

## Classroom activity 6 – Stating simple facts and asking simple questions

**Grade:** GESE Grade 2 (CEFR A1)

**Focus:** Talking to people. This classroom activity is suitable for both young and adult learners.

**Time:** 70 minutes

**Aims:**

- ▶ To practise stating simple facts and asking simple questions
- ▶ To familiarise students with the exam format
- ▶ To watch an exam
- ▶ To practise the language used to ask simple questions and state facts

**Materials needed:**

- ▶ Sample video Grade 2 Dhatri ([trinitycollege.com/GESE-initial](http://trinitycollege.com/GESE-initial))
- ▶ A copy of Worksheet 1 for each student
- ▶ A copy of Worksheet 2 for the dictation

### Preparation

1. Cue up the Grade 2 sample video of Dhatri.
2. Print one copy of Worksheet 1 per student.
3. Decide how you'd like to do the dictation task and prepare Worksheet 2.

### In class

#### Watch an example (15 minutes)

1. Tell your students they're going to watch an example exam. Before they watch, write the following questions on the board:
  - a. How many times does the examiner smile?
  - b. How many questions does Dhatri ask?

Make sure the students understand the questions.

2. You could get them to practise by finding out how many times you smile in 1 minute.
3. Watch the video once and then get the students to compare their answers with their partners.
4. Finally, elicit the answers from the students. When talking about question b, draw the students' attention to the fact that the examiner reminds the candidate to ask her a question. Remind them that it's good if they can remember to ask the examiner a question naturally.

#### Brainstorm (5 minutes)

1. Tell the students you're going to focus on some questions they could ask the examiner.
2. First, write 'personal details' on the board and elicit some examples of what personal details are, eg name, age, nationality, marital status, number of children etc. The students can think about this in their first language if it's easier.
3. As you write examples on the board, check students understand each one, eg: '*Name – do I say both names?*', '*Age – 'do I say my date of birth?'*

#### Asking questions (10 minutes)

1. Give the students Worksheet 1 and ask them to put the words in the correct order to make questions about personal details. Give them about 4 minutes working alone, then get them to check in pairs while you monitor, offering help where needed and noticing who would be good to nominate in feedback.
2. Finally, go through each question and write the correct version on the board. It is important to prepare your students to recognise these questions when they hear them, so make sure you raise their awareness of examples of connected

speech in the questions, for example *'What's your'* sounds more like *'whatsya'*. You can use the example of the examiner asking questions in the video for natural models if necessary.

### Dictation task – Answering the questions (15 minutes)

1. Depending on your group, you could do this task as a running dictation. Divide your class into a maximum of five different groups/pairs and print out a copy of Worksheet 2 per group.
2. Nominate one student in each group to be the 'runner'. The runner goes to the other side of the room to read Worksheet 2, which is pinned to the wall. The runner reads and memorises the answer then goes back to the group and says it to them. The others must listen to what that student tells them and write down the answer next to the corresponding question on Worksheet 1. The winning team has the most accurate copy of the answers on Worksheet 2 in the fastest time.
3. Monitor and note down any examples of errors in the sentences they write, any issues with pronunciation, and examples of language being used well. You can use this for feedback immediately after this task or combine what you write with your notes on the following tasks for feedback at the end.

### Reflect on the questions (5 minutes)

1. Ask the students which questions they would feel comfortable asking an examiner. If you have younger learners, you could take the chance to talk about the fact that some older people don't like to be asked about their age. With adult learners, they will no doubt be aware of social conventions.
2. As a group, try to agree on some good general rules about deciding what question to ask. For example, if the examiner says *'I have a big family'*, it is OK to ask *'Have you got children?'*. Encourage them to listen out for prompts like these from the examiner.

### Practice (10 minutes)

1. Get them to come into the middle of the room and ask and answer questions with as many different other students as possible. Give them a time limit of 7 minutes.
2. Monitor and note down any examples of errors in the sentences they've learnt, any useful emerging language, and examples of language being used well.
3. Leave the questions on the board at first for support, but slowly erase parts of the questions until there is nothing written on the board.

### Feedback (10 minutes)

1. Write down five or six things on the board which you noted down when monitoring. Give the students a few minutes to discuss in pairs what they think is wrong with the sentences.
2. If a word has been mispronounced, highlight this in a different colour to make sure the students think about the way to say the words correctly with their partner.
3. As you monitor, notice who is managing to correct the sentences, or pronounce the words correctly to nominate in feedback.
4. Finally, elicit correct answers from the group and write the correct versions on the board, model the correct pronunciation, and ask the students to repeat the words a few times.

### Extension activity

The students could watch the video again, and listen out for good examples of the functions. They could have one flashcard for each function and hold up the flashcard when they hear the student use the function.

### Further support activity

Weaker students could keep the worksheets with them for the practise task so they don't have to remember the questions and answers.

## After class

Students could write a dialogue between two of their chosen famous people. They could choose historical figures, footballers, politicians, cartoon characters, for example.

## Answers

### Worksheet 1

1. What's your name?
2. How old are you?
3. Where do you live?
4. Have you got children?
5. Have you got any brothers or sisters?

## Worksheet 1 – Practice

Put the words in the correct order.

1. your name's what ? \_\_\_\_\_
2. how you are old ? \_\_\_\_\_
3. live do you where ? \_\_\_\_\_
4. you have children got ? \_\_\_\_\_
5. have brothers sisters or got any you ? \_\_\_\_\_

**Worksheet 2 – The answers**

I'm 29.

I live in London.

Yes, I've got 2 brothers and 2 sisters!

My name's Mark.

I haven't got any children!