

Topic Auction – Grade 5

Grade: GESE Grade 5 (CEFR B1)

Time: 75 minutes

Exam task focus:

- ▶ To reflect on what makes a 'good' Topic for the exam
- ▶ To critically examine and analyse a number of topic ideas
- ▶ To raise awareness of including language functions, grammar and vocabulary of the Grade

Resources:

- ▶ Auctioneer's List
- ▶ Topic Checklist for the Grade
- ▶ 10 Example topic forms (you can create your own or use the ones in this resource)



One of the difficulties that students often encounter when preparing for the topic phase is actually how to include and use the language of the grade, while choosing a topic of their interest. In this activity, students will have the opportunity to view example topic forms. Students will be invited to reflect on the suitability of the topic and subpoints for that particular Grade

Procedure

1. Before class starts, either print off the topic forms in this resource, or prepare 10 example topic forms (some *good* examples and some *bad* examples). These become individual items for the auction. Hang up the 10 items (ie the *topic forms*) around the classroom in order to create 10 *topic form stations*. Each topic form is numbered 1 to 10 (randomly), to facilitate the auction process later.
2. Divide the students into teams of three.
3. Introduce the idea of an auction, teach words such as *auction*, *item*, *bid*. If you have access to the Internet you could find a clip of an auction on YouTube to show them.
4. Tell them they are going to attend an auction and bid for some items. The items are *topic forms*. Make it very clear to them that they must **ONLY** bid for topic forms that they think produce the language functions, grammar and vocabulary of the grade or level of their Trinity Exam.
5. Hand out the *Auctioneer's List*.
6. Now, hand out the *Topic Checklist*.
7. Instruct each team to walk to a *topic form station*.
8. In their teams they examine the topic form against the *Topic Checklist* provided and then they decide if they want to buy it or not. If they want to buy it, they mark it on the Auctioneer's list. (You should not confirm or deny if the topic forms are good or bad at this stage, wait until later). Do not let them shout out their choices or share answers with other teams.
9. Allocate £200 to each team. Before the bidding starts, remind them that they must not attempt to buy *Topic Forms* they believe to be 'Bad'. Tell them that they can only increase bids in £10 increments.
10. Begin the bidding. Start each item at £10, the second bid is £20, then £30, etc. and take it from there. Remember to deduct money from the starting total after each sale. To make it more fun use typical language of an auctioneer, eg 'How much am I offered for this topic form?' 'Who would like to start the bid at £10?' 'Can I get a higher offer?' 'The final bid goes to the team in the corner for £50', 'Going once, going twice, Sold'.
11. Teams **MUST** raise their hand to make an offer. Anyone caught shouting will be eliminated from the Auctioneer's room.
12. The team that buys the topic form with the highest bid wins the topic form on sale and they then record the price they have paid for it on the Auctioneer's List.
13. When all the topic forms have been sold, ask each team to count their topic forms before they are checked.

14. Check with the team that has the least number of topic forms to start with. They read the topic title and the topic points on the form and the teacher writes them up on the board.
15. Ask the class if it is a 'good' or 'bad' topic and discuss why and how the topic produces the functions on the checklist.
16. If the class, together with the teacher, all agree that it is a 'good' topic form, the team that bought the topic form wins the amount of money back which they bought it for. If it is agreed by the class that it is a 'bad' topic form the team loses the amount, which they bought it for. ANY team may win the lost money by stating why it is a 'bad' topic form. (YOU WILL BE SHOCKED TO SEE EVEN THE QUIET STUDENTS SCREAMING FOR YOUR ATTENTION).
17. If the topic form is GOOD and NO ONE bids on it, ALL TEAMS must pay a fine of £10.
18. After all the topic forms have been read and discussed the team with the most money wins!

Extension Activity

Ask each group to present their own 'topic' with relevant 'topic points' to the class. The other groups ask them questions, eg Have you included expressing intention and purpose? Have you included describing past events? etc.).

Answers & rationale

Good topics

The following are good topics because they give *plenty* of opportunity to cover the language of the Grade. Examples are given but also notice that each point can be used for several samples of the language, not just isolated ones. Some can also be used for covering more than one Language Function. They may also lend themselves well to the lexis of the grade.

My Countryside Villa

Subpoint	Language Function / Grammar	Example
Description of the villa and village	QUANTIFYING	The village has lots of trees. There are some spiders in the villa.
Many reasons why I like going there	GIVING REASONS	I like going because some of my family live there. It's also more fun than my house.
This year it's been different	RECENT PAST	I've only been once this year and I haven't seen my friends in the village.
The villa and my house - my preferences	PREFERENCES	I prefer visiting the villa because it's bigger, but I prefer living in my house.
How my visits will change in the future	INFORMING & PREDICTING FUTURE	I think my parents will decorate the villa. I probably won't visit so often.

