

The teaching notes are organised according to the Language Functions in the syllabus. There are worksheets to accompany all sections.

Language Function 1	Describing daily routines and times
Other syllabus items	Prepositions of time <i>in, on, at</i> Link words <i>and, and then</i> Place of study Home life Free time
Prior knowledge	Present simple tense (including questions) Telling the time

Introduction

Revise the present simple tense for routines using your textbook or any other resources.

- The pupils can act out their daily routine and describe it as they perform.
- Use any appropriate song¹.

Daily routine A – Worksheet 1

- 1 Introduce the worksheet and the example. Elicit some ideas of what pupils do regularly, and when (*every day, on Saturdays, at the weekend, in the evening, etc.*).
- 2 Pupils draw and write about some of their regular activities to help them remember. They can draw, colour and then write speech bubbles.
- 3 Work with an able pupil, or an assistant, and model how to use the pictures. Ask *What do you do (in the evening / at the weekend / etc.)?* Also introduce *Tell me what you do every day / regularly / at the weekends / etc.*
- 4 Pupils then work in pairs (and then with the teacher/assistant) to talk about their pictures.

Daily routine B – Worksheet 2

- 1 Make a copy of the worksheet on the board. Model how to complete it before pupils complete it for themselves.
- 2 Model how to talk about daily routines using the worksheet on the board, e.g. *In the morning... I ...*
- 3 Demonstrate with an assistant or an able pupil asking and answering questions about routine before pupils work in pairs or groups to practise.
 - *What do you do in the morning / evening? When do you ...?*
 - *In the morning / afternoon / evening I ...*
 - *On school days I ...*
 - *I get up / have breakfast / go to school / at ...*
 - *... and ..., ... and then ...*

As a further activity pupils can work in pairs with a new blank copy of **Worksheet 2**. They take turns to describe their daily routine as their partner makes notes on the worksheet. At the end they can compare / check that the information has been taken down correctly.

¹ E.g. see <http://www.dreamenglish.com/wakeup>

Language Function 2**Giving dates**

Other syllabus items

Ordinal numbers up to 31st for dates

Prior knowledge

Months of the year

Cardinal numbers

Introduction to ordinal numbers

Introduction

- Revise the months of the year.
- Use any appropriate song¹.

Ordinal numbers A – Worksheet 3

- 1 Cut up one worksheet. Give one month each to 12 different pupils. Ask them to arrange themselves, in the correct order, at the front of the class (the rest of the class can help).
Alternatively, pin one month to the back of each pupil's shirt. They face away from the rest of the class who then give instructions to put them in the correct order.
- 2 Cut up one complete worksheet for each pupil or pair of pupils. They put the months in the correct order.
- 3 Revise ordinal numbers.

Ordinal numbers B – Worksheet 4

- 1 Give out copies of **Worksheet 4a** and cut up one **Worksheet 4b** for each pupil. They then match the word with the number on **Worksheet 4a**. They can glue the word in place.
- 2 Cut up one copy of **Worksheet 4a**. Give one number to each pupil at random. If you have more than 24 pupils in the class, write extra numbers on pieces of paper. Pupils have to get themselves in the correct order at the front of the class. They then say the numbers in order.
- 3 Practise dates. Give pupils a piece of paper and ask them to write the date of their birthday. Ask each pupil *When's your birthday?* They say the date as they display their paper. They then get themselves in order around the classroom according to birthdays. Encourage them to say a full sentence, e.g. *My birthday is on the 12th of October.*

Birthday calendar – Worksheet 5

- 1 Introduce the worksheet by displaying a copy. Ask a pupil when their birthday is, and record their name and date on the worksheet. Pupils then go around the class asking questions and recording dates and names.
- 2 Ask pupils to report back. Ask *When is Antonio's birthday?* and elicit *It's January 16th* or *His birthday is on the 16th of January.*

May calendar – Worksheet 6

- 1 Divide the class into two groups (A and B). Hand out **Worksheet 6a** to each of the pupils in Group A, and **Worksheet 6b** to each of the pupils in Group B.
- 2 Demonstrate that pupils in groups A and B have different information. Ask *Can you see when Paulo's birthday is?* Group A will be able to find it but Group B do not have the answer on their sheet. Ask Group A *When is Paulo's birthday?* and elicit the answer.
- 3 Explain that they are going to exchange information. Demonstrate how to do the activity with an assistant or an able pupil. Give examples of the questions to ask.
- 4 Put the pupils into A and B pairs to do the activity. When they have finished, they can put the two calendars together to check that they now both have all 12 pieces of information under the correct dates.

