

Grades 7-9 (B2): choosing a Topic

Level:

GESE Grades 7-9 (CEFR B2)

Time:

2 x 45 minutes

Aims:

- ✓ To choose individual Topics
- ✓ To develop topics through mind maps
- ✓ To choose the best mind map points for generating the language of the Grades

Resources and preparation:

- Pictures of famous people/place/object/activity/ambition/social problem - to be used to stimulate ideas at the beginning of the class
- Handout 1 (H/O1): a simple mind map (1 per group OR shown on black/white board)
- Handout 2 (H/O2): example functions and language of Grade 7
- Handout 3 (H/O3): example functions and language of Grade 8
- Handout 4 (H/O4): example functions and language of Grade 9

Procedure:

1. Thinking of ideas for a Topic (45 minutes)

i) Thinking of questions for the teacher's favourite things (10 minutes)

Show on screen or hold up some large pictures of *an object that's important to you/a person that you respect or dislike/a place that's important to you/an important social activity in your life/an ambition/a social problem*. (Please note, these are only suggestions for generating ideas. You can choose alternative themes or objects if you think they are more productive and stimulating for your class.)

Tell the class that they are going to think individually of questions they would like to ask you about the pictures. The questions can be either FACTUAL (e.g. "What are the 3 most important facts about this object/person?") or PERSONAL (e.g. "If you could meet the person what would you say?" "If you could change the object or situation, what would you do?") Use a strong student first to demonstrate a couple of questions. Give the class 2 minutes to write their questions down.

After 2 minutes, put the students in groups of 3 to compare questions and discuss grammatical accuracy. Give them another 2 minutes to discuss their questions. Then invite the class to ask you questions about the pictures for 4 minutes.

ii) Small group discussion: brainstorming possible topic titles (15 minutes)

Ask the class how doing an interview can be more comfortable for us > the answer is: Interviews are more comfortable if we can choose to talk about something that we're interested in. Tell the class that they are going to think of a selection of possible interesting ideas to talk about in the Topic.

Instructions for the class:

- Put the students in mixed-ability groups of 3.
- Each group must write down at least 5 topics that they are interested in and would like to be interviewed about for 5 minutes.
- Tell the class not to choose anything too complex, too technical or a Topic which involves lots of new vocabulary. This will be too difficult to talk about in the exam.
- To start the brainstorming, write a few ideas on the board, e.g:

An object that's important to me: my guitar, a special concert ticket
A person that I respect/dislike: sports person, humanitarian, politician
A place that's important to me: my school, London, the USA,
An important social activity in my life: clubs, the people I meet, etc
An ambition: future career, fantasy career, a competition I'd like to win
A social problem: a problem in my city/country, in a different country

- The students continue brainstorming in their groups.

iii) Collecting information, and choosing a Topic (20 minutes)

1 student from each group comes up to board to write all their ideas on the board. When they have finished, look at the suggestions and diplomatically (!) cross out (e.g. ~~crosses out~~) ideas on the board that are not appropriate or useful, giving a reason (e.g. the Topic is not personalised, it's too complex, or it's exactly the same as the Grade's Subjects for Conversation. Trinity strongly recommends that students do not choose 'my family', 'my best friend' or 'my pet' as their Topic. In our experience, these are not communicative or productive Topics.)

Tell the students that they have to choose a Topic. It can be one from the board, or it can be another idea that they have. Give the students some time to choose their topic.

2. Using mind maps to develop Topic ideas (45 minutes)

i) Making/showing/explaining a mind map (20 minutes)

Show a very simple mind map on the board (see H/O1 for an example shape). Ask the class to suggest one Topic to use on the mind map. Then do a class brainstorm of possible ideas to add to the mind map. After 2 minutes, tell the students that it is now their turn to complete a mind map for their own Topic.

Give every student a copy of H/O1 and tell the class to make a mind map with as many ideas (words and phrases) as possible on their Topic. Remind the students to use as much variety of language as they can (e.g. not just the present tense) and encourage the students to collaborate and help each other.

ii) Choosing the best Topic points: matching ideas with the language of the Grade (20 minutes)

Put the students into groups according to the Intermediate grade they MAY or WILL do for the GESE exam (maximum 3 students per group).

