

Grades 7-9 (B2): developing a Topic

Level:

GESE Grades 7-9 (CEFR B2)

Time:

2 x 45 minutes

Aims:

- ✓ To expand topic points using mind maps
- ✓ To practise questions and prompts that could be used by the Examiner
- ✓ To practise interviews based on mind maps

Resources and preparation:

From Lesson 1:

- The students must bring their mind maps from Lesson 1

From this lesson:

- Handout 1 (H/O1): example language for Grade 7 (the same as Lesson Plan 1)
- Handout 2 (H/O2): example language for Grade 8 (the same as Lesson Plan 1)
- Handout 3 (H/O3): example language for Grade 9 (the same as Lesson Plan 1)
- Handout 4 (H/O4): example prompts for Grade 7
- Handout 5 (H/O5): example prompts for Grade 8
- Handout 6 (H/O6): example prompts for Grade 9

Each handout provides 18 individual questions for each different Grade. The teacher must choose which Grades they need and how many copies of the handouts for each Grade. The Teacher will need 1 x H/O for every 3 students, in each Grade.

Before the lesson: cut up (✂) all of the example prompts from Handouts 1, 2 and 3 and put each set of cards into individual envelopes, one set in each envelope.

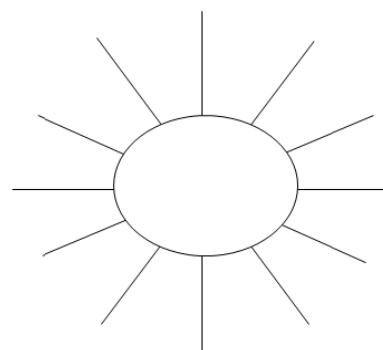


Procedure:

1. Grades 7, 8 & 9 language and mind maps (45 minutes)

i) Demonstrating mind maps for the Topic (10 minutes): Put the students into groups of 3, according to the Trinity Grade they are going to take, Grade 7, 8 or 9. The students need their final mind maps from Lesson Plan 1 and the lists of language of Grade 7 (H/O1), Grade 8 (H/O2) or Grade 9 (H/O3).

Do a demonstration on the black/whiteboard. 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 6 general Subjects for Conversation from Grades 7, 8 or 9: Encourage students to think of a specific Topic which is personally important or interesting to them.)



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.

ii) Grade 7, 8 or 9 language and the demonstration mind map (10 minutes): Tell the students that they need to think of some ways of using the language of their Grade to describe all of the points on the mind map on the black/white board. Give the students 2 minutes to think of some ideas. They can look at their handouts to help them.

After 2 minutes ask the students for ideas from each Grade to describe each point. You can fill the black/white board with multiple ideas from each Grade. This will show students that the most important thing is what you say about the mind map point and being sure that you use the language of your Grade.

iii) Grade 7, 8 or 9 language and the students' own mind maps (15 minutes): Tell the students they have 15 minutes to look at their own mind maps from Lesson Plan 1. Students should work individually for the first 10 minutes. After 10 minutes, ask the students to tell each other what ideas they have for their Topics. Encourage students to use as many examples as possible of the language of their 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.

iv) Choosing the best Topic points (5 minutes): Tell the students to choose the best 4 mind map points from their own mind maps. The best ones are the ones that generate the most ideas and the most language of their Grade. Tell the students to draw a new mind map with their 4 best Topic points on it. They will need this mind map in the next activities.

2. Practising the Topic (45 minutes)

i) Thinking of Grade 7, 8 or 9 questions (10 minutes): In order to warm the students up, tell them to look at the demonstration mind map on the black/white board that you used in the last section. Tell the class that they have 5 minutes to think of 5-10 different questions that they can ask about people's Topics. They must try to use Grade 7, 8 or 9 language, as appropriate.

For example:

- Grade 7 - What did you use to do when you were younger?
- Grade 7 - What would you change about it if you could?
- Grade 8 - What do your friends say about it?
- Grade 8 - What would you have done differently if you had had the chance?
- Grade 9 - What should have been done?
- Grade 9 - What do you wish you could change?

