

Grades 5 & 6 (B1): using Trinity DVDs for preparation

Level:

GESE Grades 5 & 6 (CEFR B1)

Time:

2 x 45 minutes

Aims:

- ✓ To predict examiner questions
- ✓ To practise examiner questions
- ✓ To practise using the language of the Grade in questions
- ✓ To practise predicting, formulating questions and interviewing

Resources and preparation:

- Handout 1 (H/O1): Functions and language of the Grade, GESE Grade 5
- Handout 2 (H/O2): Functions and language of the Grade, GESE Grade 6 (1 handout per student or 1 handout per group of 3). This is the same handout as the one in Lesson Plan 1. Alternatively, the teacher can put this information on the white board
- A DVD of a Trinity GESE Grade 5 candidate and/or Grade 6 candidate. Trinity offers free DVDs and also has many DVDs to view on its website: www.trinitycollege.co.uk

Teacher preparation before the lesson:

- Select and watch the film before the class. N.b. ANY GESE Grade 5 or 6 DVD can be used for this lesson. For the best results, you should choose a film in which the candidate's Topic is quite general and not too specialised.
- Note down the Topic chosen by the candidate and the two Conversation areas used by the Examiner.

Procedure:

1. Preparing for the Topic Phase (45 minutes)

i) Predicting vocabulary and grammar - brainstorm (10 minutes): Decide which Grade of DVD you are going to show - Grade 5 or Grade 6. Tell the students they are going to watch a DVD with a candidate from Grade 5 or Grade 6. Tell them which Topic the candidate on the film has chosen to talk about.

Ask the students to brainstorm the candidate's Topic, thinking of ideas that the candidate might talk about. They can do this: at first individually/alone for 2 minutes, then in small groups of 3 students, who compare and swap ideas for another 2 minutes.

After 5 minutes, ask all of the groups together for their ideas and draw them as a mind map on the board.

OPTION: You could ask different groups to think of different types of words: adjectives, or nouns, or verbs.

ii) Predicting examiner questions (10 minutes): Tell the students they are also going to think of the exam from the examiner's perspective. What questions could the examiner ask the candidate about this Topic?

Give the students copies of H/O1 for Grade 5 students or H/O2 for Grade 6 students, if you haven't used them before in a previous lesson plan. Tell the students in groups of 3 to look at the language on H/O1 or H/O2 and think of questions that they can ask the candidate using the language of Grade 5 or 6. Tell them they have 10 minutes.

After 5 minutes, ask the class for some example questions that the examiner might ask about the Topic. E.g. Grade 5: *'My favourite city'*: possible examiner questions are *'How many times have you been there? When do you think you'll go back?'* Give them another 3 minutes to finish thinking of their questions. Grade 6: *'Do they have different rules there? What happens if you break the rules? When are you going back?'*

iii) Asking and answering questions around the class (10 minutes): Tell the students you're going to practise asking questions around the class in a 'chain'. Choose a student to begin and ask him/her to ask another student one of their prepared questions connected to the Topic. The student who answers the question then asks another student a question. The students (not the teacher) nominate who answers. E.g. Grade 5:

Ana asks: *'Marco, how many times have you...?'*

Marco answers: *'Lots. John, do you think you'll...?'*

John answers: *'No, I don't think so. What type of.... do you prefer?'*

Continue until all of the class has asked/answered one question.

iv) Watching the DVD of the Topic Phase (10 minutes):

Divide the class into 2 groups. One half of the class will watch the DVD and try to write down examiner questions that HAVE already been prepared by the class. The other half of the class will watch the DVD and try to write down examiner questions that are new and HAVEN'T been prepared by class.

Play the DVD's Topic phase, pausing the DVD if necessary.

v) Which questions did the students hear? (5 minutes): Ask the students to tell you what questions they heard. Did they predict any of the questions from the examiner? What other questions did they hear? Encourage and praise correct answers.

2. Preparing for the Topic Phase (45 minutes)

i) Predicting the Conversation Phase questions on two Subject Areas (10 minutes):

Tell the class they are now going to look at the Conversation phase. Explain that the examiner is going to ask about two Subjects. Can the class guess which Subjects? Tell the class which subjects were chosen by the examiner.

