

Classroom activity 5 – Place of Study, jobs & describing states in the past

Grade: GESE Grade 3 (CEFR A2)

Focus: School days and old jobs. This classroom activity is suitable for both young and adult learners.

Time: 65 minutes

Aims:

- ▶ To practise understanding and using of lexis: Place of Study & Jobs
- ▶ To practise understanding and using of past tense of the verb *to be*
- ▶ To familiarise students with the exam format
- ▶ To read an example of a conversation with an examiner
- ▶ To learn/review lexis to talk about subject areas at school
- ▶ To learn/review past tense of the verb *to be*
- ▶ To talk about your past at school

Materials needed:

- ▶ Cut up sets of cards using one column per group (3 or 4 students) on Worksheet 5
- ▶ One copy of Worksheets 1, 2, 3 & 4 for each student

Preparation

1. Decide how to do task 2. If reading is too challenging for your group, you could follow the suggestion in the 'Read an example of the exam' task of recording an audio version.
2. Print out and cut up sets of questions using Worksheet 5. Do one column per group (maximum of four in a group). These could be handwritten if easier.

In class

Brainstorm (10 minutes)

1. Tell the students you're going to talk about school. Give them 2 minutes in small groups to think of as many school subjects in English, eg maths, science, English etc as they can. If your students are working on writing too, they can write the words, if not they can think of them.
2. After, elicit ideas from each group and offer support with examples which contain errors or are mispronounced. Write the examples on the board and check students understand the subjects. For example, for history we can ask: '*Do we learn about the past?*'

Read an example of the exam (5 minutes)

1. Tell the students they're going to read part of a conversation in the GESE Grade 3 exam. Tell them to read and note down any examples of school subjects from the conversation which are also written on the board (from the brainstorming task). Give them Worksheet 1 and allow up to 2 minutes for this. Get them to compare in pairs then confirm the answers, modelling pronunciation and getting students to repeat if you hear any issues.
2. If your students don't have the reading level to do the task, it could be done as a listening task. The best way to use it would be to get two colleagues to act out the conversation while the teacher records it on a phone.

Read again (10 minutes)

1. Give the students a copy of Worksheet 2, and ask them to read the statements on it and decide if they are true according to the conversation on Worksheet 1. Allow up to 5 minutes for this.
2. Get them to compare in pairs then confirm the answers, modelling pronunciation and getting students to repeat if you hear any issues. Make sure your students understand the meaning of '*was*' and '*were*' in the conversation. You could ask them '*How do I say it to talk about now?*' eg '*I am happy*'. You could ask them '*Do I say it about tomorrow or yesterday?*' Get the students to practise saying '*was*' and '*were*'. Focus on the way '*were*' sounds before '*you*' eg /wəʒu:./.

Learn/review school subjects (10 minutes)

1. Give the students Worksheet 3 and a few minutes to match the words with the pictures, then compare their answers in pairs.
2. Finally, go through the answers with the group, writing them on the board and checking they understand exactly what the subjects are. Spend a few moments modelling and drilling any words the students are having problems with.

Learn/review jobs (10 minutes)

1. Give the students Worksheet 4 and a few minutes to match the words with the pictures, then compare their answers in pairs.
2. Finally, go through the answers with the group, writing them on the board and checking they understand exactly what the subjects are. Spend a few moments modelling and drilling any words the students are having problems with.

Practise talking about school and old jobs (10 minutes)

1. Divide the students into groups of three or four and give them copies of the sets of cards on Worksheet 5 you cut up before the lesson. Make sure they are jumbled up and turned face down so the students don't know what's on the cards.
2. Get students to take it in turns to pick up and read the question on the card and answer them as quickly as possible.
3. Monitor and offer support where needed. Make notes of good and less successful uses of the language studied in this lesson to focus on in feedback.

Feedback (10 minutes)

1. The teacher writes down five or six things on the board which they noted down when monitoring. Then 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, the teacher highlights this in a different colour to make sure the students think about the way to say the words correctly with their partner.
3. As the teacher monitors, they notice who is managing to correct the sentences, or pronounce the words correctly, to nominate in feedback.
4. Finally, the teacher elicits correct answers from the group and writes the correct versions on the board, modelling the correct pronunciation, and asking the students to repeat the words a few times.