After 5 minutes, ask for example questions from each Grade and let the class make suggestions.

ii) Students Interview each other using the cards on H/O4, H/O5 or H/O6 (25 minutes): Tell the students to change their seats and sit in new groups of 3, but all still with other students of the same Grade. They need their mind maps with their 4 best Topic points with them. Ask each group of 3 to decide who is 'A', who is 'B' and who is 'C'. When each group has decided, tell them:

'A' = an examiner

'B' = an examiner

'C' = a candidate

Give the students a demonstration. Decide which Grade you are going to demonstrate, Grade 7, 8 or 9. Show the class the question cards from H/O4 (Grade 7), H/O5 (Grade 8) or H/O6 (Grade 9). Tell the class that A and B must use the question cards and take turns to ask 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.

Give students 'A' and 'B' a set of the questions cards. 'A' and 'B' ask 'C' questions about 'C's mind map and 'C' must answer the question by trying to use the language of the Grade.

After 5 minutes, stop the activity. Tell the class to swap roles.

'A' = a candidate

'B' = an examiner

'C' = an examiner

Repeat the activity using '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' = an examiner

'B' = a candidate

'C' = an examiner

Repeat the activity. If the teacher prefers, this game 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 game many times.

iii) 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.

Handout 1: example Grade 7 language

7

:

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 2: example 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 she had</u> 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 English for 10 years.</u> <u>I've been thinking about</u></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 3: example Grade 9 language

9

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</u> <u>to bring</u> some money.</i> <i>I <u>forgot</u> <u>to 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</u> <u>to 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>

Handout 4: example prompts for Grade 7

IMPORTANT! These are only example prompts. The real exam will contain other questions. (Cut ✂ these prompts into 18 individual cards)

<p>TRINITY 7 COLLEGE LONDON</p> <p>Tell me about how used to be.</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>What did you use to do when you were younger?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>Is the situation different today, compared to how it used to be?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>I don't know if is better than it used to be.</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>Tell me about how is used.</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>Why is used?</p>
<p>TRINITY 7 COLLEGE LONDON</p> <p>How could it be improved?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>What should be done in the future?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>If the situation changed, what would you miss?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>Is it because of?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>Is it due to?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>Tell me about a person who helps this situation.</p>
<p>TRINITY 7 COLLEGE LONDON</p> <p>If you could change one thing, what would you change?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>What do you think I might enjoy?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>What would you recommend I try?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>If you had the opportunity, what would you do differently?</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>Tell me about the advantages/disadvantages.</p>	<p>TRINITY 7 COLLEGE LONDON</p> <p>Not everyone has the same opinion. Do you agree with your friends?</p>


Handout 5: example prompts for Grade 8

IMPORTANT! These are only example prompts. The real exam will contain other questions. (Cut ✂ these prompts into 18 individual cards)

<p>TRINITY 8 COLLEGE LONDON</p> <p>How does make you feel?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>Is there anything that feels similar?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>What do your friends say about it?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>Have you talked to your family about it?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>Tell me what your family say about it.</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>What do you think your friends might say?</p>
<p>TRINITY 8 COLLEGE LONDON</p> <p>How do you think it might change in the future?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>What might be the reason for this?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>Why might that be?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>How could you persuade someone to?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>How could you persuade someone that it's better now than in the past?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>How could someone persuade you not to?</p>
<p>TRINITY 8 COLLEGE LONDON</p> <p>What had you done before you?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>If you had been born in your parent's generation, how different would life have been?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>If you hadn't, what would you have done?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>What might have happened if they hadn't?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>Has anyone told you about?</p>	<p>TRINITY 8 COLLEGE LONDON</p> <p>How long have you beening?</p>

Handout 6: example prompts for Grade 9

IMPORTANT! These are only example prompts. The real exam will contain other questions. (Cut ✂ these prompts into 18 individual cards)

 <p>Tell me about the theory of</p>	 <p>What do you hope might happen?</p>	 <p>What do you wish you could do?</p>	 <p>Is there anything you wish you could have done?</p>	 <p>Is there anything you wish hadn't happened?</p>	 <p>Is there anything you regret (not) doing?</p>
 <p>Do you think was the right thing to do?</p>	 <p>What do you think could have been done differently?</p>	 <p>If you had to explain why happened, what would your best guess be?</p>	 <p>What should have been done?</p>	 <p>I'm not sure which is the better option: X or Y?</p>	 <p>I'm not sure which would have been the better option: X or Y?</p>
 <p>It must have been difficult/easy?</p>	 <p>It can't have been easy.</p>	 <p>What do you remembering?</p>	 <p>Is there anything you didn't remember to do?</p>	 <p>What should we stoping?</p>	 <p>I'm not sure I completely understand. Can you say that in a different way?</p>