

## Classroom activity 2 – Developing a topic

**Grade:** GESE Grade 4 (CEFR A2)

**Focus:** The Topic phase

**Time:** 2x 45 minutes

**Aims:**

- ▶ To use mind maps to help plan a topic
- ▶ To plan a topic by thinking about the language of Grade 4
- ▶ To practise interviews based on topic forms

**Materials needed:**

- ▶ Students' mind maps for their chosen Topic from Classroom activity 1 – Choosing a topic
- ▶ The list of Grade 4 language from Classroom activity 1 – Choosing a topic
- ▶ From this Classroom activity: Worksheet 1: Example topic form
- ▶ Worksheet 2: 18 individual question cards. For Worksheet 2, you need one worksheet for every three students.

### Preparation

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

### In class

#### Session 1 – Grade 4 language and mind maps

##### Demonstrating mind maps for the Topic phase (10 minutes)

1. The students need their final mind maps and the list of language of the grade from Classroom activity 1 – 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 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.
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 4 language and the demonstration mind map (10 minutes)

1. Next, tell the students to look at the list of Grade 4 language from Classroom activity 1 – Choosing a topic. 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.
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 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.

##### Choosing the best 4 topic points (5 minutes)

Tell the students to choose the best four mind map points. The best four are the ones that generate the most ideas and the most language of Grade 4.

##### Completing a topic form (5 minutes)

Give the students a copy of Worksheet 1, the Grade 4 topic form and tell them to write their best four points on the topic form.

## Session 2 – Practising the topic

### Thinking of Grade 4 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 Grade 4 language. For example:
  - ▶ 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...?
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 about their topics (25 minutes)

1. 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 is an examiner
  - ▶ B is an examiner
  - ▶ C is a candidate.
2. Show the class the question cards from Worksheet 2. Tell the class that A and B must use the question cards and take turns to ask C questions about C's topic form.
3. 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 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.
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 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 is an examiner
  - ▶ B is a candidate
  - ▶ C is an examiner.
7. Repeat the activity. If the teacher prefers, this activity 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 activity many times.

### 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.

**Worksheet 1 – An example Grade 4 topic form**

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**Graded Examinations in Spoken English  
Topic Form – Grade 4**

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The diagram consists of a central rounded rectangular box with the text "Title of topic:" and two horizontal dotted lines below it. Four arrows point outwards from this central box to four surrounding rounded rectangular boxes. Each of these four boxes contains two horizontal dotted lines, intended for the student to write their response to the topic.

The information on this form must be presented to the examiner during the exam.

Please note that some Topic Forms might include the candidate number and name pre-printed on the form, and others may not. Both types of form are acceptable.

**Worksheet 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)

<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>What are you going to...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Where are you going to...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>When did you...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Where did you...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>What did you...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>What was the best moment in your last...?</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about where you...</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about what you...</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>How did you...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>What's the difference between... and...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Is there a difference between... and...? Tell me about it.</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about the worst...</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about the best...</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about your last...</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about your next...</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>How often do you...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>What do you like and dislike about...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>When are you going to...?</p>