¹ E.g. see <http://www.dreamenglish.com/months>

Language Function 3**Expressing ability and inability**

Other syllabus items

Can and *can't*

Prior knowledge

Vocabulary of some common activities

Introduction

- Revise the use of *can* and *can't*.
- Use any appropriate song¹, e.g. 'I can run' and 'Can a flea climb a tree?'

What I can and can't do – Worksheet 7

- 1 Introduce the worksheet and check that pupils can identify all 12 activities.
- 2 Pupils then complete the worksheet with ticks and crosses as appropriate.
- 3 Briefly demonstrate the next stage of the activity with an assistant or an able pupil before pupils talk in pairs about ability using *I can ... but I can't ...*

Questionnaire about ability – Worksheet 8

- 1 Introduce the worksheet and check that pupils can identify all 8 activities.
- 2 Divide the class into groups of four. Each pupil writes the names of the other three pupils in their group at the top of the worksheet.
- 3 The pupils take it in turns to answer the questions: the other three ask the questions and record the answers with a tick or a cross.
- 4 Elicit feedback from the groups. For example, ask a group, *What can you tell me about Gina?* Pupils find the answers and reply, e.g. *Gina can swim and ski but she can't cook.*

Find someone who ... (ability) – Worksheet 9

- 1 Introduce the activity so that pupils know what they are going to do.
- 2 Cut up enough copies of the worksheet to give each pupil three or four instructions (there will be duplication). Give them a few minutes to read their instructions and prepare their questions. Elicit some of the questions, e.g. *Can you play basketball?*
- 3 Pupils then move around the class asking their questions until they find someone who answers *Yes, I can*. They record the name of the person. The activity continues until all pupils have finished, but there may be one or two questions to which nobody can answer *Yes, I can*. For these, tell pupils to record *Nobody*.
- 4 Now give pupils a copy of the entire worksheet. Pupils then complete the full worksheet as you collect feedback. Find out which pupils had each instruction and elicit an answer from them, e.g. *Who can ski?* Check with the pupil whose name is given that the information is true. Try to elicit extra information where possible to give practice of other structures, e.g. *Where do you ski? Who do you ski with?* etc.
- 5 If you prefer, you could get the entire class to find answers to the whole worksheet from each other but this will involve all of the class asking and answering questions for quite some time.

¹ <http://learnenglishkids.britishcouncil.org/en/songs>

STAGE 1 Teaching the syllabus

Language Function 4**Giving very simple directions and locations****Other syllabus items**

Prepositions of place *near, in front of, behind, opposite*
(plus prepositions from Grade 2 *between, next to*)
Prepositions of movement *from, to, up, down, along, across*
Places in the local area

Prior knowledge

Imperative

This is the largest and most challenging topic so it has been broken down into three sections.

A Places in the local area.

B Describing position/location (*the bank is next to the hospital*).

C Giving simple directions (*turn right, go across the road, it's on the left*).

A Places in the local area – Introduction

Teach/Revise the names of local places, focusing on those places featured in Worksheet 10 and any others that are important in your area. You could cut up a copy of the worksheet or use larger flashcards of the pictures.

Places in the local area – Worksheets 10a and 10b

- 1 Introduce **Worksheet 10a** and elicit the names of the places.
- 2 Pupils label the pictures.
- 3 In another lesson repeat the procedure with **Worksheet 10b**.
- 4 Note: There are too many items to be dealt with in one lesson.

B Location – Introduction

Revise and practise prepositions of place and describing position by using objects in the classroom and pupils, e.g. *Gina is next to Julio. Julio is in front of Isabel*.

