

Classroom activity 2 – Topic development and practice

Grade: GESE Grade 5 (CEFR B1)

Time: 2 x 45 minute lessons

Focus: Topic phase

Aims:

- ▶ To use mind maps to help plan the topic
- ▶ To plan the topic by thinking about the language of Grade 5
- ▶ To practise talking about their topic

Materials needed:

- ▶ The mind maps students created of their favourite topic when doing the second lesson for Classroom activity 1 – Favourite things
- ▶ GESE Grade 5 language functions (Handout 2 from Classroom Activity 1 – Favourite things)
- ▶ Handout 1 – Example prompts for Grade 5 (cut the prompts into sets of 18 cards – one set needed for every three students)
- ▶ Handout 2 – Grade 5 topic form from this classroom activity

In class – First lesson

Grade 5 language and mind maps (45 minutes)

1. Demonstrating mind maps for the topic (10 minutes)
 - ▶ Show a mind map on the board with a range of points about a topic you would like to discuss.
 - ▶ Next to each point, note which of the Grade 5 language you could use in a discussion of each point. For example, 'How long you have done this for?', 'What will you do next? Why?', 'Which do you think is best and why?'.
2. Grade 5 language focus (30 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 Grade 5 with each point on their mind map.
 - ▶ Ask students to make notes about what they could discuss about each point on their mind map using the language of Grade 5.
 - ▶ Ask students to swap their mind maps with a partner and share ideas and comment on their partner's mind map.
3. Feedback (5 minutes)
 - ▶ Ask students to comment on what topic points seem to be most effective and which points do or don't make use of the language of Grade 5.

In class – Second lesson

Practising the topic (40 minutes)

1. Put students in groups of three and give each group a set of Grade 5 question cards (Handout 1). In each group, two people are examiners and the other is a candidate.
2. Using the candidates' mind map the two 'examiners' ask the 'candidate' questions and make comments about the 'candidate's' topic.
3. Give students five minutes for each person in the group.
4. Remind students to change roles so all three students have role-played being a candidate.
5. If time, change groups around and repeat the activity.
6. 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 change their topic and try one of the other two subjects they worked on in Classroom activity 1 (Favourite things).

Completing a topic form (5 minutes)

1. Ask students to choose the best five mind map points for Grade 5. The best ones are the ones that generate the most ideas and the most language of their grade.
2. Give the students a copy of Handout 2 – GESE Grade 5 topic form and ask them to write their best points on the spaces on the topic form.
3. In the exam, the examiner uses the topic form as a guide for the topic discussion. In general, examiners will discuss four of the student's topic points and may not cover all five points. The examiner will decide which topic points to discuss so these points should be general and not in 'order'.

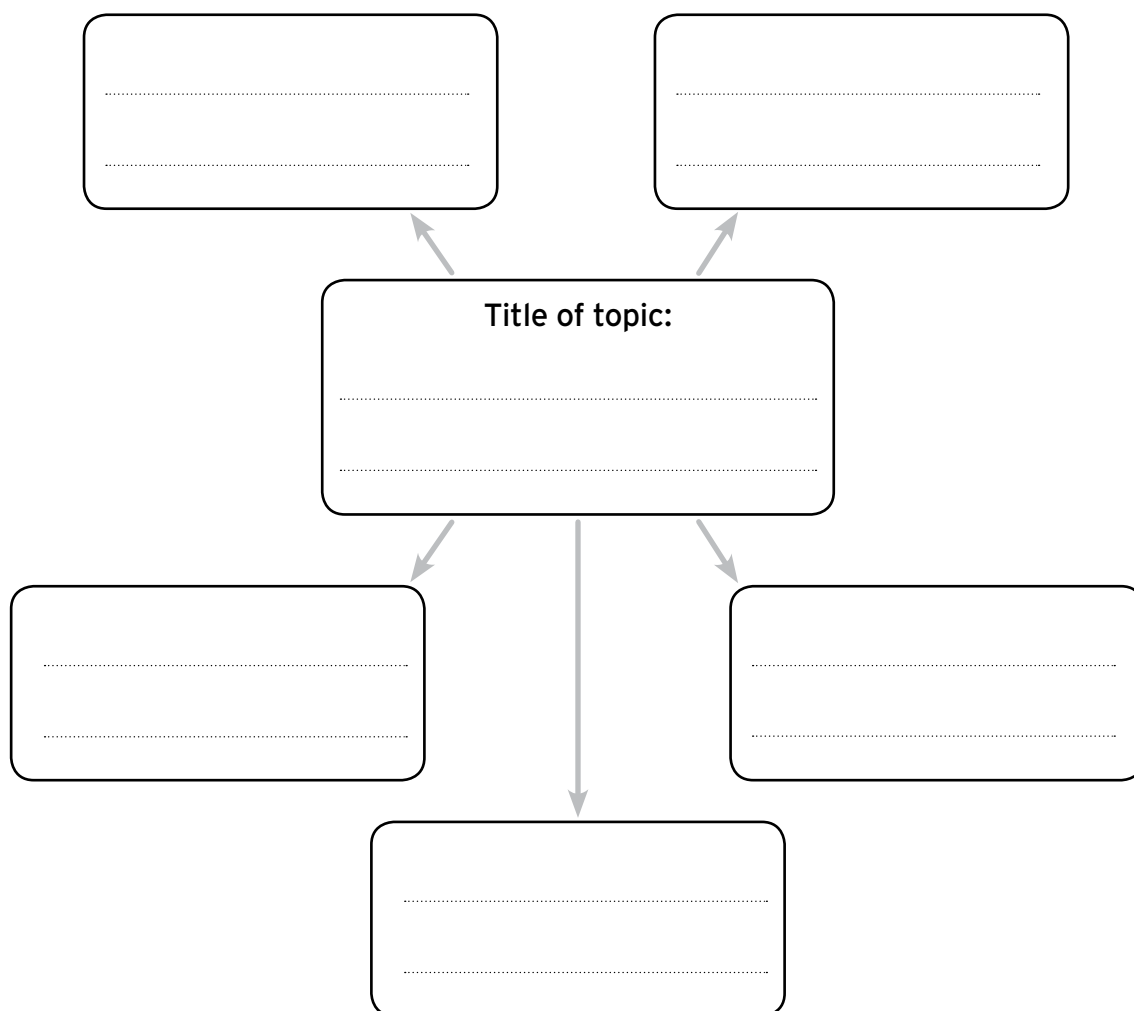
Handout 1 – GESE Grade 5 example prompts

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

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



Graded Examinations in Spoken English Topic Form – Grade 5



The diagram consists of a central box with the text "Title of topic:" and two horizontal dotted lines for writing. Five arrows point outwards from this central box to five surrounding boxes. Each of these five boxes also contains two horizontal dotted lines for writing. The boxes are arranged with two at the top, two at the bottom, and one centered at the very bottom.