

Classroom activity 2 – Developing a topic

Grade: GESE Grade 5 and 6 (CEFR B1)

Focus: The Topic phase

Time: 2x 45 minutes

Aims:

- ▶ To use mind maps to help plan the topic
- ▶ To plan the topic by thinking about the language of Grades 5 and 6
- ▶ To practise interviews based on topic forms

Materials needed:

- ▶ Students' mind maps for their chosen topic from Classroom activity 1 – Choosing a topic
- ▶ The list of Grades 5 and 6 language from Classroom activity 1 – Choosing a topic
- ▶ From this Classroom activity: Worksheet 1 – Example topic form for Grade 5
- ▶ Worksheet 2 – Example topic form for Grade 6
- ▶ Worksheet 3 – Example prompts for Grade 5. You need one worksheet for every three students
- ▶ Worksheet 4 – Example prompts for Grade 6. You need one worksheet for every three students

Preparation

1. Make copies of Worksheet 1 or 2, depending on their grade, for all students.
2. Copy and cut up Worksheet 3 or 4 into 18 individual question cards. Make enough copies for each group of three students to have a set of 18 cards. Put each set of cards into an envelope or small bag.

In class

Session 1 – Grade 5 and 6 language and mind maps

Demonstrating mind maps for the topic (10 minutes)

1. The students need their final mind maps and the list of language of the Grade from Classroom activity 1 – Choosing a topic.
2. Do a demonstration on the board. Draw a mind map on the board and ask the class for an idea for a topic. Remember not to use 'pets/best friends/family' or any of the six general subject areas for the Conversation phase from Grades 5 and 6. Encourage students to think of a specific topic which is personal.
3. Write the title of the topic in the middle of the mind map and ask the students to suggest different ideas connected to the topic. Accept around 10 to 12 different ideas and add them to the mind map on the board.

Grade 5 or 6 language and the demonstration mind map (10 minutes)

1. Decide if you want to use Grade 5 or 6 for your demonstration.
2. Next, tell the students to look at the list of language for your chosen demonstration from Classroom activity 1 – Choosing a topic. Ask them to think of ways of using the language of the Grade to talk about each of the topic points on the mind map on the board.
3. You can do this as a class activity, or give the students 5 minutes to think about it and then tell you their answers.

Grade 5 or 6 language and the students' own mind maps (15 minutes)

Tell the students they have 15 minutes to look at their mind maps and try to use as many examples as possible of the language of the Grade with each point on their mind map. Tell them it's OK if they find that some are too difficult, they can move to the next mind map point.

Choosing the best topic points (5 minutes)

Tell the students to choose the best five mind map points for Grade 5 and the best six points for Grade 6. The best ones are those that generate the most ideas and the most language of Grade 5 or 6.

Completing a topic Form (5 minutes)

Give the students a copy of Worksheet 1, the Grade 5 topic form or Worksheet 2, the Grade 6 topic form, and tell them to write their best four points on the topic form.

Session 2 – Practising the topic

Thinking of Grade 5 or 6 questions (10 minutes)

1. In order to warm the students up, tell them to look at the demonstration mind map on the board and ask them to think of questions that they could ask about the topic.
2. They must try to use Grade 5 or 6 language. For example:

Grade 5:

- ▶ Have you ever...?
- ▶ What/where/when do you think you will...?
- ▶ Why...?
- ▶ How many times have you...?
- ▶ Which one do you prefer?
- ▶ How important is...? Why?

Grade 6:

- ▶ Tell me what must/mustn't you...?
- ▶ What do/did/will you need to...?
- ▶ What's your opinion of...?
- ▶ Tell me what were you doing when...
- ▶ What do/will you do if...?
- ▶ What might happen if...?
- ▶ Do you think you might...?
- ▶ In 6 months' time/ this time next year...
- ▶ Tell me what are you doing this time next week/month/year?
- ▶ Do you have to...X (in order) to...Y?

3. Tell the students that 'Tell me' is a very popular phrase in English. It is possible that the examiner will use 'Tell me', so it is a good idea to practise using it.