Map of a town – Worksheet 11

- 1 Hand out the worksheet and introduce the map. Elicit the names of the places already marked on the map. Explain that the pupils have to put (or stick) the other buildings and places in position. Cut up a copy of **Worksheet 10a** for each pupil.
- 2 Dictate instructions to complete the map. Model the first example, e.g. *The hospital is opposite the park*. Find the picture of the cinema and then place it over the question mark opposite the park on the map. As you do it, talk about what you are doing to explain the process. Encourage the pupils to ask for repetition or clarification if they need it. Then dictate where to put the other five “mystery” places, following the same procedure.
- 3 When the map is finished elicit feedback. Ask *Where is the hospital?* and elicit *It's opposite the park*. etc.

Note: In the exam, pupils may be asked about their own town/village etc. Practise this by saying *Tell me about the town/village where you live*. Encourage pupils to make full sentences such as *There are lots of shops, there's a supermarket and a post office but there isn't a bank*, etc. (The plural 's' is often omitted, so listen to their responses carefully and emphasise this when giving feedback.) Also ask direct questions such as *Is there a cinema in your town?* and encourage pupils to respond with *Yes, there is./No, there isn't*.

- 4 Pupils work in A-B pairs.
 - a Give each pupil a fresh copy of **Worksheet 11**.
 - b Give A pupils a set of “place” images cut from **Worksheet 10a**; give B pupils the images from **Worksheet 10b**.
- 5 Pupils work in pairs to exchange information.
 - a Pupil A designs a town by putting some pictures of places from **Worksheet 10a** on their own map.
 - b Pupils sit back-to-back. Pupil A gives instructions to Pupil B to complete the town – as in Step 2 above. Pupil B should ask for repetition or clarification as needed.
 - c The pairs then check that their two towns are the same.
 - d Pupil B now designs a town using places from **Worksheet 10b** and they repeat the process.

C Directions – Introduction

- Play the game *Robots*. Blindfold one pupil and give him/her instructions to move, e.g. *Go forward three steps. Stop. Turn right*, etc. Pupils can then give the directions. This is better played outside but pupils must be properly supervised to ensure that they do not direct ‘the robot’ into a dangerous obstacle.
- Use chalk or tape to mark out ‘streets’ in the playground or on the sports field. Dictate directions to the pupils to move around the ‘streets’.
- Give pupils directions around the school. This would be a good time to incorporate prepositions of movement as these are useful when giving directions, e.g. *Go along the road, go across the park and the school is opposite the church or Go along the corridor, down/up the stairs and my class is opposite the teachers’ room*.

Giving directions – Worksheet 12

- 1 Gather the pupils around one copy of **Worksheet 12**. You will also need a small model of a person or a counter from a board game.
- 2 Demonstrate by moving the model around on the map, e.g. *Look! I’m at the school. I want to go to the park. Where do I go?/How can I get there? I go out of school. Turn right. Go to the end of the road. Turn left. There’s the park*.
- 3 Elicit directions from the pupils. Say *I’m now at the park. I want to go to the supermarket. Where do I go?/How can I get there?*
- 4 Give individual pupils practice doing this with you or an assistant.
- 5 Pupils can also practise in pairs using copies of **Worksheet 12** and models or counters (they will need one per pair of pupils).

Language Function 5	Describing current activities of real people or those in pictures
Other syllabus items	Present continuous tense, use of contractions where appropriate Jobs
Prior knowledge	Introduction to present continuous tense Items of clothing

Introduction

- Mime game. Mime actions for pupils to guess, e.g. *Are you playing tennis?* Pupils can then perform the mimes.
- Use of pictures/flashcards of actions for pupils to describe. Collect pictures from magazines, newspapers, etc., to use to expand the pupils' vocabulary. Also use the pictures in school textbooks.
- Use pictures to revise items of clothing (Grades 1 & 2) so that, if necessary, pupils can say *He's wearing black trousers and a white cap*, etc.

Activities – Worksheet 13

- 1 Introduce **Worksheet 13** and elicit the action verbs.
- 2 Model different ways of talking about the actions.
 - Correcting: Hold up the picture of *running* and say *He's swimming*. Elicit *No, he's running*.
 - *X or Y?*: Hold up the picture of *running* and ask *Is he swimming or running?* Elicit *He's running*.
 - Open: Hold up the picture and ask *What's he doing?* Elicit *He's running*.
- 3 Pupils work in pairs with a copy of the worksheet and practise talking about the pictures in the same way.