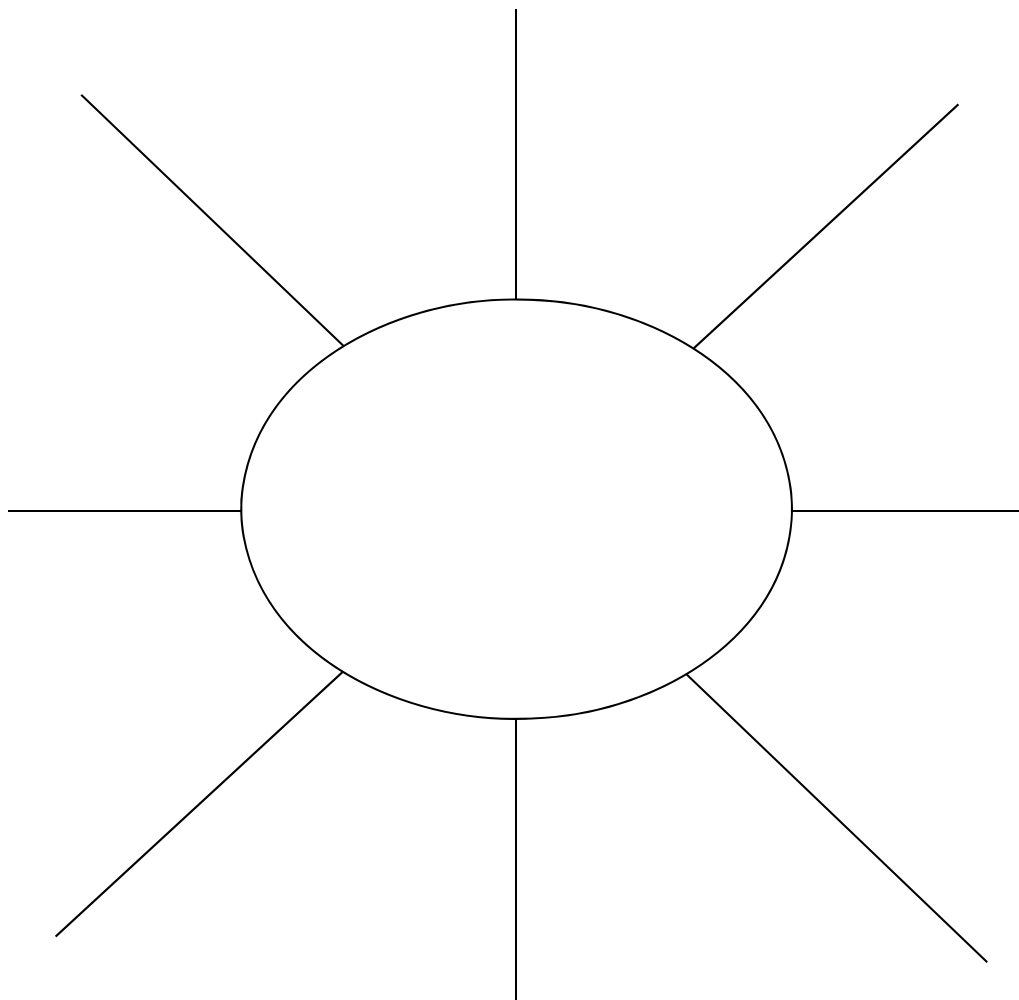
Give each group a photocopy of the FUNCTIONS and LANGUAGE of their Grade (see H/Os 2, 3, 4). Explain that this language MUST be demonstrated in their Topic. Ask the students to discuss together which mind map points seem to be the most interesting. How can they change these points to show language of the Grade?

Tell the students to decide on just 5 points maximum that they think will generate the most language of their Grade.

iii) Summary (5 minutes)

Invite the students to summarise to the class what makes a good topic. Tell the students to continue developing their mind maps at home.

Handout 1: an example mind map



Handout 2: Grade 7 language

7

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Here are some examples
of Grade 7 language...

Example language:

Give advice and make suggestions:
including *should/ought to*, etc.

What you should do is ...
If I were you, I'd ...
You ought to
You'd better ...
Have you thought abouting?
What should be done is ...

Talk about advantages/disadvantages:

There are advantages and disadvantages.
One of the advantages is
One of the disadvantages is

Describe past habits using 'used to':

When I was younger, I used to ...
We didn't use to ...
It's different now, but it used to ...

Possibility and uncertainty:

I might/might not ...
It could be ...
It may be ...

Ask for further information:

Can you tell me more?
What have you done so far?