My Favourite Band – BTS

Subpoint	Language Function / Grammar	Example
Why BTS are the best K-pop band?	GIVING REASONS	They're great because... and...
Things they've done this year	RECENT PAST	They've done a lot. They've... and they've...
The band member's preferences	PREFERENCES	Some dye their hair but others prefer natural hair.
Their concerts	QUANTIFYING	At the concert, you can see loads of people. There may be some fireworks.
What I think will happen to the band	INFORMING & PREDICTING FUTURE	I think they'll make new albums but they won't continue after 5 years.

Vegetarianism

Subpoint	Language Function / Grammar	Example
Why I'm vegetarian	GIVING REASONS	There are lots of reasons. First, I'd rather see real animals than see meat.
What habits I've changed	RECENT PAST	I've changed my shoes to plastic shoes and I've learnt to cook soya, not meat.
What is a good vegetarian diet	QUANTIFYING	It's good to eat a lot of nuts. Some people eat a bit of fish too.
The food I prefer	PREFERENCES	I like nut burgers but sometimes I'd rather have a beef burger.
What people will eat in the future	INFORMING & PREDICTING FUTURE	I think more people will eat vegetarian food because meat will be expensive.

My Artwork

Subpoint	Language Function / Grammar	Comment
Styles of art and what I prefer	PREFERENCES	I prefer painting real life but I also like drawing cartoons sometimes.
All my materials	QUANTIFYING	I have a lot of paints but I've only got a few brushes.
Why art is a good hobby	GIVING REASONS	It helps me relax because I only think about my painting.
How my artwork has changed	RECENT PAST	Before, I just drew animals, but I've learnt how to draw people.
My future as an artist	INFORMING & PREDICTING FUTURE	I'm going to study art at university and then I think I'll open a studio, or I'll...

Mobile Phones

Subpoint	Language Function / Grammars	Comment
Reasons why I'm interested in mobiles	GIVING REASONS	They're interesting because they change a lot every year. They're also...
All the ways mobiles have changed	DURATION AND RECENT PAST	We've had smart phones for 10 years. Phones have become smaller.
The features I prefer	PREFERENCES AND QUANTIFYING	I prefer a big screen and lots of apps, but I'd rather have a smaller phone.
The future of mobile phones	INFORMING & PREDICTING FUTURE	I think they'll be really small in your pocket but they'll open like paper in your hand.
My next mobile phone	INFORMING & PREDICTING FUTURE	I'm going to get the new iPhone but I don't know what it'll have. I think it'll...

Bad topics

The following are bad topics for a number of possible reasons: They may not lend themselves well to the Language Functions of the Grade, therefore making it hard for the candidate to demonstrate their ability at that level. They may only give opportunity for *isolated samples* of the Language Functions of the Grade. They might contain language above the grade, which the examiner can't test them on.

Please note how the topic itself may be similar to one of the 'Good topics' above, but the subpoints may not enable good coverage of *all* the Language Functions.

Basketball

Subpoint	Comment
Do you like basketball?	This is an attempt to request opinions, but it's just one very specific question and won't demonstrate an ability to hold a conversation with the examiner.
The history of basketball	This will probably just be past simple and can easily lead to recitation.
I prefer basketball to football	It goes a bit off-topic by bringing in football. This is only one single PREFERENCE. The candidate can give REASONS for it though.
Differences between indoor and outdoor basketball	This looks like G4 language - comparisons
Plans for our next match	If the candidate wants to talk about <i>plans</i> , they won't be able to use will for INFORMING AND PREDICTING FUTURE.

Harry Potter

Subpoint	Comment
The plot	This can easily lead to recitation and tends to use present simple. It's also impersonal.
The main characters	This can be very descriptive and is impersonal.
Why the books are better than the films	This can include GIVING REASONS, but probably not much else.
The author - JK Rowling	This appears to be descriptive and is impersonal.
The best book of the series	Again, descriptive and impersonal.

My Holiday to Morocco

Subpoint	Comment
The places we visited	This will only require past simple.
Where we stayed	Probably descriptive although it may use QUANTIFYING.
How long we've stayed	This looks like an attempt to use DURATION but the correct grammar will in fact be past simple.
The food is delicious	Again, appears to be purely descriptive.
Things you must and mustn't do there	This is G6 language and the examiner can't test the candidate above the Grade.

Spring Festival

Subpoint	Comment
The history of the festival	The candidate shouldn't really do this topic as it's a subject area of the Conversation Phase. Talking about the history can often lead to recitation and only use the past simple.
When the festival started	This will be covered in the previous point and has no room for expansion.
People wear special clothes	There could be some nice LEXIS but it's not clear what other Language Functions would be covered.
Why there was no festival this year	This looks like the candidate will be GIVING REASONS but there could just be one reason and everything else in past simple.
Other festivals of my city	It's not clear which Language Functions this would cover. It's also off the given topic.

My dog

Subpoint	Comment
When I got my dog	This is past simple. It could include DURATION but only a single sentence.
What I like doing with my dog	This is more G4 language - likes & dislikes.
My dog prefers running	This appears to be a single, brief point.
How I look after my dog	This is a nice thing to talk about but doesn't clearly lend itself to the Language Functions of the Grade.
Why I want to be a vet	The candidate can GIVE REASONS but there's not actually much opportunity to use future forms here.