Jobs – Worksheet 14

- 1 Introduce **Worksheet 14** and elicit the name of the jobs. Take the opportunity to do more practice on actions. Ask *What's her job? She's a pilot. What is she doing? She's flying a plane.* etc.
- 2 Pupils ask and answer in pairs to practise the vocabulary of jobs – *What's his/her job? She/He's a ...* .
- 3 Introduce the idea of asking more than one question about a picture, e.g. ask *What's her job? What's she doing? Can you ...? Do you like ...?*
- 4 Pupils work in pairs or small groups to talk about the jobs in the same way.

STAGE 1 Teaching the syllabus

Language Function 6

Describing states in the past

Other syllabus items

Past tense of the verb *to be*
Weather

Prior knowledge

Introduction to *was/were*
Days of the week
Months of the year

Introduction

- Revise *was/were* using your textbook.
- Practise the following questions with the pupils:
Are you at home now? No, I'm not.
And last night? Yes, I was at home last night.
How old are you? I'm seven (years old).
And how old were you last year? I was six (years old).
Were you at school yesterday? Yes, I was./No, I wasn't.
Where were you yesterday morning? I was at school/at home.
- Revise days and months. Present and practise questions *Today is And yesterday? Yesterday was This month is And last month? Last month was*

Where were they? – Worksheet 15

- 1 Introduce the worksheet pictures and ask *Where were they at eight o'clock yesterday evening?*
Elicit the answers.
- 2 Pupils complete the answers to give practice in the use of *was* and *were*.
- 3 Pupils then work in pairs to ask answer the questions.

The weather – Worksheet 16

- 1 Talk about the weather today and yesterday. Revise and practise the vocabulary of weather.
Practise the following questions and answers:
What's the weather like today? Today it is
What was the weather like yesterday? Yesterday it was
- 2 Introduce the worksheet. Pupils complete the sentences about the weather today and yesterday at the top. Elicit and practise the vocabulary.

Language Function 7	Asking simple questions about everyday life
Other syllabus items	Place of study Home life Free timer
Prior knowledge	Present simple tense

Introduction

The emphasis here is on the pupils' ability to ask simple questions, so give examples of the sorts of questions to ask.

- Play the *Question-asking* game. The pupils ask you as many correct questions as they can in one minute. Answer the good questions and count them. At a later session remind them of how many correct questions they asked during the minute and challenge them to improve on it. Repeat over a few weeks until they are asking questions rapidly and fluently.
- Show pictures of common activities (you can use **Worksheets 7, 13 and 14** again, plus other pictures). Demonstrate how a conversation can develop using questions, e.g. *What is she doing? (She is using a computer.) Do you use a computer? Do you have a computer at home? Is it in your bedroom? Where is it?*
- Pupils choose similar pictures (from the worksheets or elsewhere) and ask them to think of questions to ask others. Elicit some of these questions before pupils practise in pairs.

Questions and answers – Worksheet 17

- 1 Cut up a copy of the worksheet. Give half of the class a question and the other half an answer, at random. Pupils read what is on their piece of paper and make sure they understand it.
- 2 Pupils move around the classroom. Those with questions ask other pupils their question. When they find a question and answer that match, they have found their partner and they make a pair.
- 3 When all pupils have found their partners, ask each pair to read out their questions and answers.

STAGE 2 Preparing for the conversation-based exam

You can use the following teaching notes and the accompanying **Assessment sheets** to prepare the pupils for the exam.

The teaching notes are once again organised according to the Language Functions in the syllabus but in the exam the examiner may choose to move naturally between them, however, and others from the Grades 1 and 2 syllabuses, as is natural in conversation. For example, *What's he doing?* [*He's swimming.*] *Can you swim?* [*Yes, I can.*] *Do you swim in the sea?* [*No, I swim in the pool.*] *Where is the pool?* [*It's at school/In the town/Near the park.*] It is important to build this flexibility into the exam preparation.

