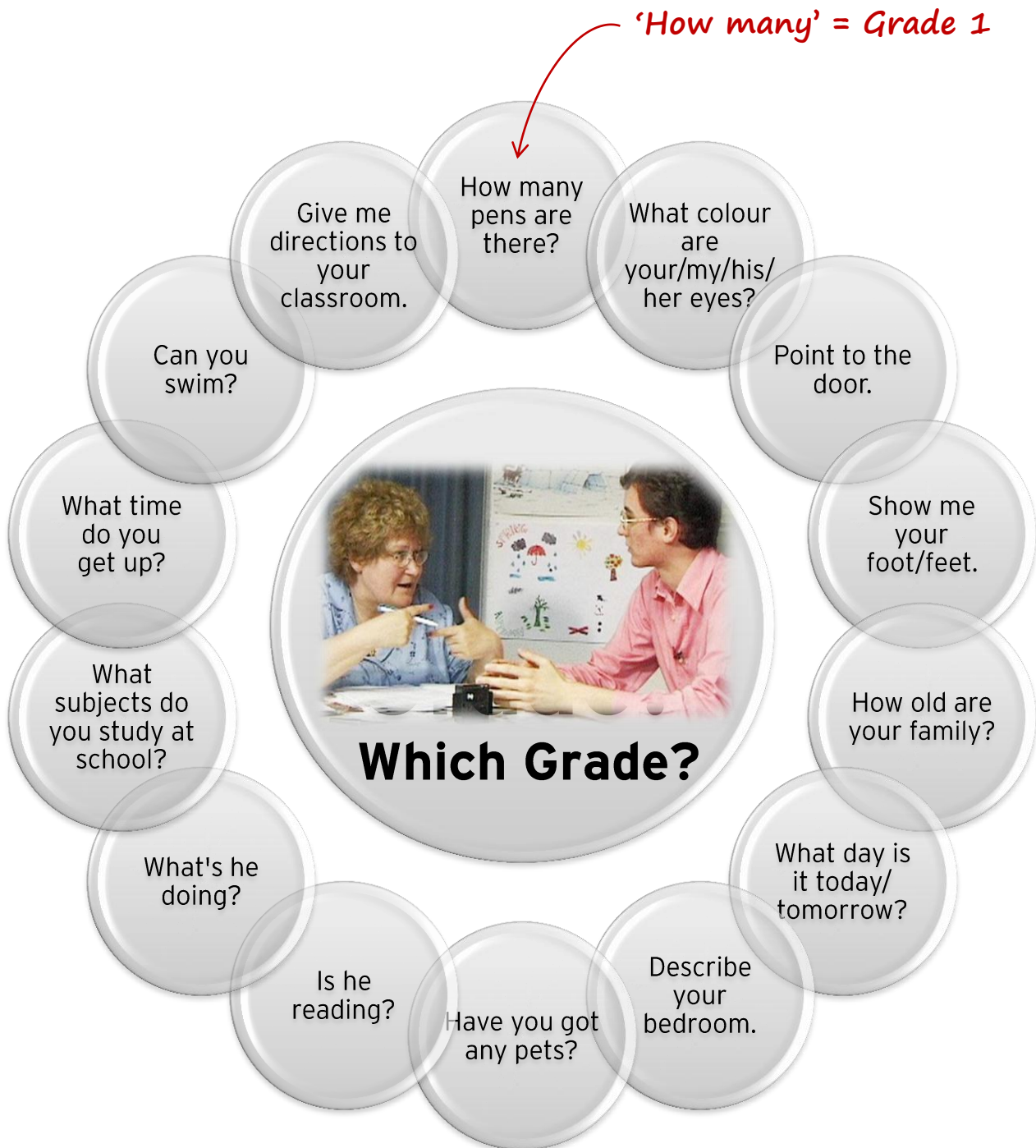


## Examiner prompts: which Grade - 1, 2 or 3?

Here are some example questions/prompts that the examiner might ask in the examination. What language items is the examiner trying to elicit? From which Grade - 1, 2 or 3? Look at the GESE Syllabus p.65 to help you.



