

Grade 4 (A2.2): developing a Topic

Level:
GESE Grade 4 (CEFR A2.2)

Time:
2 x 45 minutes

Aims:

- ✓ To use mind maps to help plan the Topic
- ✓ To plan the Topic by thinking about the language of Grade 4
- ✓ To practise interviews based on Topic Forms

Resources and preparation:

- From Lesson Plan 1 - Students need their mind maps for their chosen Topic from Lesson Plan 1 and the list of Grade 4 language from Lesson Plan 1 (H/O2)
- From this Lesson Plan - Handout 1 (H/O1): Example Topic Form
- Handout 2 (H/O2): 18 individual question cards. For Handout 2, you need 1 x handout for every 3 students.

Handout 1

Graded Examinations in Spoken English
Elementary Topic form - Grade 4

Candidate name: _____
Grade 4 _____
Centre: _____
Centre no: _____
Title of topic: _____

Registration no: _____
Session: _____
Examination date: _____

Main points to discuss about my topic:

The information on this form must be provided to the moderator during the examination.

Handout 2

4 What are you going to ...?	4 Where are you going to ...?	4 When did you ...?	4 Where did you ...?	4 What did you ...?	4 What was the best moment in your last ...?
4 Tell me about where you ...	4 Tell me about what you ...	4 Tell me about how you ...	4 What's the difference between ... and ...?	4 Tell me about the difference between ... and ...	4 Tell me about the worst ...
4 Tell me about the best ...	4 Tell me about your last ...	4 Tell me about your next ...	4 How often do you ...?	4 Tell me about what you like and dislike about ...	4 Tell me what you liked and disliked about ...

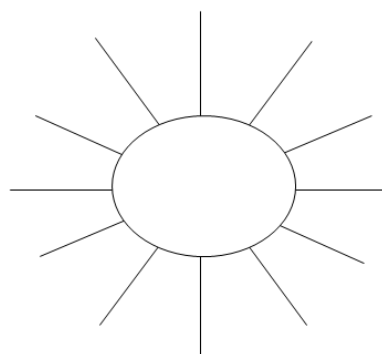
- When you have made the photocopies, cut up each handout to make 18 individual question cards = 1 set of cards.
- Before the lesson, you should have 1 x set of 18 cards for every group of 3 students. Put each set of cards in an envelope or in a small bag to keep them safe.

Procedure:

1. Grade 4 language and mind maps (45 minutes)

i) Demonstrating mind maps for the Topic (10 minutes): The students need their final mind maps from Lesson Plan 1 and the list of language of the Grade (H/O2) from Lesson Plan 1.

Do a demonstration on the white/blackboard. 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 6 general Subjects for Conversation: holidays, shopping, school and work, hobbies and sports, food, weekend and seasonal activities. Encourage students to think of a specific Topic which is personal.)



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.

ii) Grade 4 language and the demonstration mind map (10 minutes): Next, tell the students to look at the list of Grade 4 language from Lesson Plan 1 (H/O2). Ask them to think of ways of using the language of Grade 4 to talk about each of the Topic points on the mind map on the board. You can do this as a class activity, or give the students 5 minutes to think about it and then tell you their answers.

iii) Grade 4 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 Grade 4 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.

iv) Choosing the best 4 Topic points (5 minutes): Tell the students to choose the best 4 mind map points. The best 4 are the ones that generate the most ideas and the most language of Grade 4.

v) Completing a Topic Form (5 minutes): Give the students a copy of H/O1, the Grade 4 Topic Form and tell them to write their best 4 points on the Topic Form.

2. Practising the Topic (45 minutes)

i) Thinking of Grade 4 questions (10 minutes): In order to warm the students up, tell them to look at the demonstration mind map on the black/white board and ask them to think of questions that they could ask about the Topic. They must try to use Grade 4 language. For example, GRADE 4:

- | | |
|---------------------------------------|------------------------------------|
| - What's the difference between... | - What do/did you like/dislike? |
| - What/who/where did...? | - Tell me about the best/worst.... |
| - What/where/who are you going to...? | |

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.

ii) Students Interview each other about their Topics using the cards on H/O2 (25 minutes): Tell the students to change their seats and sit in new groups of 3. Ask each group of 3 to decide who is 'A', who is 'B' and who is 'C'. When each group has decided, tell them that:

'A' = an examiner 'B' = an examiner 'C' = a candidate

Show the class the question cards from H/O2. Tell the class that A and B must use the question cards and take turns to ask C questions about C's Topic Form. Demonstrate to the class how this works, including how to complete the questions cards which have some missing words.

