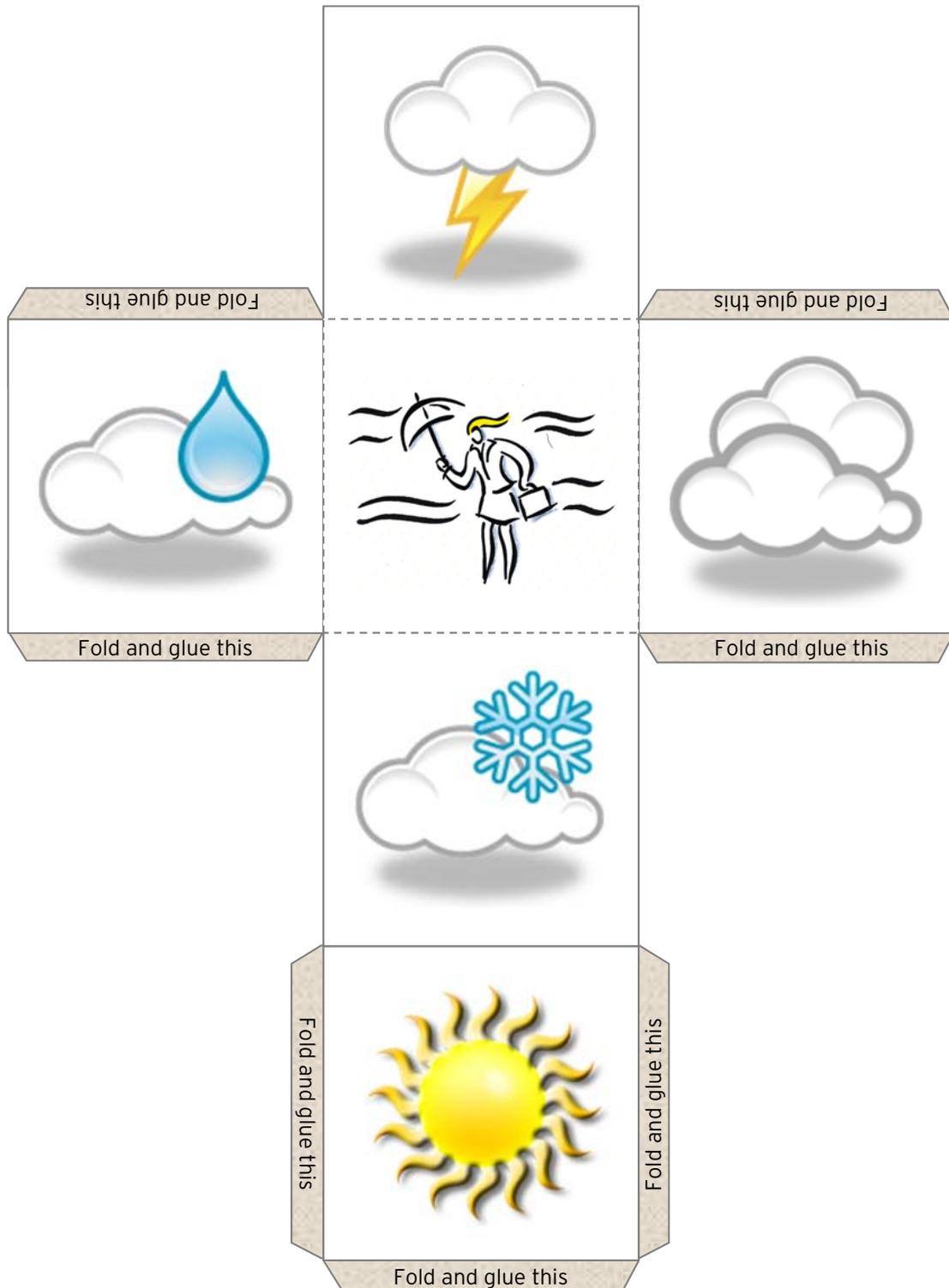
### Dates – The Birthday Line

1. Ask one student: *'What is the date today?'* Make sure that the student uses an ordinal number in their response, for example: *'The 23rd of February. The 14th of June.'*
2. Then ask some more students: *'When is your birthday?'* Tell the class to ask each other in English: *'When is your birthday?'*
3. Each student then says their birthday aloud to check. The students form a line in order of birthdays – January at one side of the room and December at the other.

**Worksheet 1 – Weather symbols**



**Worksheet 2 – Weather dice**



## Worksheet 3 – Daily routine

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SCHOOL

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HOME

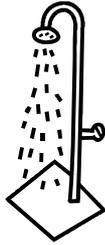
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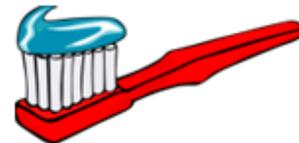
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**Worksheet 4 – Daily routine: What time do you...?**

06:00	
07:00	
08:00	
09:00	
10:00	
11:00	
12:00	
13:00	
14:00	
15:00	
16:00	
17:00	