

Developing a topic – GESE Grade 6

Grade: GESE Grade 6 (CEFR B1)

Focus: The Topic phase

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 GESE Grade 6
- ▶ To practise interviews based on topic forms

Materials needed:

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

Preparation

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

In class

Session 1 – GESE Grade 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 the lesson: '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 GESE Grade 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 6 language and the demonstration mind map (10 minutes)

1. Tell the students to look at the list of language for your chosen demonstration from the lesson: '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.
2. 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 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 6. The best ones are those that generate the most ideas and the most language of Grade 6.

Completing a topic form (5 minutes)

Give the students a copy of Worksheet 1; 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 GESE Grade 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 GESE Grade 6 language. For example:
 - ▶ Tell me what must/mustn't you...?
 - ▶ What do/did/will you need to...?
 - ▶ What's your opinion of...?
 - ▶ 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...
 - ▶ 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 using the cards on the worksheet (25 minutes)

1. Tell the students to change their seats and sit in new groups of 3. They need their mind maps with their four best topic points with them.
2. 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 is an examiner
 - ▶ B is an examiner
 - ▶ C is a candidate
3. Show the class the question cards from Worksheet 2. Tell the class that Students A and B must use the question cards and take turns to ask Student C questions about C's mind map. 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 question cards. A and B ask C questions about C's mind map 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 mind map. 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.

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 mind maps were easy to talk about? Which points on the mind maps 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.

Graded Examinations in Spoken English Topic Form – Grade 6

Title of topic:
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Worksheet 2 – Example prompts for GESE 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>