Extension activity

More confident students could do the speaking practice task with no question cards to focus their attention on asking simple questions too. Alternatively, they could start with the questions and you could take them away one by one and get them to keep repeating the task and trying to remember more and more questions.

Further support activity

Weaker students could use the images on the Worksheets 3 and 4 as flashcards during the speaking practice task. They could work in a separate group and practise turning over the cards and saying the words instead of full sentences.

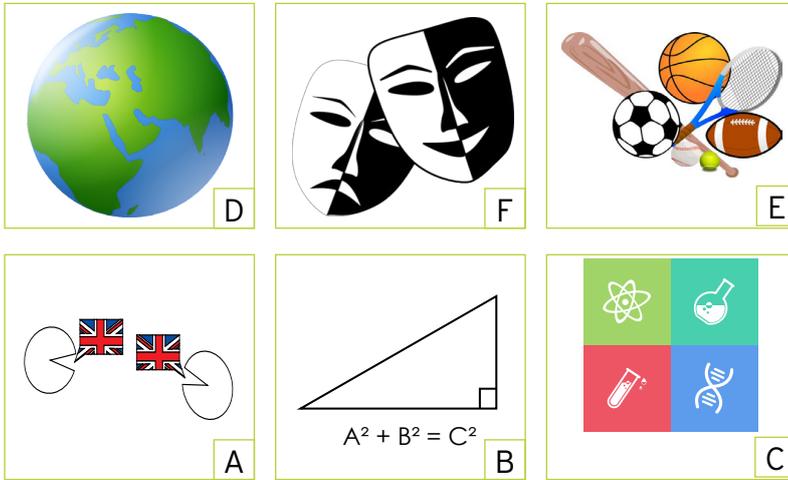
After class

Students could write a short writing task at home about the jobs and schools they did before and how they felt.

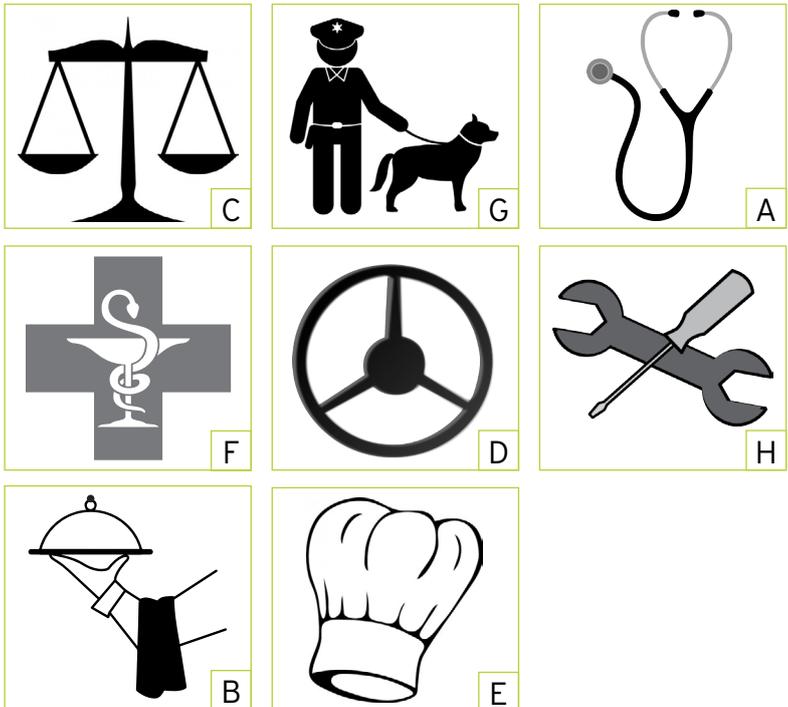
Answers**Worksheet 2**

1. The examiner wasn't happy at school.
2. Religious studies was a good subject for Antonio. ✓
3. Maths was a good subject for Antonio.
4. Antonio was at university. ✓
5. Antonio was a teacher at university.

Worksheet 3 – School subjects



Worksheet 4 – Jobs



Worksheet 1 – A conversation

Read and find the subjects on the board

Examiner: What was school like for you?

