

Classroom activity 2 – Directions, places and jobs

Grade: GESE Grade 3 (CEFR A2)

Focus: Talking about places, jobs and giving directions

Time: 45 minutes

Aims:

- ▶ To practise vocabulary for GESE Grade 3: directions, prepositions of movement, places in the local area and jobs
- ▶ To develop communication skills
- ▶ To prepare candidates for the GESE Grade 3 exam

Materials needed:

- ▶ A copy of [Worksheet 1](#) – Map for each student
- ▶ A copy of [Worksheet 2A](#) and [Worksheet 2B](#) – Directions to ask

In class

Optional warm-up: talk about the video in Classroom activity 1 – Actions and abilities (3 minutes)

1. Tell the class to think about the video from Classroom activity 1. Ask the students: 'Does the examiner use a map? Why?' (Answer: to help the student talk about places in the local area and use prepositions and give directions.)
2. Ask the class to give examples of examiner questions from the Grade 3 video.

Completing the map: choosing locations (5 minutes)

1. Create two break out Groups A and B. Give each break out group a copy Worksheet 1.
2. Ask break out Group A to decide where they want to put the different buildings on their maps. They need to use the A boxes only.
3. Ask break out Group B to decide where they want to put the different buildings on their maps. They need to use the B boxes only.

Giving directions (12 minutes)

1. After students have completed their maps give Group A [Worksheet 2A](#) and Group B [Worksheet 2B](#).
2. Bring the two groups together and give all the students video and microphone rights.
3. Tell one student from Group A to read one example from their list (A) asking a student from Group B for directions from ... to ... (eg 'Can you tell me how to get from the restaurant to the clothes shop?').
4. The Student from Group B then gives directions and Student A can mark on their map where the clothes shop is (it will be where student B had chosen to put it in stage 2).
5. Groups A and B then take it in turns to ask for and give directions. The objective is to complete the map. The students must not show each other their maps. Only when all of the students have asked all of the directions, can they show each other their maps and check to see if they are correct.

Using prepositions to describe the map (15 minutes)

1. Tell the class that they are going to say where the different buildings are on their maps.
2. The students can only use one of the four prepositions: next to, opposite, behind and between. Write these in the chatbox.
3. Ask students from each group to ask questions about the locations of the different places on their maps. For example, one student from Group B asks one student from Group A: 'Where is the café?' Then a student from Group A asks a student from Group B: 'Where is the clothes shop?'
4. The students describe where the buildings are on their maps: eg 'On my map, the theatre is next to the bank.' The students write the information on their own map.

5. After asking about all eight buildings, tell the students to compare their maps: *'Has anyone got the same map?'*
6. To finish, Set up break out rooms with 5-6 students in each room. Write these questions in the chatbox: *'What buildings are near your house?'* *'What can you see from your bedroom window?'* The students discuss this in their break out groups, or you can give everyone video and microphone rights and have a class discussion.

Jobs (10 minutes)

1. The students stay in their small groups and have to think of the names of all of the jobs they can see in the picture. Give them 5 minutes to discuss it and then ask the class to say who works in which building.
2. Use the structure: *'He's a ...'* or *'She's a ...'* It is very important that the students use *'a doctor'*, or *'a train driver'*. Practise the job names with some class repetition.