## Grade 2 (A1): household objects and rooms

**Level:**  
GESE 2 (CEFR A1)

**Time:**  
1 x 30 minutes

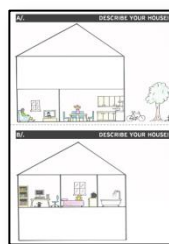
**Aims:**

- ✓ To practise vocabulary for GESE Grade 2: **household objects** , **rooms**, **prepositions**
- ✓ To develop communication skills
- ✓ To prepare candidates for the GESE Grade 2 exam

**Resources:**

- Handout 1 (H/O1): 'Describe your house'.  
(Before the lesson: cut (✂) this handout into 2 pieces - an 'A' copy and a 'B' copy)
- Sheets of paper for the students to use for drawing.
- GESE DVD: Grade 2

**H/O1 House**



**Procedure:**

**1. Warm-up: play the GESE Grade 2 DVD (10 minutes)**

Tell students that they are going to watch a DVD of the Grade 2 exam. Tell the students to listen for the questions that the examiner asks. Play the Grade 2 DVD.

After watching, ask the students which questions they heard.

**2. Group identify objects found in a house (10 minutes)**

Ask the students to say the names of the rooms in a house (e.g. living room, bedroom etc.) Divide the class into small groups of 3-4. Each group is given the name of one room e.g. living room.

On a large piece of paper, each group draws pictures of objects for each room.

The groups exchange pictures. Ask the students: "What do you see in the picture?" "What is missing? Can you add anything?" Each group adds vocabulary in each room.

(Option - the students can draw pictures of the objects on the board)

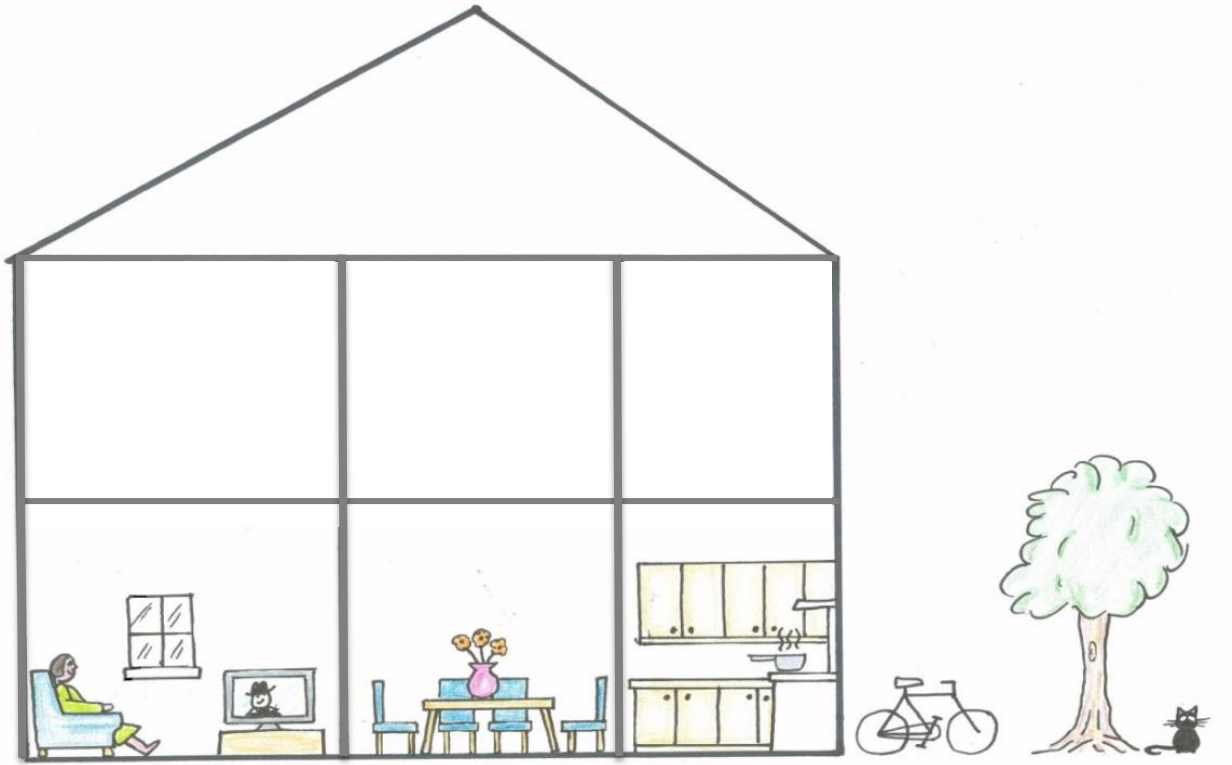
**3. Describe your house (10 minutes)**

Divide the class into pairs (A and B) and give each student their half of H/O 1 (A or B). The students MUST NOT show their partner their handout.