Agreement/disagreement:

I'm not sure I agree with you.
I'm sorry, I don't agree.
I completely agree.
I couldn't agree more.

The simple passive tense:

I'm not sure what should be done.
It is used foring.
It is made from ...

Second conditional:

If I could ..., I would ...
If I were rich, I would ...
It would be better if ...

Relative clauses:

She's the person who ...
It's a thing that/which ...
It's a place where ...

'Because of' and 'due to'

He couldn't go due to the weather
I passed the exam because of the teacher.

Handout 3: Grade 8 language

8 GRADE

Here are some examples
of Grade 8 language...

Example language:

Feeling and emotions:	<i>It makes me feel... I have mixed feelings about it.</i>
Speculating:	<i>I can't be sure, but it might be One possibility is that <u>it could be</u> A reason for <u>this may be</u></i>
Impossibility:	<i>I'm sure it <u>can't be</u> It <u>can't possibly be</u> There is no way I would</i>
Persuading and discouraging:	<i>Have you ever considered? It might be better if you I wouldn't do that if I were in your shoes. I'm not sure that would be a good idea.</i>
Reporting the conversation of others:	<i>My friends <u>say that</u> I My family <u>think that</u> Most people <u>seem to believe that</u> My teacher <u>told me</u> she had I <u>heard that</u> you shouldn't</i>
3rd conditional:	<i><u>If I hadn't studied so hard, I wouldn't have passed.</u> <u>I would have gone, if I hadn't been late.</u> <u>If I hadn't had an accident, I would have won.</u></i>
Present perfect continuous:	<i><u>I've been studying</u> English for 10 years. <u>I've been thinking</u> about</i>
Past perfect tense:	<i>Before I met you, I <u>had never met</u> an English person. I <u>had never been to</u> England until last month.</i>
Linking expressions/cohesive devices: <i>Even though, in spite of, although, to continue, in other words, for example</i>	<i><u>Even though</u> it's raining, it's still warm I passed the exam, <u>in spite of</u> the noisy room. I enjoyed windsurfing, <u>although</u> I wouldn't go again. <u>To continue</u>, I was talking about my plans. <u>In other words</u>, I don't understand!</i>

Handout 4: Grade 9 language

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GRADE

Here are some examples
of Grade 9 language...

Paraphrasing and recapping:	<i>In other words</i> <i>What I mean is</i> <i>What I'm trying to say is</i> <i>Anyway, as I was saying</i>
Regrets, wishes and hopes:	<i>I wish I could</i> <i>I wish I hadn't</i> <i>I wish I could have done</i> <i>I regret doing that now.</i> <i>I regret noting.</i> <i>I hope I will be able to</i> <i>I hope to go to England.</i>
Expressing assumptions:	<i>Presumably, this is right.</i> <i>I'm not sure, but my best guess is</i> <i>I assume the reason is</i>
Hypothesising:	<i>I suppose one reason could be</i> <i>In theory, if I did X, Y might happen.</i>
Evaluating options:	<i>I'm not sure what to do. On the one hand</i> <i>but on the other hand</i> <i>I can see benefits on both sides.</i> <i>If I do X then I might learn something, but if I do Y,</i> <i>it might be quicker.</i>
Evaluating past actions/events:	<i>It might have been better if we hadn't</i> <i>Thinking about it now, I probably shouldn't have</i> <i>I wouldn't be late if my alarm had gone off.</i> <i>It must have been a difficult decision.</i> <i>It can't have been easy</i>
Verbs + gerunds and/or infinitive <i>remember, stop, forget</i>	<i>I <u>remember</u> <u>thinking</u> that was a bad idea.</i> <i>I <u>remembered to</u> <u>bring</u> some money.</i> <i>I <u>forgot to</u> <u>bring</u> any money.</i> <i>I always <u>forget</u> <u>saying</u> things when I'm tired.</i> <i>I think I should <u>stop</u> <u>studying</u> maths.</i> <i>I <u>stopped to</u> <u>buy</u> a magazine.</i>
Mixed conditionals:	<i>I <u>would be</u> in London now if I <u>hadn't missed</u> my plane.</i> <i>If I <u>were</u> rich, I <u>would never have bought</u> this car.</i>
Should/must/might/could +have + infinitive	<i>It <u>must have been</u> wet in London! It <u>can't have been</u> sunny!</i> <i>I <u>might have made</u> a mistake.</i> <i>He <u>could have won</u> the lottery!</i>