Divide class into small groups. Half of the groups write 10 questions on one of the Conversation Subject Areas and the other groups write 10 questions on the other Conversation Subject Area.

Remind the groups that they need to use the language of Grade 5 or 6, depending on their Grade, and they can use their handouts to help them.

ii) Students interview each other (10 minutes): Organise the students into new pairs (x2). The new pairs of students now interview each other, asking each other the questions they have written about the two Conversation Subject Areas. 1 student asks about their Subject first, and then after 5 minutes, the other student asks about their Subject.

iii) Watching the DVD of the Conversation Phase (10 minutes): The class watches the film of the Conversation Phase. Tell them they have to write down any questions that they hear the examiner ask about their Subject. The film can be paused if necessary.

iv) Feedback (15 minutes): Ask the class - 'Which questions did you predict?' 'Which questions didn't you predict?' Write these questions on the board.

Finally, the students interview each other using the unpredicted questions on the white/blackboard.

Handout 1: Grade 5 language

5 GRADE

Here are some examples of the language of Grade 5...

Example language:

The past → using the present perfect:	<p><u>Have you had</u> a drink?</p> <p>Yes, I <u>have</u>. I've <u>had</u> 2 glasses of water</p> <p>How many ice creams <u>have you had</u> today?</p> <p>I've <u>had</u> 3!</p> <p><u>Have you ever been</u> to London?</p> <p>Yes, I <u>have</u>.</p> <p><u>How many times have you been</u> there?</p>
The future → using 'will':	<p>Do you think you'<u>ll</u> come to my party?</p> <p>What do you think you'<u>ll</u> do tonight?</p> <p>I <u>won't</u> be able to come.</p> <p>Do you think life <u>will</u> be different in future?</p>
How long? 'For' and 'since':	<p><u>How long</u> were you there for?</p> <p><u>For</u> 3 weeks.</p> <p><u>How long</u> have you lived here?</p> <p><u>Since</u> I was 10.</p>
Preferences:	<p>What type of music do you <u>prefer</u>?</p> <p>I like rock, but I <u>prefer</u> pop.</p>
Giving reasons:	<p><u>Why</u> do you like rock music?</p> <p><u>Because</u> it's very energetic.</p>
How much/how many:	<p><u>How many</u> toys have you got?</p> <p>I've got <u>lots of</u> toys!</p> <p><u>How big</u> is your cat?</p> <p>It's <u>very</u> small.</p> <p>My homework was <u>really</u> easy!</p>

Handout 2: Grade 6 language

6 GRADE

Here are some examples of the language of Grade 6...

Example language:

The future → using the present continuous:	<i>Where <u>are you going</u> on holiday?</i> <i>We're <u>going</u> to London.</i> <i>What <u>are you doing</u> next week?</i> <i>I'm <u>visiting</u> my cousins.</i> <i>I'm <u>going</u> to the cinema.</i>
Future possibility:	<i>What do you think you <u>might</u> do tonight?</i> <i>I <u>might</u> go to the cinema.</i>
Future expressions:	<i>What are you doing <u>in 3 days' time</u>?</i> <i>What are you doing <u>the day after tomorrow</u>?</i>
Intention:	<i>I practise football <u>to</u> stay fit.</i> <i>I do my homework <u>to</u> earn pocket money!</i>
The past → using the past continuous:	<i>What <u>were you doing</u> last night?</i> <i>I <u>was watching</u> tv.</i> <i>What <u>was happening</u> in this photo?</i> <i>My friend <u>was swimming</u> with a dolphin!</i>
Obligations/lack of obligation Prohibition/necessity:	<i>What do you <u>have to</u> study at school?</i> <i>We <u>have to</u> study English and maths.</i> <i>I <u>need to</u> learn English to get a good job.</i> <i>I <u>don't need to</u> do any homework tonight!</i> <i>You <u>mustn't</u> smoke!</i>
0/1 st conditionals and 'when':	<i>What will you do <u>if</u> you win the competition?</i> <i><u>If</u> I can, I'll come to your birthday party.</i> <i>What do you do <u>when</u> you see a spider?</i>
Common phrasal verbs:	<i>What are you <u>looking for</u>?</i> <i>I need to <u>sit down</u>!</i>