There will be a very short initial phase in which the examiner will try to put the pupil at ease. They may also start with a few simpler general questions. Some of these may use syllabus items from Grades 1 and 2 (see the questions in the Preparation notes for Primary 1). However, the majority of questions in the exam will be based on the Grade 3 syllabus.

The examiner will have a set of pictures, maps, etc., to serve as a visual stimulus for questions but in most cases will use these only to introduce a subject. Many of the questions will be personal to the pupils, e.g. [showing a picture] *What's she doing?* [*She's eating breakfast.*] *When do you have breakfast?*

Some example questions for this early stage:

- *Good morning/afternoon! How are you?*
- *What's your name?*
- *What's your surname/last name?*
- *What's your mother's name?*
- *How old are you?*
- *Where do you live?*

STAGE 2 Preparing for the conversation-based exam

Language Function 1	Describing daily routines and times
Other syllabus items	Prepositions of time <i>in, on, at</i> Link words <i>and, then</i> Place of study Home life Free time
Prior knowledge	Present simple tense (including questions) Telling the time

Visual stimulus: Assessment sheet 1

Sample questions	Commentary
What is he/she doing?	[using Assessment Sheet 1] The examiner may use the pictures to practise more than one language function/area of grammar. In this case the pictures can be used to test knowledge of the present continuous and the present simple for routines.
He gets up at eight o'clock.	[using Assessment Sheet 1] Apart from questions, the examiner sometimes points to pictures and makes false statements to test comprehension of the affirmative form as well as question forms. Pupils need to correct these mistakes, e.g. <i>No, he gets up at seven o'clock.</i>
Does he go to bed in the morning?	[using Assessment Sheet 1] Encourage pupils to use longer answers – so rather than just <i>No, he doesn't.</i> , they should aim for <i>No, he doesn't. He gets up in the morning.</i>
What's the time? / What time is it? What time do you ...? / When do you ...? What do you do at ... o'clock?	Get pupils used to different forms of the questions.
What do you do in the morning/ afternoon/evening? What do you do before/after school? What do you do at weekends? What do you do on Saturday morning / Sunday evening?	These questions give the pupils the opportunity not only to use the preposition of time <i>in</i> but also to give a longer answer made up of several activities using the link words <i>and</i> or <i>and then</i> . Encourage them to give longer answers to demonstrate their ability, e.g. <i>I get up and then I have breakfast.</i>

STAGE 2 Preparing for the conversation-based exam

Language Function 2	Giving dates
Other syllabus items	Ordinal numbers up to 31st for dates
Prior knowledge	Months of the year
	Cardinal numbers
	Introduction to ordinal numbers

Visual stimulus: Assessment sheet 2

Sample questions	Commentary
This is the 3 rd . Is this the 22 nd ?	[using Assessment Sheet 2] Pupil to correct as necessary, <i>No, it's the 5th. No, it isn't. It's the 27th.</i>
What number is this?	[using Assessment Sheet 2]
What number is after/before 2nd/21st?	
What's the date today?	
When is Christmas? What date is Christmas?	
When is your birthday? What date is your birthday?	
When is your mother's/father's birthday?	

Language Function 3	Expressing ability and inability
Other syllabus items	<i>Can and can't</i>
Prior knowledge	Vocabulary of some common activities

Visual stimulus: Worksheet 7

Sample questions	Commentary
What is he/she doing?	[using Worksheet 7] The examiner may use a picture to introduce the activity before asking about the pupil's ability. Prepare them for this.
Can you read? swim? drive a car? play the guitar? ski? play tennis? etc.	Answers <i>Yes, I can/No, I can't</i> are sufficient but this is an opportunity for the pupils to do better. They can add longer answers or ask the examiner questions, e.g. <i>Yes, I can swim very well. No, I can't ski but I'd like to. No, I can't drive a car – can you?</i>
Can your mother father grandmother etc.	drive a car? run fast? play football? etc.

STAGE 2 Preparing for the conversation-based exam

Language Function 4**Giving very simple directions and locations**

Other syllabus items

Prepositions of place *near, in front of, behind, opposite*
(plus those from Grade 2 *between, next to*)
Prepositions of movement *from, to, up, down, along, across*
Places in the local area

Prior knowledge

Imperatives

Visual stimulus: Assessment sheet 3 and/or Worksheet 12

(Note that these are similar but the features of the town are different and in different positions.)