Antonio: School was good. I was happy!

E: What subjects were you happy in?

A: I was happy in English, drama, science and religious studies. I wasn't happy in maths and physical education.

E: What job do you do now?

A: I am a teacher.

E: And what were you before?

A: At university, I was a waiter, and then an office worker. Now I am a teacher.



Worksheet 2 – Practice

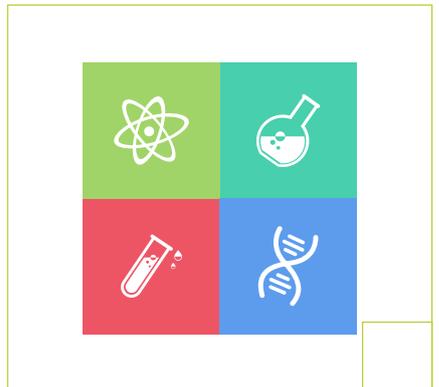
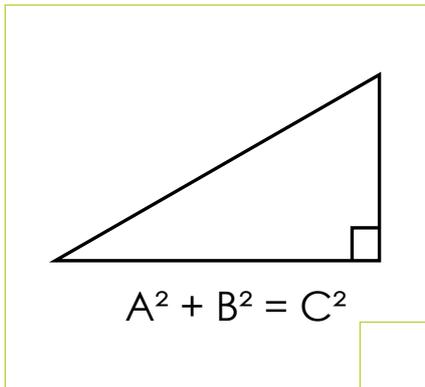
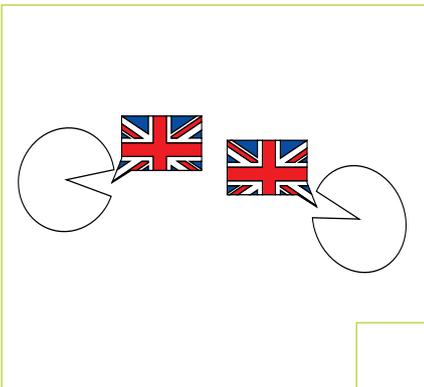
Tick the true statements

1. The examiner wasn't happy at school.
2. Religious studies was a good subject for Antonio.
3. Maths was a good subject for Antonio.
4. Antonio was at university.
5. Antonio was a teacher at university.

Worksheet 3 – School subjects

Match the pictures to the words

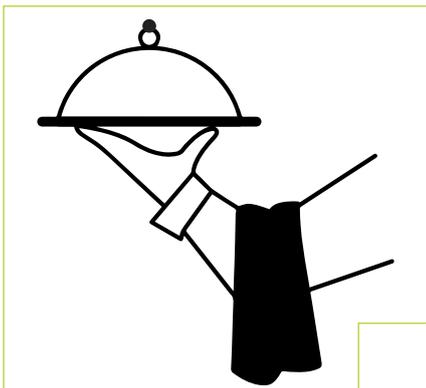
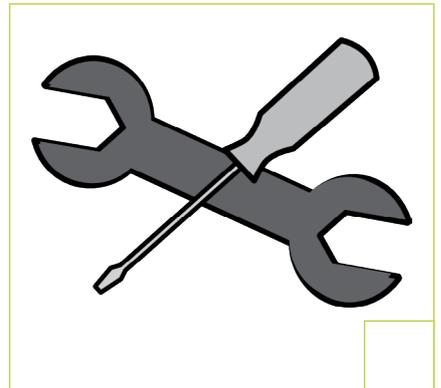
- A. English
- B. maths
- C. science
- D. geography
- E. physical education
- F. drama



Worksheet 4 – Jobs

Match the pictures to the words

- A. doctor
- B. Waiter
- C. lawyer
- D. driver
- E. chef
- F. pharmacist
- G. police officer
- H. mechanic



Worksheet 5 – Questions

What were you
before?

What were you
before?

What were you
before?

What job do you do
now?

What job do you do
now?

What job do you do
now?

What subjects were
you happy in at
school?

What subjects were
you happy in at
school?

What subjects were
you happy in at
school?

What was school like
for you?

What was school like
for you?

What was school like
for you?