Topic task:
Preparing a good topic form

At a glance

Level: ISE I

Focus: Topic task

Aims: To raise awareness of the need for points on the topic form to cover the language functions of the grade

Objectives: To review key language functions of the grade, to match grammatical structures to functions, to write topic form points and to exploit the language functions

Topic: My favourite band

Language functions: Describing events in the past, giving reasons, expressing preferences and describing the future

Grammar: Past simple, because, I like + infinitive/ -ing, going to

Lexis: Pop music / bands

Materials needed: One copy of the student worksheet, one blank copy of the ISE I topic form per student and a board pen

Timing: 1 hour

Procedure

Preparation

1. Make copies of the student worksheet for every student.

2. Make copies of a blank topic form for every student (see the ISE Specifications).

In class

1. Tell students that the lesson will focus on writing points on their topic form that will help them remember the language functions of the grade.

2. On one side of the board write: **My favourite band – One Direction** and ask students to suggest points for the topic form. Write students suggestions on the board.

3. On the other side of the board write: **Language Functions of ISE I.** Elicit some of the functions from students for example *expressing preferences, giving reasons etc*. It doesn't matter if students say grammatical structures such as 'going to' or 'past simple'. If the students don't give many examples, provide some key functions for them (from the ISE I Specifications).

4. Give out the student worksheet. Direct the students to Task 1. Ask students to individually read the points on the topic form and choose four points that will produce the language functions of the level. Give them 3-5 minutes for this task.

5. Get students to check their answers in pairs and then elicit their responses. Write them on the board and correct any errors.

6. Direct the students to Task 2. Tell the students that a, b, c and d are all language functions for ISE I. Put students in pairs and ask them to match one of the discussion points on the topic form 1-8 with the language functions a-d. Tell students that four discussion points do not match with any language function. Put students in pairs and get them to discuss **how** the points match the functions. For example, point 2 matches the past simple because it describes an action in the past. Check the answers with students and write them on the board.

7. Direct students to Task 3. Put students in pairs and ask them to write down why the other four discussion points are not suitable for ISE I. For example, number 4 because giving facts about One Direction will only ensure the candidate talks in the present simple. Give the students five minutes for this task.

8. In pairs, ask students to expand on each of the four good points using the language functions. *If your students aren't interested in One Direction, ask them to talk about their favourite singer or band*. Get the students to role play the topic discussion. One student is the examiner and the other student is the candidate. They can then swap roles. Monitor the students and correct the language as necessary. Give the students up to 10 minutes for this task.

   Example answer:

   I started to like One Direction when I saw them on TV. I watched a concert and I liked their songs and their dancing. Then I saw an interview with the band and I thought they were very funny.

   I like One Direction because they are always happy and enjoy their life. Also they seem like normal people and I think this is good.

9. Ask or nominate pairs of students to perform their role plays. Give feedback to the students about the positive points of their role play and ways they could improve.

10. End the lesson by reminding students that they should write the points on their topic form in a way that helps them to produce the language functions at the level (ISE I).

Extension activity

Stronger students can rewrite the poor topic discussion points to better fit the language functions.

Further support activity

With weaker students, ask them to write down their role plays so you can check they are using the correct language to cover the functions.
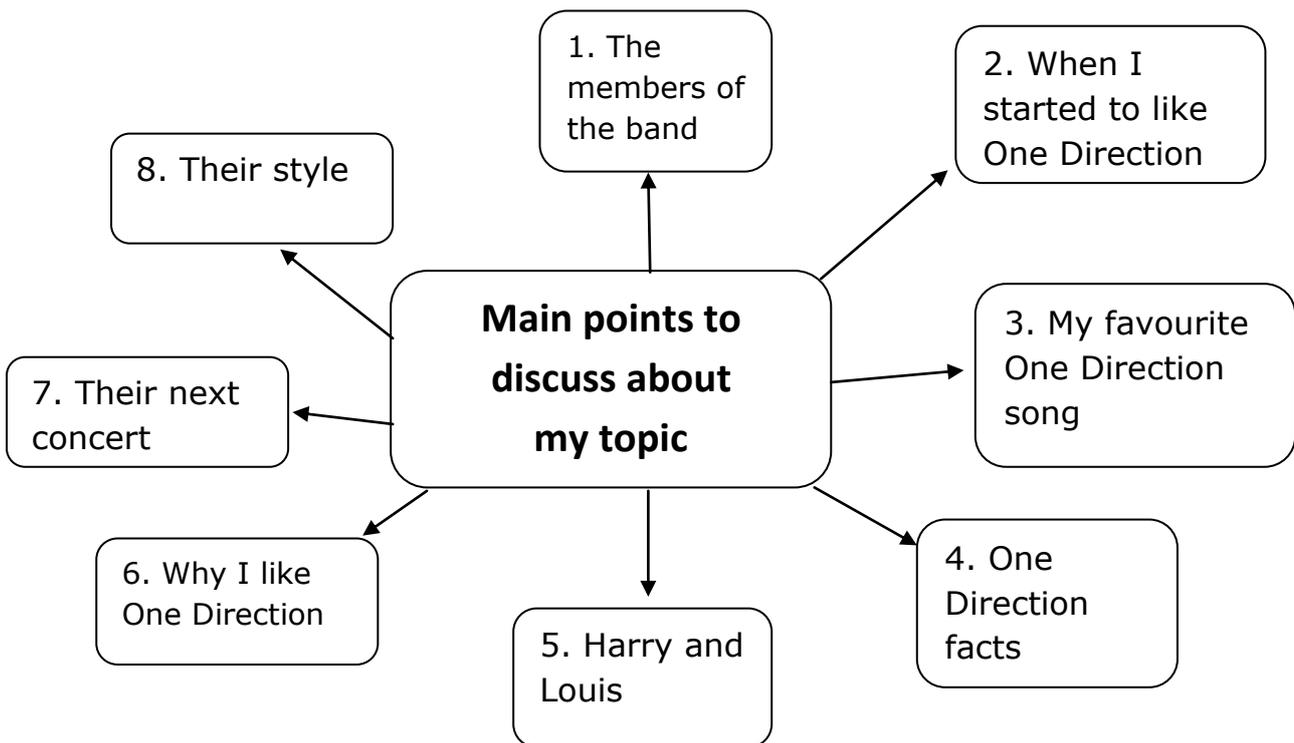
After class

Give students a copy of the blank topic form to complete at home with their own topics. Remind them that each point should relate to a language function.

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Student worksheet

Topic task:
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Title of topic: *My favourite band - One Direction*

Task 1: Read the discussion points. Choose **FOUR** that match the language functions of ISE I.

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         1. The                          2. When I
         members of                      started to like
         the band                        One Direction

8. Their style
                        Main points to           3. My favourite
                        discuss about            One Direction
7. Their next           my topic                 song
concert

         6. Why I like          5. Harry and       4. One
         One Direction          Louis              Direction
                                                   facts
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Task 2: Match 4 of the points above to the language functions a – d.

a. Describing events in the past
b. Giving reasons
c. Expressing preferences
d. Describing the future

Task 3: Why are the other FOUR points **not good** discussion points for the topic at ISE I?

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_____

<u>Answers:</u>

Task 1:

2 = describing events in the past

3 = expressing preferences

6 = giving reasons

7 = describing the future.

Task 2:

a. 2

b. 6

c. 3

d. 7

Task 3:

Points 1, 4, 5 and 8 are all in the present simple so it is more difficult for students to include the language functions of the grade. By talking about these points students are not showing the examiner that they can use the language functions of ISE I – the present simple is for ISE Foundation.