

Classroom activity 2 – Developing a topic

Grade: GESE Grades 7-9 (CEFR B2)

Focus: The topic phase

Time: 2x 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

Materials needed:

- ▶ Students' mind maps for their chosen topic from Classroom activity 1 – Choosing a topic
- ▶ Worksheet 1 – Example language for Grade 7
- ▶ Worksheet 2 – Example language for Grade 8
- ▶ Worksheet 3 – Example language for Grade 9
- ▶ Worksheet 4 – Example prompts for Grade 7
- ▶ Worksheet 5 – Example prompts for Grade 8
- ▶ Worksheet 6 – Example prompts for Grade 9

Each worksheet (4, 5 and 6) provides 18 individual questions for each different Grade. The teacher must choose which Grades they need and how many copies of the worksheets for each Grade. The Teacher will need one worksheet for every three students, in each Grade.

Preparation

1. Make copies of Worksheets 1, 2 or 3 for each student depending on their Grade.
2. Copy and cut up Worksheets 4, 5 and 6 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 – Grades 7, 8 and 9 language and mind maps

Demonstrating mind maps for the topic (10 minutes)

1. Put the students into groups of three, according to the grade they are going to take, Grade 7, 8 or 9. The students need their final mind maps from Classroom Activity 1 – Choosing a topic, and the lists of language of Grade 7 (Worksheet 1), Grade 8 (Worksheet 2) or Grade 9 (Worksheet 3).
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 Grades 7, 8 or 9: Encourage students to think of a specific topic which is personally important or interesting to them.
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 7, 8 or 9 language and the demonstration mind map (10 minutes)

1. 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.
2. Give the students 2 minutes to think of some ideas. They can look at their worksheets to help them.
3. After 2 minutes ask the students for ideas from each grade to describe each point. You can fill the 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.

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 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 four 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 four best topic points on it. They will need this mind map in the next activities.

Session 2 – Practising the topic**Thinking of Grade 7, 8 or 9 questions (10 minutes)**

1. In order to warm the students up, tell them to look at the demonstration mind map on the 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?
2. After 5 minutes, ask for example questions from each grade and let the class make suggestions.

Students Interview each other using the cards on Worksheet 4, 5 or 6 (25 minutes)

1. Tell the students to change their seats and sit in new groups of 3, all of the same grade. 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. Decide which grade you are going to demonstrate, Grade 7, 8 or 9. Show the class the question cards from Worksheet 4 (Grade 7), Worksheet 5 (Grade 8) or Worksheet 6 (Grade 9). 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 questions 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. 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 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.

Worksheet 1 – Grade 7 language

Example language:

Giving advice and making suggestions:	<i>What you should do is ...</i> <i>If I were you, I'd ...</i> <i>You ought to ...</i> <i>You'd better ...</i> <i>Have you thought about ...ing ...?</i> <i>What should be done is ...</i>
Talk about advantages/disadvantages:	<i>There are advantages and disadvantages.</i> <i>One of the advantages is ...</i> <i>One of the disadvantages is ...</i>
Describing past habits using 'used to':	<i>When I was younger I used to ...</i> <i>We didn't use to ...</i> <i>It's different now, but it used to ...</i>
Possibility and uncertainty:	<i>I might/might not ...</i> <i>It could be ...</i> <i>It may be ...</i>
Ask for further information:	<i>Can you tell me more?</i> <i>What have you done so far?</i>
Agreement/disagreement:	<i>I'm not sure I agree with you.</i> <i>I'm sorry, I don't agree.</i> <i>I completely agree.</i> <i>I couldn't agree more.</i>
The simple passive tense:	<i>I'm not sure what should be done.</i> <i>It is used for ...ing.</i> <i>It is made from ...</i>
Second conditional:	<i>If I could ..., I would ...</i> <i>If I were rich, I would...</i> <i>It would be better if ...</i>
Relative clauses:	<i>She's the person who ...</i> <i>It's a thing that/which ...</i> <i>It's a place where ...</i>
'Because of' and 'due to':	<i>He couldn't go due to the weather.</i> <i>I passed the exam because of the teacher.</i>

Worksheet 2 – 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 it could be ... A reason for this may be ...</i>
Impossibility:	<i>I'm sure it can't be ... It can't possibly be ... 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 say that I ... My family think that ... Most people seem to believe that ... My teacher told me she had ... I heard that you shouldn't ...</i>
3rd conditional:	<i>If I hadn't studied so hard, I wouldn't have passed. I would have gone, if I hadn't been late. If I hadn't had an accident, I would have won.</i>
Present perfect continuous:	<i>I've been studying English for 10 years. I've been thinking about ...</i>
Past perfect tense:	<i>Before I met you, I had never met an English person. I had never been to England until last month.</i>
Linking expressions/cohesive devices:	<i>Even though, in spite of, although, to continue, in other words, for example... Even though it's raining, it's still warm. I passed the exam, in spite of the noisy room. I enjoyed windsurfing, although I wouldn't go again. To continue, I was talking about my plans. In other words, I don't understand!</i>

Worksheet 3 – Grade 9 language

Example language:

Paraphrasing and recapping:

*In other words ...
What I mean is ...
What I'm trying to say is ...
Anyway, as I was saying ...*

Regrets, wishes and hopes:

*I wish I could ...
I wish I hadn't ...
I wish I could have done ...
I regret doing that now.
I regret not ...ing.
I hope I will be able to ...
I hope to go to England.*

Expressing assumptions:

*Presumably, this is right.
I'm not sure, but my best guess is ...
I assume the reason is ...*

Hypothesising:

*I suppose one reason could be ...
In theory, if I did X, Y might happen.*

Evaluating options:

*I'm not sure what to do.
On the one hand ... but on the other hand ...
I can see benefits on both sides.
If I do X then I might learn something, but if I do Y, it might be quicker.*

Evaluating past actions/events:

*It might have been better if we hadn't ...
Thinking about it now, I probably shouldn't have ...
I wouldn't be late if my alarm had gone off.
It must have been a difficult decision.
It can't have been easy.*

Verbs + gerunds and/or infinitive
remember, stop, forget

*I remember thinking that was a bad idea.
I remembered to bring some money.
I forgot to bring any money.
I always forget saying things when I'm tired.
I think I should stop studying maths.
I stopped to buy a magazine.*

Mixed conditionals:

*I would be in London now if I hadn't missed my plane.
If I were rich, I would never have bought this car.*

Should/must/might/could
+have + infinitive

*It must have been wet in London!
It can't have been sunny!
I might have made a mistake.
He could have won the lottery!*

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

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

Worksheet 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>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you hope might happen?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you wish you could do?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you wish you could have done?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you wish hadn't happened?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you regret (not) doing?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you think your friends might say?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you think could have been done differently?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>If you had to explain why ... happened, what would your best guess be?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What should have been done?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>I'm not sure which is the better option: X or Y?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>I'm not sure which would have been the better option: X or Y?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>How could someone persuade you not to ...?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>It can't have been easy.</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you remember ...ing?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you didn't remember to do?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What should we stop ...ing?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>I'm not sure I completely understand. Can you say that in a different way?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>How long have you been ...ing ...?</p>