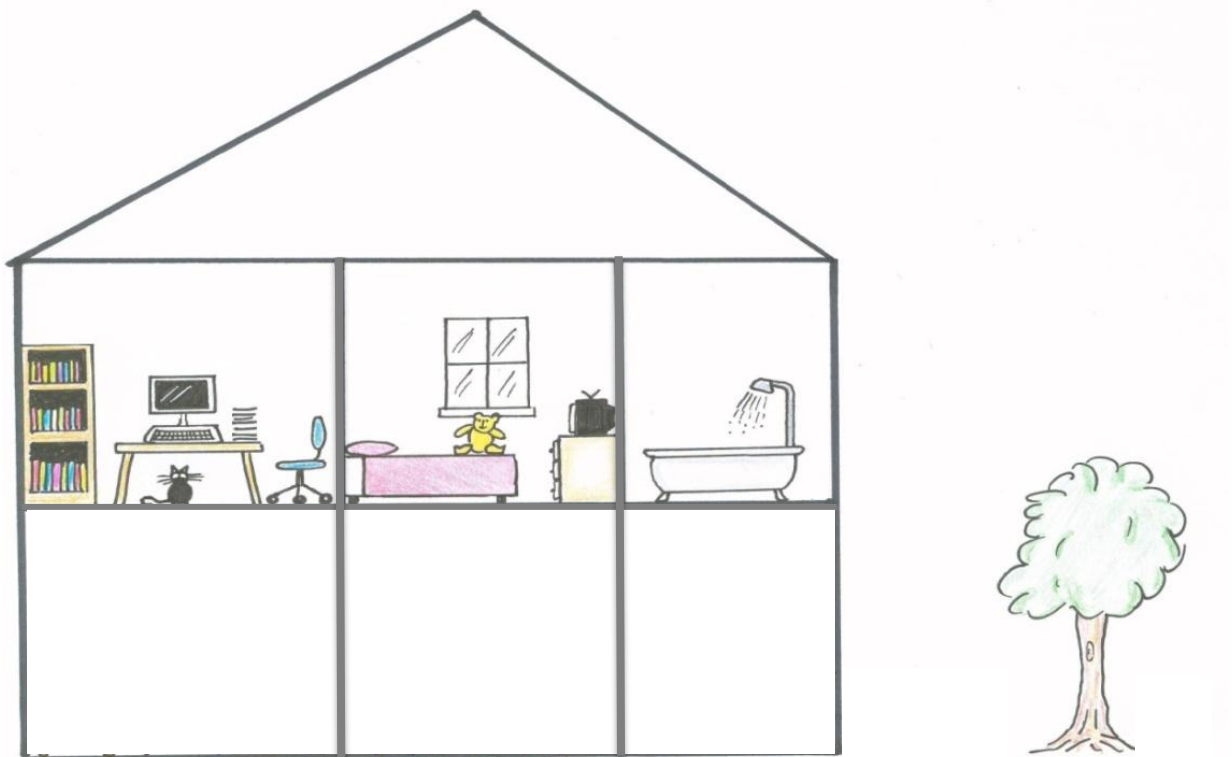
Each student describes their picture to their partner. Their partner draws the new information about the missing rooms and furniture on their handout. Students can also ask questions and clarify.

The pairs compare and check the new pictures.

**A/.DESCRIBE YOUR HOUSE!**



**B/.DESCRIBE YOUR HOUSE!**



## Grade 3 (A2.1): daily routines, ordinal numbers

**Level:**

GESE 3 (CEFR A2.1)

**Time:**

1 x 45 minutes, 1 x 15 minutes

**Aims:**

- ✓ To practise vocabulary for GESE Grade 3: **daily routines, ordinal numbers**
- ✓ To develop communication skills
- ✓ To prepare candidates for the GESE Grade 3 exam

**Resources:**

- Handout 1 (H/O1): daily routine pictures. *Before the lesson:* Cut up the pictures into individual cards. You need 1 set of cards for every student in the class
- Handout 2 (H/O2): table showing the times of day
- Resources: scissors

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**Procedure:**

**1. Routine information gap (45 minutes)**

Tell the class to think about a typical day. What do they do? Ask the class for suggestions. Write on the black/white board the following suggestions:

|               |                          |                  |
|---------------|--------------------------|------------------|
| - brush teeth | - play with the computer | - have a shower  |
| - get dressed | - watch tv               | - have breakfast |
| - have dinner | - go to bed              | - go to school   |
| - go home     | - wake up                | - have a shower  |

Put the students into A/B pairs (x2). Give each pair of students a pack of daily routine cards (H/O1). Tell them to decide which pictures represent which activities on the black/white board.

