

Grades 5 & 6 (B1): developing a Topic

Level:

GESE Grades 5 & 6 (CEFR B1)

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 Grades 5 & 6
- ✓ To practise interviews based on Topic Forms

Resources and preparation:

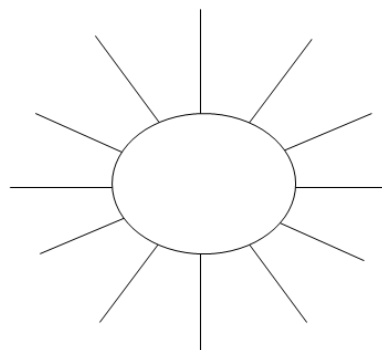
- *From Lesson Plan 1:* Students need their mind maps for their chosen Topic from Lesson Plan 1 and lists of Grades 5 & 6 language from Lesson Plan 1 (H/O2 & H/O3)
- *From this Lesson Plan:* Handout 1 (H/O1): Example Topic Form for Grade 5
- Handout 2 (H/O2): Example Topic Form for Grade 6
- Handout 3 (H/O3): 18 individual question cards for Grade 5. For Handout 3, you need 1 x handout for every 3 students.
- Handout 4 (H/O4): 18 individual question cards for Grade 6. For Handout 4, you need 1 x handout for every 3 students.
- 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 individual envelopes or in a small bag to keep them safe.

Procedure:

1. Grades 5 & 6 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 also **from Lesson Plan 1**, the lists of language of Grade 5 (H/O2) or Grade 6 (H/O3).

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 from Grades 5 or 6: 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 5 or 6 language and the demonstration mind map (10 minutes): Decide if you want to use Grade 5 or 6 for your demonstration. Next, tell the students to look at the list of language for your chosen demonstration Grade *from Lesson Plan 1* (either H/O2 or H/O3). 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. 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 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.

iv) Choosing the best Topic points (5 minutes): Tell the students to choose the best 5 mind map points for Grade 5 or the best 6 mind map points for Grade 6. The best ones are the ones that generate the most ideas and the most language of their Grade.

v) Completing a Topic Form (5 minutes): Give the students a copy of H/O1, the Grade 5 Topic Form or H/O 2, the Grade 6 Topic Form. Tell them to write their best points on the spaces on the Topic Form.

2. Practising the Topic (45 minutes)

i) Thinking of Grade 5 or 6 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 5 or 6 language. For example, GRADE 5:

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

GRADE 6: All of GRADES 5 & 6, PLUS: Do/did/will you have to...?

- | | |
|--------------------------------------------------------------|----------------------------------------------|
| - 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? | |

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 using the cards on H/O3 or H/O4 (25 minutes): Tell the students to change their seats and sit in new groups of 3, all of the same Grade. Tell 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

Decide which Grade you are going to demonstrate, Grade 5 or 6. Show the class the question cards from H/O3 (Grade 5) or H/O4 (Grade 6). 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 the Grade.

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: Grade 5 Topic Form

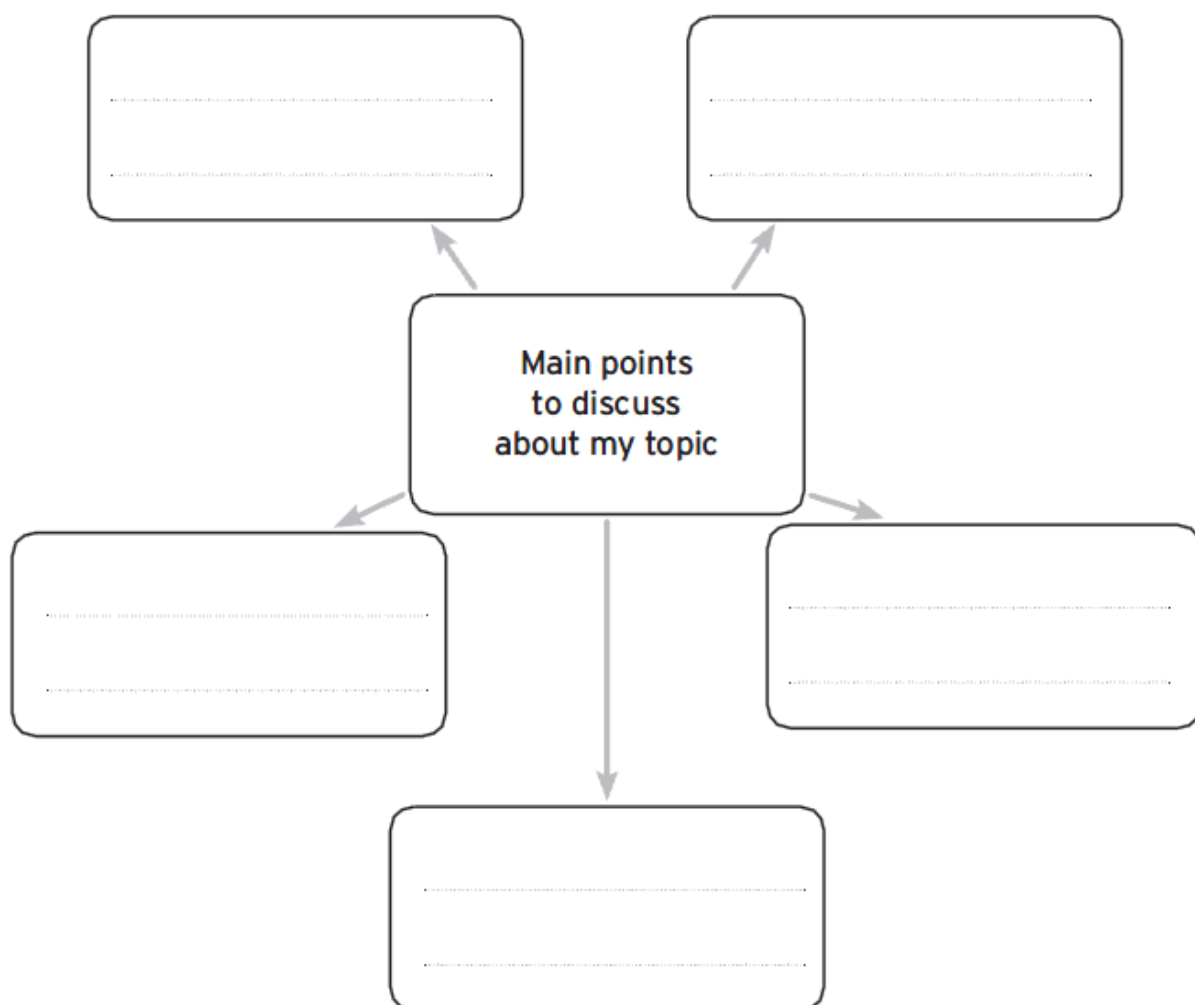
(Important! This is only an example. It is not the official form to be used in the examination.)



