

## Classroom activity 1 – Favourite things

**Grade:** GESE Grade 5 (CEFR B1)

**Time:** 2 x 45 minute lessons

**Focus:** Topic phase

**Aims:**

- ▶ To understand which topics are suitable for GESE Grade 5
- ▶ To choose individual topics
- ▶ To develop topics through mind maps
- ▶ To write individual topic forms

**Materials needed:**

- ▶ Pictures of your favourite people, places, objects and activities (for the warm up)
- ▶ Handout 1 – A mind map (one for each student)
- ▶ Handout 2 – Grade 5 language functions (one for each student)

### In class – First lesson

#### Warm-up activity (10 minutes)

1. On the board or using a handout, show students a collection of photos of your favourite people/places/objects/activities.
2. Ask students to work in pairs to write questions they would like to ask you about the pictures. For example, '*Who is she?*', '*When did you meet this person?*', '*How long have you known her?*', '*When are you going to see her again?*'.  
Note: Make sure that **all** students write down these questions, as they'll use them individually later.
3. Ask pairs to swap their questions with another pair. They should check that all the question structures are accurate.
4. Invite the class to ask you questions about the pictures for a few minutes.
5. Deal with any queries or problems with question structure.

#### Generating topic ideas (20 minutes)

1. Put the students in groups of three.
2. Give students a large sheet of paper and ask them to discuss and write a list of:
  - ▶ all the things they do in their free time
  - ▶ what they've talked about with friends and family this week
  - ▶ ten things they think are interesting.

The subjects should be personal and they must not be too difficult for the students' level of English.

3. Stick these lists on the walls and ask students to circulate and make a note of all the subjects they are interested in.

#### Building mind maps (15 minutes)

1. Show a very simple mind map on the board (see Handout 1 for an example shape). Ask the class to suggest one topic from their lists to use on the mind map.
2. Ask the class to discuss possible ideas to add to the mind map. Collect 10-12 suggestions from the students and write them on the mind map.
3. Ask students to choose their favourite three subjects from their lists.
4. Ask students to complete a separate mind map for each of their own three possible topics.
5. In groups of three, ask students to look at each other's mind maps and make comments and share ideas.

## In class – Second lesson

### Warm-up activity (10 mins)

Ask students to review their topic mind maps and rate them as their first, second and third favourite.

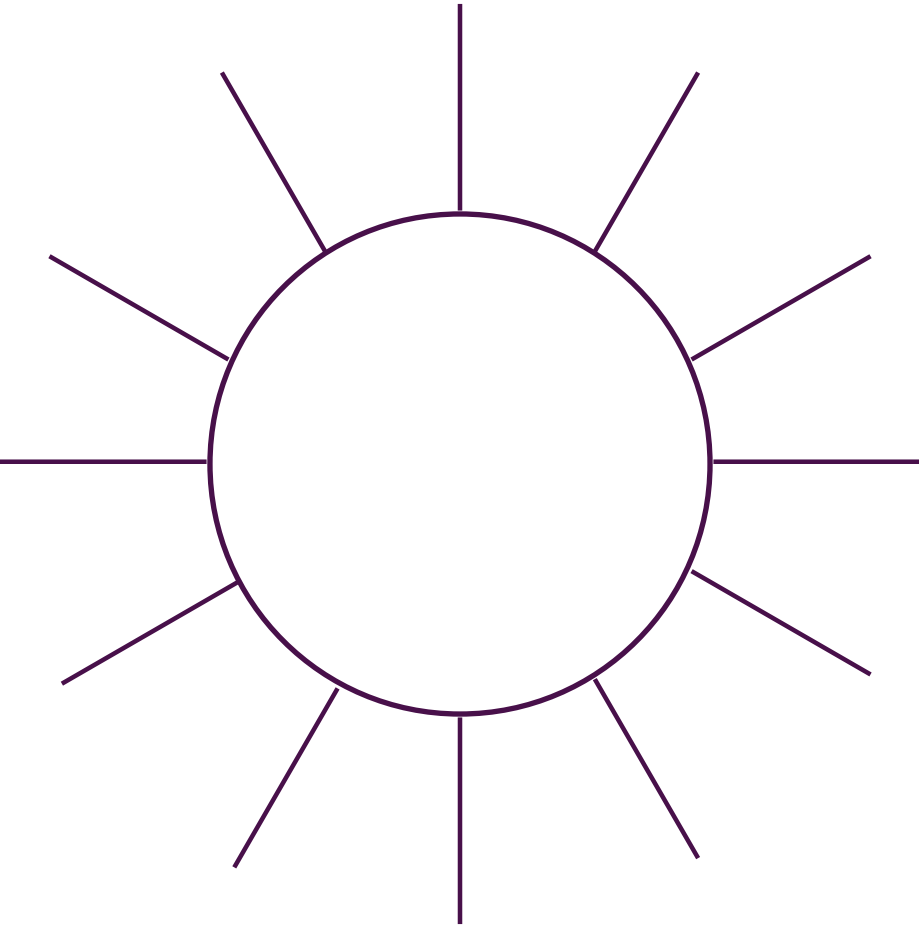
### Topic phase – Language functions focus (25 minutes)

1. The aim of this activity is to help students discover which of their three subjects will be most enjoyable to talk about in the exam. Give students copies of Handout 2 – Grade 5 language functions.
2. In pairs, students should ask and answer questions about one of their mind maps. Students should try to use some of the language on Handout 2.
3. Swap pairs and repeat this for each of the student's mind maps.
4. Ask students these questions:
  - ▶ Which of your topics are most/least interesting?
  - ▶ Which topics allow you to use the language functions of the grade?
  - ▶ Which topics will give you the opportunity to learn useful vocabulary?
5. Remind students of the aims of the Topic phase in the exam – to take part in a spontaneous, natural discussion about a topic they're interested in and are ready to talk about. They must also use the language functions of Grade 5. Handout 2 will help students to focus on this language.

### Choosing the best topic (10 minutes)

1. Ask students to choose one of their topics.
2. Tell them that they should choose the mind map which allows them to use the language functions of the grade and is interesting for them to talk about.
3. In pairs, students should explain to their partner why they have chosen their final topic and discuss it.

**Handout 1 – A mind map**



## Handout 2 – GESE Grade 5 language functions

Language functions	Example language
Talking about the future	Do you think this will be different in the future? I think I'll ... next year.
Expressing preferences	I prefer ... I'd rather ... Which do you think is better?
Talking about events in the indefinite and recent past	Have you ever been ...? I've worked here for ... years. How many times have you ...?
Giving reasons	I've never been there because ... Why do you prefer ...? We do this because ...
Stating the duration of events	We've lived here since ... I'll go there for ... I've often stayed there for ...
Quantifying	There are too few people ... There aren't many trains between my town and the city. Where I live is really ...