Students Interview each other about their topics (25 minutes)

1. Tell the students to change their seats and sit in new groups of three, all of the same Grade. Ask each group of three to decide who is A, who is B and who is C. When each group has decided, tell them that:
 - ▶ A is an examiner
 - ▶ B is an examiner
 - ▶ C is a candidate.
2. Show the class the question cards from Worksheet 3 or 4 (depending on level). Tell the class that students A and B must use the question cards and take turns to ask student C questions about student C's topic Form.
3. Decide which Grade you are going to demonstrate, Grade 5 or 6. Show the class the question cards from Worksheet 3 (Grade 5) or Worksheet 4 (Grade 6). Tell the class that A and B must use the question cards and take turns to ask student C questions about student C's topic form. Demonstrate to the class how this works, including how to complete the questions cards which have some missing words.
4. Give students A and B a set of the questions cards. A and B ask C questions about C's topic form and C must answer the questions by trying to use the language of the Grade.

5. After 5 minutes, stop the activity. Tell the class to swap roles:
 - ▶ A is a candidate
 - ▶ B is an examiner
 - ▶ C is an examiner.
6. Repeat the activity using student A's topic form. The students can re-use the question cards if they finish all of the questions. After 5 minutes, stop the activity and change roles one more time:
 - ▶ A is an examiner
 - ▶ B is a candidate
 - ▶ C is an examiner.
7. Repeat the activity. If you prefer, this activity can be longer, it could be as much as 45 minutes. In order to prepare for the exam, it is a good idea to use the activity many times.

Feedback and development (10 minutes)

Ask for feedback from the class: Which questions were the best? Which questions produced long answers? Which points on the topic forms were easy to talk about? Which points on the topic forms were hard to talk about? Ask the students if they want to completely change their topic and try something new. This is OK, and is part of the process of developing the best topic.

Worksheet 1 – An example Grade 5 topic form

**Graded Examinations in Spoken English
Topic Form – Grade 5**

The diagram consists of a central box labeled "Title of topic:" with two horizontal dotted lines for writing. Five arrows point from this central box to five surrounding boxes. Two boxes are positioned above the central box, and three are below it. Each of these five surrounding boxes contains two horizontal dotted lines for writing.

The information on this form must be presented to the examiner during the exam.

Please note that some Topic Forms might include the candidate number and name pre-printed on the form, and others may not. Both types of form are acceptable.

Worksheet 2 – An example Grade 6 topic form

**Graded Examinations in Spoken English
Topic Form – Grade 6**

The diagram consists of a central rounded rectangular box with the text "Title of topic:" and two horizontal dotted lines for writing. Five arrows point outwards from this central box to five other rounded rectangular boxes arranged around it. Each of these five outer boxes also contains two horizontal dotted lines for writing. The boxes are positioned at the top, top-left, top-right, bottom-left, and bottom.

The information on this form must be presented to the examiner during the exam.

Please note that some Topic Forms might include the candidate number and name pre-printed on the form, and others may not. Both types of form are acceptable.

Worksheet 3 – example prompts for Grade 5

IMPORTANT! These are only example prompts. The real exam will contain other questions. (Cut these prompts into 18 individual cards)

<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Have you ever...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How many times have you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How long did you... for?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How long have you... for?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How long will you... for?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Do you think you'll ever...?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How long do you think you'll...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>When do you think you'll...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Where do you think you'll...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Why have you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Tell me about why you...</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Tell me about which you prefer: X or Y?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Why?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How has ... changed in the last 2/5/10 years?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Have you ever...? Tell me about it.</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Have you ever been to...? Tell me about it?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Why did you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Why do you prefer...?</p>

Worksheet 4 – example prompts for Grade 6

IMPORTANT! These are only example prompts. The real exam will contain other questions. (Cut these prompts into 18 individual cards)

<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Tell me what you must/mustn't do.</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What did you need to do when you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What do you need to do when you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What will you need to do when you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What's your opinion of...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What do you think of...?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Tell me what you were doing when you...</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What do you do if...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What do you think you'll do if...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What might happen if...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What were you doing this time last week/month/year?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What did you have to do when you...?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Do you think you might...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What do you have to do to...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Next month, I'm travelling to... What about you?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Why do you do it? To... or to...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What were you doing when you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Why?</p>