Give the students H/O2 (times of day). Student A arranges pictures on their timetable to represent their typical school day. Student A must not show student B their timetable! Student A then tells student B their routine as it is on the timetable. Demonstrate this with a student. Student B listens and then places their pictures on their timetable to be the same as student A. After finishing, students A and B check that they are correct. Now it's student B's turn to describe their day to student A.

Repeat the activity again with a new partner. But this time, the students must ask questions, for example: *'What time do you eat breakfast?'* *'What time do you do your homework?'* etc. At the end, students compare their answers to check that they are correct and have the pictures in the right sequence.

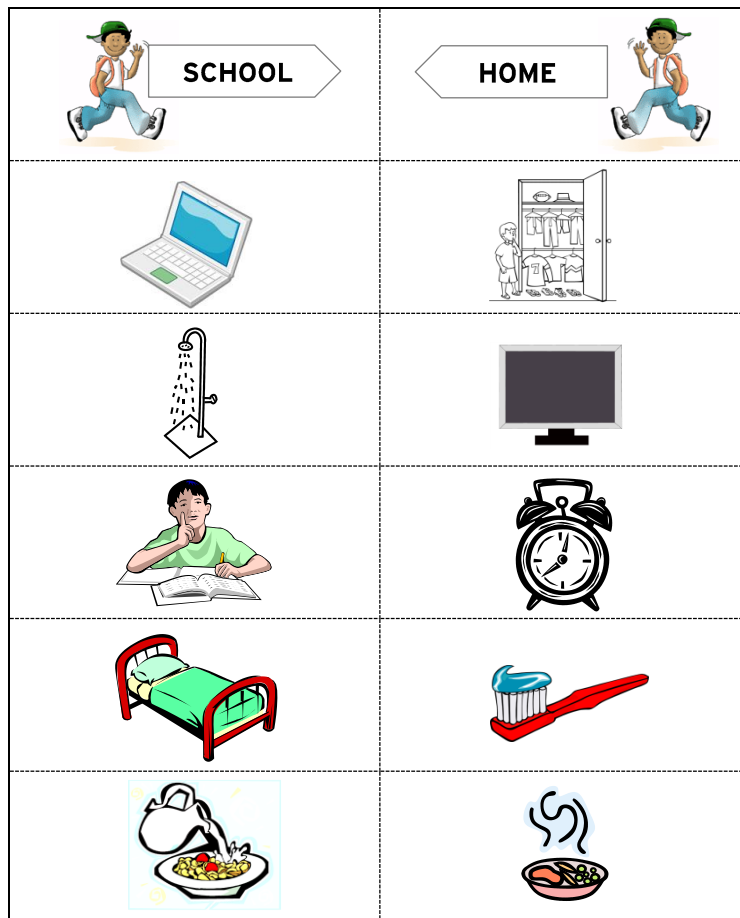
**Optional extra activity:** You can repeat this activity for a weekend or a free day - Students can also draw additional pictures of activities. The timetable could also be used to ask about subjects at school e.g. When do you study maths?

**2. Dates - The Birthday Line (15 minutes)**

Ask one student "What is the date today?" Make sure that the student uses an ordinal number in their response, for example: "The 23<sup>rd</sup> of February. The 14<sup>th</sup> of June." Then ask some more students "When is your birthday?"

Tell the class to ask each other in English "When is your birthday?" Each student then says their birthday aloud to check. The students form a line in order of birthdays - January at one side of the room and December at the other.

**Handout 1: daily routine (cut these pictures up ✂)**



## Handout 2: daily routine: what time do you...?

|       |  |
|-------|--|
| 06:00 |  |
| 07:00 |  |
| 09:00 |  |
| 10:00 |  |
| 12:00 |  |
| 13:00 |  |
| 14:00 |  |
| 15:00 |  |
| 17:00 |  |
| 19:00 |  |
| 21:00 |  |
| 23:00 |  |