

Virtual 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.
- ▶ [Worksheet 1](#) and [Worksheet 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.
3. Ask students to download [Worksheet 1](#) and [Worksheet 2](#).

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 in the chat box: *'What does he/she do in their free time?'* and give students video and microphone rights so that they can discuss their ideas as a group.
3. When they finish talking, take a few suggestions from the group and put them in the chat box. 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 to download [Worksheet 1](#) which is 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 in the chat box are true.
3. Get them to compare their answers with the group and confirm all answers by eliciting and ticking correct options in the chat box.

How to talk about routine (10 minutes)

1. Ask students to download [Worksheet 2](#) if they have not already 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, you can give them video rights and ask them to show the others in the group. If not, the students could play their audios to each other.
2. For written tasks, invite students to read 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 in the chat box which they noted down when monitoring. Then give the students a few minutes to discuss 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 in the chat box. 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