

GESE Grade 3: directions, places and jobs

Level:
GESE 3 (CEFR A2.1)

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

Resources:

- ◆ Handout 1 (H/O1): Map

This includes vocabulary of places: *castle, school, restaurant, dentist's, bank, hospital, police station, bookshop/library, supermarket/shop, post office, park, car park, office, train station, toy shop, café, cinema, theatre, swimming pool, clothes shop, shoe shop, football stadium, bus station*

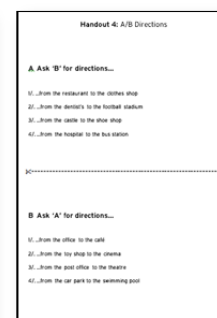
Jobs: *teacher, chef/cook, dentist, doctor, nurse, policeman/ police woman/police officer, shop assistant, postman/ postwoman, secretary, office worker/secretary, train driver*

- ◆ Handout 2 (H/O2): directions to ask. *Before the lesson:* cut (✂) H/O2 in to 2 halves.

Handout 1



Handout 2



Procedure:

1. Optional - Warm-up: talk about the DVD in Lesson 1 (3 minutes)

Tell the class to think about the DVD from Lesson 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.) Ask the class to give examples of examiner questions from the Grade 3 DVD.

2. Completing the map: choosing locations (5 minutes)

Organise the students into pairs (Student A and student B) and give H/O 1 (the map with blank spaces) to each student. Students **MUST NOT** show each other's maps.

Explain to the students that student A looks at the top half of the map and Student B looks at the bottom half of the map. There are 4 spaces on both halves (the A and B boxes on the map) and there are 4 buildings which are not yet on the map. The names of the missing buildings are written at the top of the A half of the map and the top of the B half of the map. Tell the students: *"You decide where to put buildings on your half of the map. But DO NOT show your partner!"* Student A puts the buildings in the 4 'A' boxes. Student B, puts the buildings in the 'B' boxes.

3. Giving directions (12 minutes)

After the students have completed their maps, give them H/O2, with the list of directions. Tell student A to read one example from their list (A) asking Student B for directions from ... to ...' (e.g. *"Can you tell me how to get from the restaurant to the clothes shop?"*). Student 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).

Student A and B then take it in turns to ask for / 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 were correct.

4. Using prepositions to describe the map (15 minutes)

Tell the class that they are going to say where the different buildings are on their maps. The students can only use 1 of the 4 prepositions: 'next to', 'opposite', 'behind', 'between'. Write these on the black/white board.

In the same A/B pairs, students ask their partner where the 4 buildings are that they added to the map in Activity 2. For example, student B asks student A: *"Where is the café?"* Then A asks: *"Where is the clothes shop?"* The students describe where the buildings are on their maps: e.g. *"On my map, the theatre is next to the bank."* The students write the information from their partners on their own map.

After asking about all 8 buildings, tell the students to compare their maps: *"Has anyone got the same map?"*

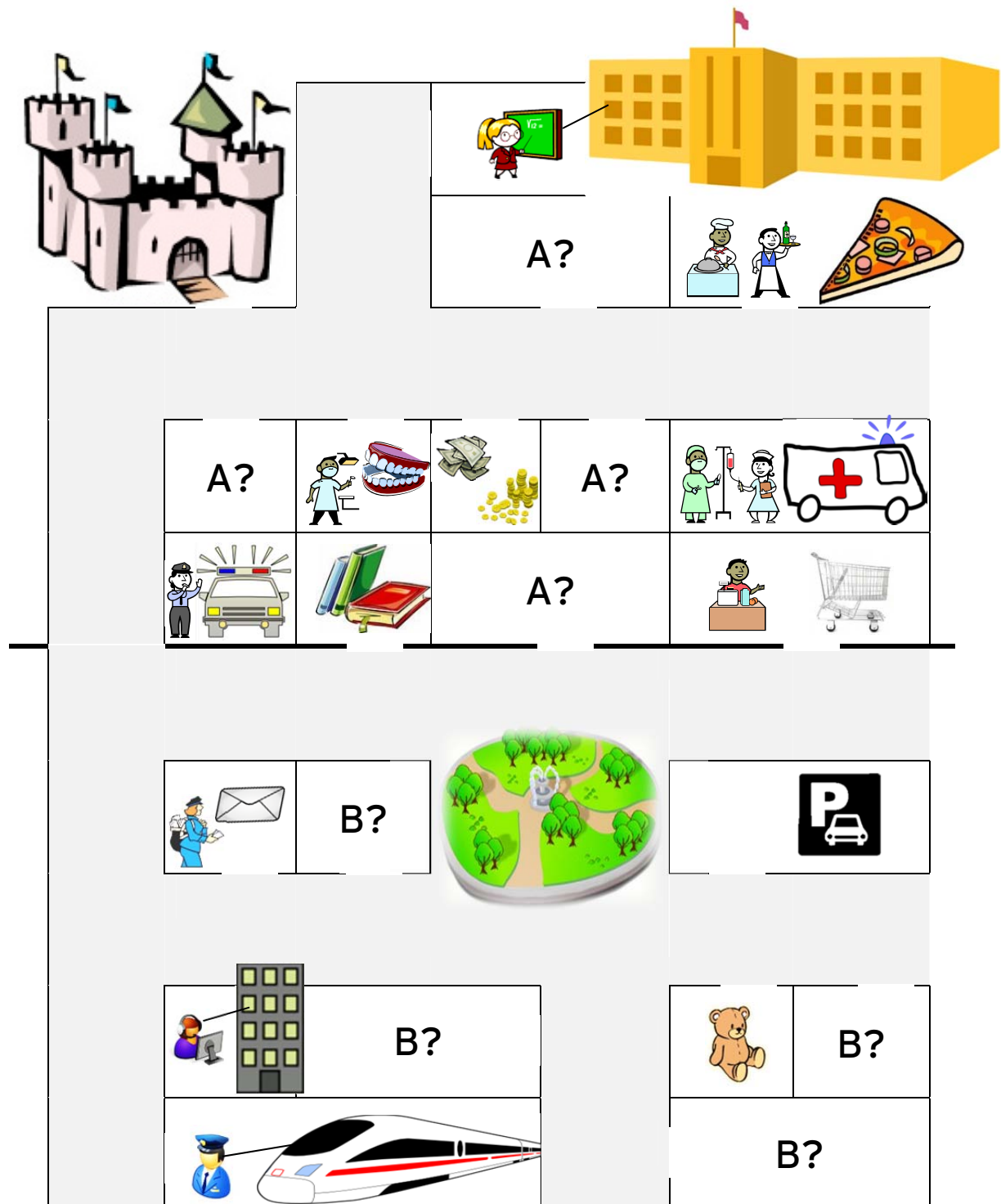
To finish, put the students into groups of 4. Write these questions on the black/white board: *"What buildings are near your house?" "What can you see from your bedroom window?"*

The students discuss this in groups, or you can have a class discussion.

5. Jobs (10 minutes)

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. 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.

A Write these place names on the map in the 'A' spaces:
café, cinema, theatre and swimming pool:



B Write these place names on the map in the 'B' spaces
clothes shop, shoe shop, football stadium, bus station

A

Ask 'B' for directions...

- 1/. ...from the restaurant to the clothes shop
- 2/. ...from the dentist's to the football stadium
- 3/. ...from the castle to the shoe shop
- 4/. ...from the hospital to the bus station



B

Ask 'A' for directions...

- 1/. ...from the office to the café
- 2/. ...from the toy shop to the cinema
- 3/. ...from the post office to the theatre
- 4/. ...from the car park to the swimming pool