Sample questions		Commentary
What is this?		[using Assessment Sheet 3 or Worksheet 12 to practise the vocabulary of places in the local area]
Where is the	supermarket? church? bank? school? etc.	[using Assessment Sheet 3 or Worksheet 12] Pupils need to describe the location using prepositions of place, e.g. <i>It's next to / near to / opposite the ...</i>
I am here in the park. I want to get to the school. Tell me what to do. I am at school. I want to go to the cinema. Help me, please. etc.		[using Assessment Sheet 3 or Worksheet 12 and the small model of a person used with Worksheet 12] Pupils can use the model to help them visualise the directions. The more precise they can make the directions, the better. Longer answers will do better, e.g. <i>You go out of the park. You turn right. You go along the road to the end. The school is on your left.</i>
Do you live near to school? Tell me how to get from your house to school.		<i>I go ... I turn right / left and ...</i>
Tell me about your town/village.		<i>There is a church and a cinema but there isn't a swimming pool. There are two parks and a lot of shops.</i>
Where is your classroom?		<i>Go along the corridor, go down the stairs and my classroom is on the right.</i>

STAGE 2 Preparing for the conversation-based exam

Language Function 5	Describing current activities of real people or those in pictures
Other syllabus items	Present continuous tense, use of contractions where appropriate Jobs
Prior knowledge	Introduction to present continuous tense Items of clothing

Visual stimulus: Worksheets 13 and 14

Sample questions	Commentary
He/She/It is swimming. They are swimming.	[using Worksheet 13] Pupils to correct as necessary.
Is he/she/it running fast? Are they running fast?	[using Worksheet 13] Encourage pupils to use longer answers, e.g. rather than just <i>No, he isn't</i> , they should say what he is doing, e.g. <i>No, he is walking</i> .
What is he/she/it doing? What are they doing? What is he/she wearing?	[using Worksheet 13 or 14]
What is he/she? What is his/her job?	[using Worksheet 14]
What does your mother/father do? What is she/he doing at the moment?	

STAGE 2 Preparing for the conversation-based exam

Language Function 6

Describing states in the past

Other syllabus items

Past tense of the verb *to be*
Weather

Prior knowledge

Introduction to *was/were*
Days of the week
Months of the year

Visual stimulus: Worksheet 16

Sample questions	Commentary
It's rainy/sunny etc.	[using Worksheet 16] Pupils to correct as necessary.
What's the weather like?	[using Worksheet 16]
What's the weather (like) today?	Encourage pupils to use longer answers, e.g. <i>It's sunny and very hot.</i>
What was the weather like yesterday? Tell me about the weather yesterday.	
Were you at school yesterday?	Encourage a longer answer, e.g. <i>No, I wasn't at school. I was at home.</i>
How old are you? And how old were you last year?	Encourage a longer answer, e.g. <i>I was six (years old) last year.</i>
Are you at home now? And last night?	This demands a full answer, e.g. <i>Yes, I was at home last night.</i>
Where were you yesterday morning?	
And your mother, where was your mother yesterday morning? And your father, was your father with you yesterday afternoon?	Encourage an answer with more information, e.g. <i>She was at home. She was in the garden.</i>

STAGE 2 Preparing for the conversation-based exam

Language Function 7	Asking simple questions about everyday life
Other syllabus items	Place of study Home life Free time
Prior knowledge	Present simple tense

Visual stimulus: Worksheet 13

Sample questions	Commentary
What do you do in your free time?	This is an ideal time for pupils to ask the examiner a question in a natural way. e.g. <i>I play tennis in my free time. Do you play tennis? / What do you do in your free time?</i>
What do you do after school?	[using Worksheet 13 and other known activity vocabulary]
What do you do on Saturdays/Sundays?	[using Worksheet 13 and other known activity vocabulary]
What can you tell me about your school? Tell me about your school. Describe your classroom.	
Do you have a computer at home? Do you use it? What do you use it for?	
Do you have a question for me? Ask me a question.	Pupils should have some questions prepared. However, it is much better if they ask their questions at an appropriate time in the conversation rather than waiting for the examiner to prompt them in this way.