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 Grade 4.

After 5 minutes, stop the activity. Tell the class to swap roles.

'A' = a candidate 'B' = an examiner 'C' = an examiner

Repeat the activity using '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' = an examiner 'B' = a candidate 'C' = an examiner

Repeat the activity. If the teacher prefers, this game 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 game many times.

iii) 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.

Handout 1: a Grade 4 Topic Form

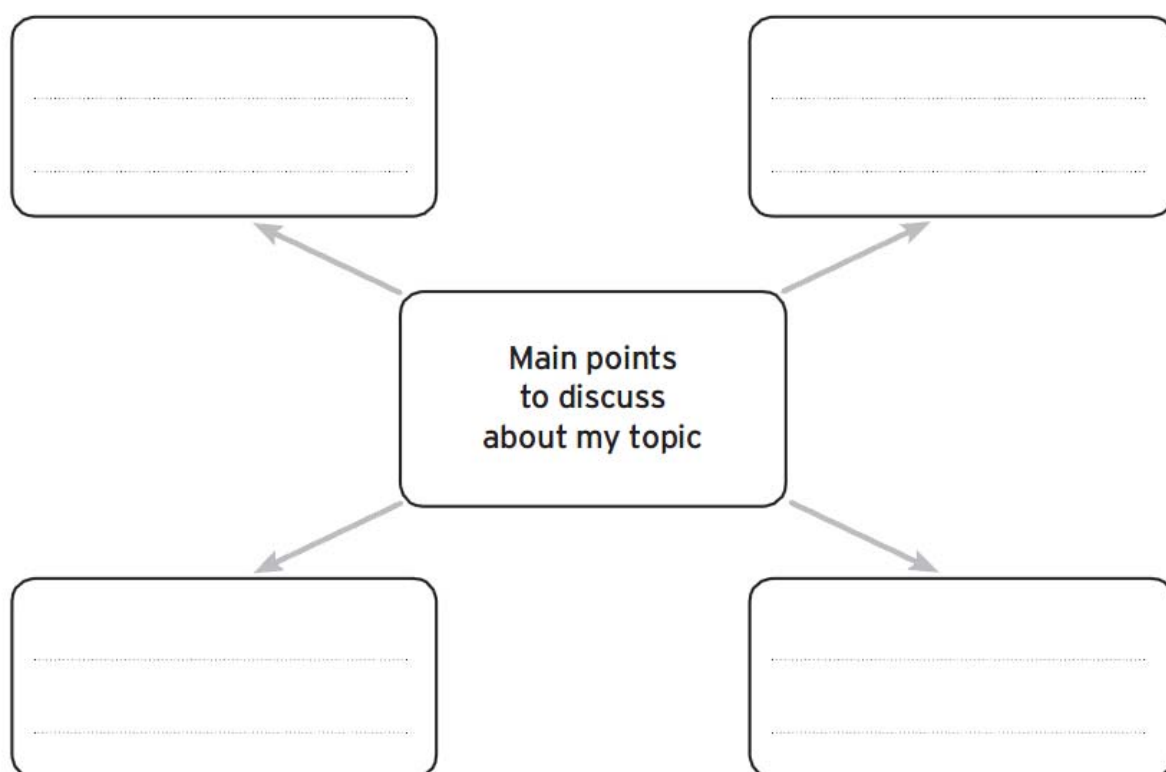
(Important! This is only an example. It is not the official form to be used in the examination.)

TRINITY
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Graded Examinations in Spoken English Elementary Topic form – Grade 4

Candidate name

Title of Topic



Handout 2: example prompts for Grade 4

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

4 What are you going to....?	4 Where are you going to?	4 When did you?	4 Where did you?	4 What did you?	4 What was the best moment in your last?
4 Tell me about where you	4 Tell me about what you	4 How did you?	4 What's the difference between and?	4 Is there a difference between and? Tell me about it.	4 Tell me about the worst
4 Tell me about the best	4 Tell me about your last	4 Tell me about your next	4 How often do you?	4 What do you like and dislike about?	4 When are you going to?