

Classroom activity 4 – Asking simple questions about everyday life

Grade: GESE Grade 3 (CEFR A2)

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

Time: 65 minutes

Aims:

- ▶ To practise understanding and asking simple questions about everyday life
- ▶ To familiarise students with the exam format
- ▶ To watch an exam
- ▶ To practise the language used to ask simple questions about everyday life

Materials needed:

- ▶ Sample video Grade 3 Rosita (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 sample video Grade 3 Rosita. For the first task, you'll need to line the video up to start at 1.24.
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. What are they talking about?
 - b. How many questions does Rosita ask?
2. Make sure the students understand the questions. You could elicit possible things they could be talking about to review GESE 3 lexis. For this task, watch from 1.24 to 2.16. Watch the clip once and then get the students to compare their answers with their partners.
3. Finally, elicit the answers from the students. When talking about question b, draw the students' attention to the fact that the examiner is friendly and interested in what Rosita says. Rosita asks one question – remind them that it's good if they can remember to ask the examiner a question naturally like she does. They are talking about free time – tell the students this is the focus of today's class.

Brainstorm (5 minutes)

1. Ask the students to see if they can remember any of the questions the examiner asked about free time. If they can't remember, try and get them to think about the kind of things Rosita talked about (dancing/English classes).
2. Get any attempts at questions on the board. If there are mistakes in them, underline what is wrong in a different colour but don't correct it yet.

Asking questions (10 minutes)

1. Give the students Worksheet 1 and ask them to put the words in the correct order to make the questions the examiner asked. Give them about 4 minutes working alone, then get them to check in pairs while the teacher monitors, offering help where needed and noticing who would be good to nominate in feedback.
2. Finally, go through each question, writing 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, eg '*What do you*' sounds more like '*whatdya*'. You can use the examples 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 5 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.
3. The winning team has the most accurate copy of the answers on Worksheet 2 in the fastest time. 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 next tasks for feedback at the end.
4. If you think this wouldn't work with your group, you can do it as a regular dictation task and read them out yourself. Make sure you spend plenty of time after the task focussing on things they didn't understand when you read them out.

Reflect on the questions (5 minutes)

1. Ask the students which questions they could use to ask the examiner. You could point out, for example, that it's not really logical to ask the examiner what their job is.
2. As a group, try to agree on some good general rules about deciding what questions to ask.
3. Encourage your students to try to listen to what the examiner says about themselves, and ask about that. For example, if the examiner says '*I wake up early*', a student could ask '*What time do you get up?*'.

Practice (10 minutes)

1. Get the students to come into the middle of the room and ask and answer as many 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. 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, modelling the correct pronunciation, and ask the students to repeat the words a few times.

Extension activity

Stronger students could put the questions and answers into the correct order if they finish the dictation task early. They could watch the video again to check their answers. They could also think of alternative answers to the questions.

Further support activity

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

After class

Students could ask the questions to their friends and family's and translate their answers into English to bring to class and do a short presentation about the person.

Answers

Worksheet 1

1. What do you do in your free time?
2. Ah! you dance?
3. What's your job?
4. And which days do you go to your English classes?
5. And what time do what you finish work?

Worksheet 1 – Practice

Put the words in the correct order.

1. do you what free in time do your ? _____
2. you ah dance ? _____
3. your what job 's ? _____
4. which and do you classes your go to days English ? _____
5. and time do what you finish work ? _____

Worksheet 2 – The answers

I take my dog for a walk.

Yes! Bulgarian folk dance!

I'm a secretary.

Um, Monday and Wednesday.

I finish work at 5 o'clock.