Graded Examinations in Spoken English Elementary Topic form – Grade 5

Candidate name

Title of Topic



Handout 2: Grade 6 Topic Form

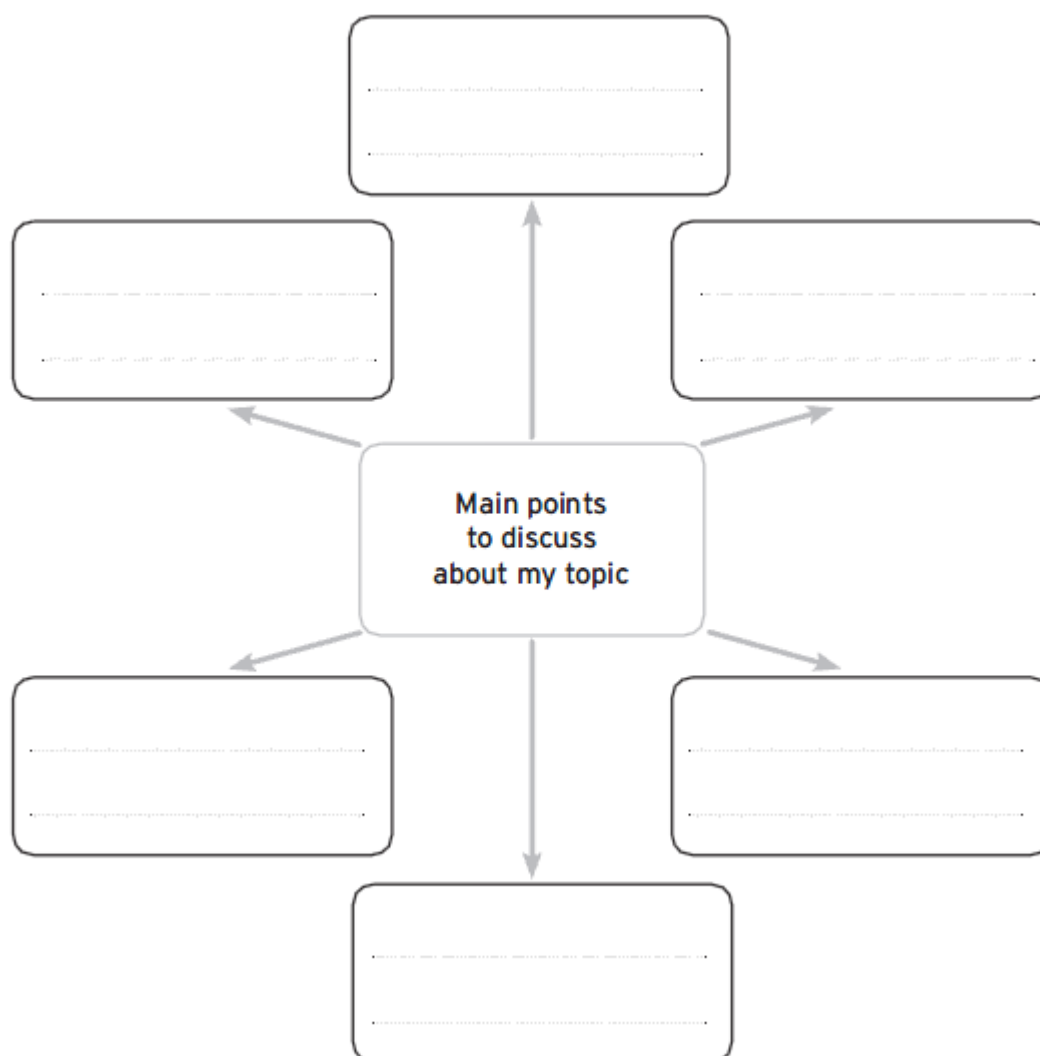
(Important! This is only an example. It is not the official form to be used in the examination.)



Graded Examinations in Spoken English Elementary Topic form – Grade 6

Candidate name

Title of Topic



Handout 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)

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

Handout 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)

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