

Classroom activity 6 – Free time, home life and times

Grade: GESE Grade 3 (CEFR A2)

Focus: A typical day. This classroom activity is suitable for both young and adult learners.

Time: 60 minutes

Aims:

- ▶ To practise understanding and using lexis to talk about free time, home life, and times
- ▶ To familiarise students with the exam format
- ▶ To read a description of a person's daily life
- ▶ To learn/review useful language for talking about free time, home life, and times
- ▶ To write a profile of a family member/friend
- ▶ To talk about your profile

Materials needed:

- ▶ (Before Class) Teacher and students bring in a picture of one of their friends/family for the profile. A picture on a phone is fine.
- ▶ A copy of Worksheets 1 & 2 for each student

Preparation

1. Ideally, to make the lesson more personal and engaging, the teacher can prepare a version of Worksheet 1 using their own friend or family member. If not, the worksheet is fine. It is important to only use very simple GESE Grade 3 language to describe their friend's daily routine if you create a new version. Obviously, the information given doesn't have to be true.
2. Bring in a photo of the the teacher's friend/family member, or make enough copies of the example included.
3. Make copies of Worksheet 1 & 2 for all students.

In class

Introduce your friend/family member (10 minutes)

1. Show the students the picture you brought in of a friend or family member and tell them their name, and what their relationship to you is. Invite any questions or comments your students have.
2. Write on the board: *'What does he/she do in their free time?'* and give them a few minutes to talk about it in pairs.
3. When they finish talking, take a few suggestions from the group and put them on the board. Try to get three or four suggestions. Examples could be: play tennis, go on the computer, go to dinner etc.

Read about someone (10 minutes)

1. Tell the students you're going to give them a short text about your friend or family member. If the students' reading skills are low, you could do this as a listening task just as effectively, by reading out the text instead of giving it to them.
2. Give them about 3 minutes to read the text and see if any of the predictions you wrote on the board are true.
3. Get them to compare their answers with the group and confirm all answers by eliciting and ticking correct options on the board.

How to talk about routine (10 minutes)

1. Give the students Worksheet 2 and ask them to work on it for 3 or 4 minutes alone. They need to read each statement and tick the correct version.
2. When they have finished, they can look back at Worksheet 1 and check to see if their answers are correct. Check students understand all the language in the task, and help them with any difficult words – model their pronunciation and get the students to repeat the expressions.

Write a profile (10 minutes)

1. Get the students to write a similar profile of someone who is important to them. They can use Worksheet 1 as a template.
2. For students who are less confident about writing, they could record an audio profile using a voice recorder on a phone or tablet if possible.
3. As they're writing/recording monitor and offer support where needed. As each student is describing a different person, it's likely that they'll need lots of help with emerging language. Help them on the spot, and make notes of anything you think would be interesting to pick up on in feedback at the end of class.

Share your profile (10 minutes)

1. If students have written profiles, they can be put up on the walls around the room. If not, the students could play their audios to each other.
2. For written tasks, invite students to go around the rooms reading the profiles. Tell them to try and find people who do similar things in their free time.
3. After, ask students to feed back to the group about any people who have similar hobbies and interests. Use the feedback as a further opportunity to notice any issues students are having using the language focussed on today. You can use this in the following feedback stage.

Feedback (10 minutes)

1. The teacher writes down five or six things on the board which they noted down when monitoring. They 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 the 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

Stronger students could think of questions to ask each other about the profiles to give them practice in forming questions about everyday life. It would also be a chance to review third-person present simple.

Further support activity

Weaker students could be given a copy of Worksheet 1 with some key pieces of lexis erased to use as a basis for writing their profile.

After class

Students could write a similar profile about a famous person they are interested in.

Answers**Worksheet 2**

1. c
2. b
3. a
4. b
5. c
6. a

Worksheet 1 – Someone special

Read about my sister

Hi I'm Lucy. I'm your teacher's sister! I work Monday to Friday. I finish work at 5pm every day, and I go to the gym at 5.30pm. I cook dinner at 7 o'clock and then I watch television in the evening or read a book. At the weekend, I wake up at 9am! It's so nice. I have breakfast at about 10am and I go shopping or go to the beach in summer.



Worksheet 2 – Practice

Choose the correct option

- I finish work 5pm.
 - I finish work on 5pm.
 - I finish work at 5pm.
- I go the gym at 5.30pm.
 - I go to the gym at 5.30pm.
 - I go to gym at 5.30 pm.
- I cook dinner at 7.
 - I'm cooking dinner at 7.
 - I'm cook dinner at 7.
- I wake at 9am.
 - I wake up at 9am.
 - I wake up 9am.
- I having breakfast 10am.
 - I have a breakfast 10am.
 - I have breakfast at 10am.
- I go shopping.
 - I go to shopping.
 - I go to the shopping.