

Classroom activity 1 – Actions and abilities

Grade: GESE Grade 3 (CEFR A2)

Focus: Talking about actions and abilities in the context of free time activities

Time: 45-75 minutes

Aims:

- ▶ To practise vocabulary for GESE Grade 3: actions and abilities
- ▶ To practise the present continuous and *can/can't*
- ▶ To develop communication skills
- ▶ To prepare candidates for the GESE Grade 3 exam

Materials needed:

- ▶ A copy of [Worksheet 1](#) to share with the students
- ▶ A copy of [Worksheet 2 – Actions and abilities](#) for each student. Students can type directly onto the PDF.
- ▶ A video of a [GESE Grade 3 exam](#)

In class

Warm up

1. Open [Worksheet 1](#) and share your screen so all learners can see it.
2. Ask learners what they can see, hovering your mouse or zooming in on areas of the picture, prompting with sentences, Yes/No, or open questions eg '*Is he eating?*', '*What are they doing?*'
3. Accept all answers for now.

Optional warm-up – watch GESE Grade 3 video (15 minutes)

1. Tell the learners they are going to watch part of a GESE exam.
2. They should write down/ try to remember any action words Andrea (the student) uses.
3. Play the GESE Grade 3 exam with Andrea from 06.04 until the end.
4. Highlights that this language (eg *What are they doing?* / *Can you...?*) will be tested in the GESE 3 exam, so is the focus of this lesson.

Warm-up for present continuous actions and lexis (10 minutes)

1. Show the class [Worksheet 2](#) by sharing your screen.
2. Ask learners what actions they can see in each picture, eliciting or upgrading answers to present continuous sentences eg '*She is dancing*'. You may need to type one or two prompts into the chat box.
3. Remember to focus on contractions (ie '*He's swimming/ She's dancing*').
4. Alternative: If appropriate, nominate a learner to type in a full answer into the chat box. The class checks and corrects where necessary. You may need to type the correct answer at this stage.
5. When the class agrees it is a good sentence, everyone should write it down in full in their own workbooks.
6. Extension: After the above, learners have 2 minutes to memorise all the pictures.
7. Stop sharing your screen and ask learners (individually or in groups) to remember what action corresponds to each number eg '*What's happening in picture number 1/4/5?*'
8. Give a point for correct answers.

Miming activity: 'What're you doing?' (12 minutes)

1. Tell the class you are going to show/act out/mime an action, and they have to guess what the action is.
2. Learners can either shout out answers, type them in the chat box, or you can nominate them after showing by calling out names.
3. After showing a few actions, nominate another student to show/act out/mime their own action for the class to guess.
4. Optional: If you and the learners are comfortable using a private chat box function, you can type which action the learner has to act out via a private message that only they will see.

Thinking about can/can't for abilities (10 minutes)

1. Screen share [Worksheet 2](#) and ask a few students about their abilities. eg 'Sara, can you swim?', 'David, can you dance?'. Add their names at the top of each column.
2. As students answer, type their answers into the document.
3. Once you have completed some/all of the worksheet, nominate learners and ask them questions about what you found out eg 'Paula, can David swim?' Paula: 'No, he can't.'
4. Alternative: If you and your learners are comfortable using breakout rooms, having completed some of your worksheet, share a blank copy of the document with your learners, either through the chat box feature or through a back channel and make sure everyone has a copy of the worksheet.
5. If this is not possible, ask learners to create a similar worksheet on their own paper.
6. Place learners into small groups (maximum 4 learners per breakout room).
7. Explain they should complete the worksheet about their group members.
8. When you bring the class back into the main classroom, nominate learners to read out one or two sentences about other members of their group, and check if what they say is true eg: Learner: 'I found out Paula can't dance.' Teacher: 'Paula, is that true?' 'Paula "No. I can dance!'
9. You may need to model this first, using the answers you got from earlier stages.

Extra activity 1 (15 minutes)

1. Before class, create a simple word document with sentences using present continuous and/or can/can't, but scramble the words eg: 'are swimming they' or 'sing can't she well'.
2. Share your screen, showing these scrambled sentences.
3. Learners must unscramble the sentences and write them out in their own workbooks.
4. Once they have written them out, nominate learners to read out their answers or reveal the answers by sharing them on your screen.
5. Alternative: If you and your learners are comfortable using breakout rooms, you can do the same activity in small groups. Make sure you share the document via the chat box or through a back channel before they go into the breakout room and do at least one model together as a class first.

Extra activity 2 (20 minutes)

1. Show a picture of a friend or family member.
2. Tell the class a little about them eg: *This is my brother. His name is Rob. He can't play football. He can draw really well.*
3. Ask learners to do the same thing about a friend or family member.
4. Give them time to plan their presentation and find a picture (if possible).
5. In smaller classes, this can be done one by one.
6. In larger classes, where the learners and teacher are comfortable with them, this could be done in breakout rooms.
7. This can also be set as a written homework task that can be emailed to the teacher for marking.