Topic Auction – Auctioneer's list

Auction item:	Topic title	Tick (✓) item you want to buy	Price paid (minimum offer £10)
Topic #0	My Pet	✓	£30
Topic #1			
Topic #2			
Topic #3			
Topic #4			
Topic #5			
Topic #6			
Topic #7			
Topic #8			
Topic #9			
Topic #10			

Trinity Topic Checklists

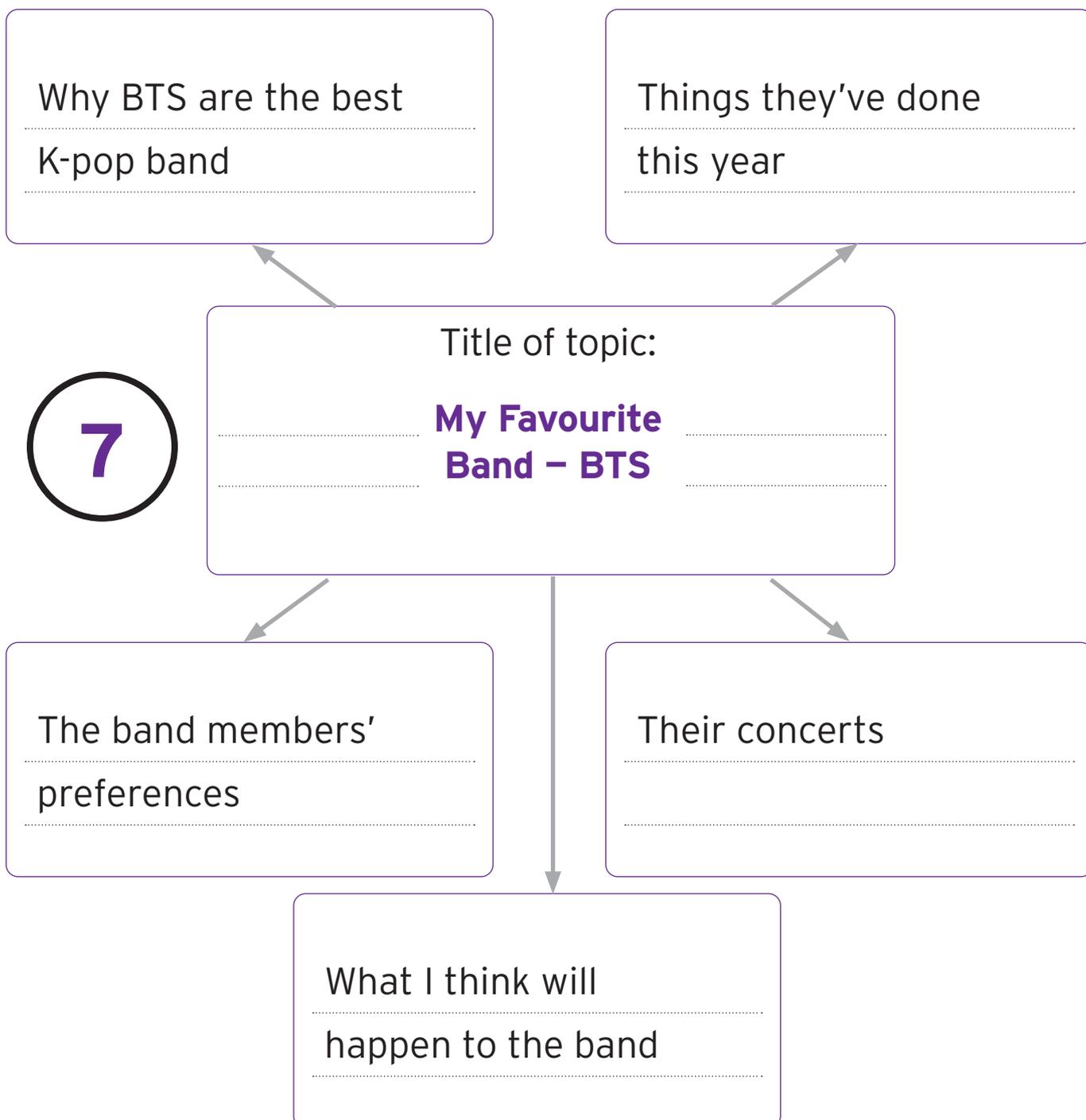
	Language functions for GESE Grade 5	Sample sentence
1	Talking about the future - informing and predicting	
2	Expressing preferences	I'd rather go to a live concert than buy a CD.
3	Talking about events in the indefinite and recent past	
4	Giving reasons	
5	Stating the duration of events	
6	Quantifying	
7	Responding to requests for clarification	
8	Asking questions	

	Suggested grammar for GESE Grade 5	Sample sentence
1	<i>Will</i>	I think cars will fly in the future
2	<i>Verb patterns (I prefer / I'd rather)</i>	
3	<i>Present Perfect</i>	
4	Connecting word because	
5	Present Perfect with for/since	
6	Adverbs of quantity	

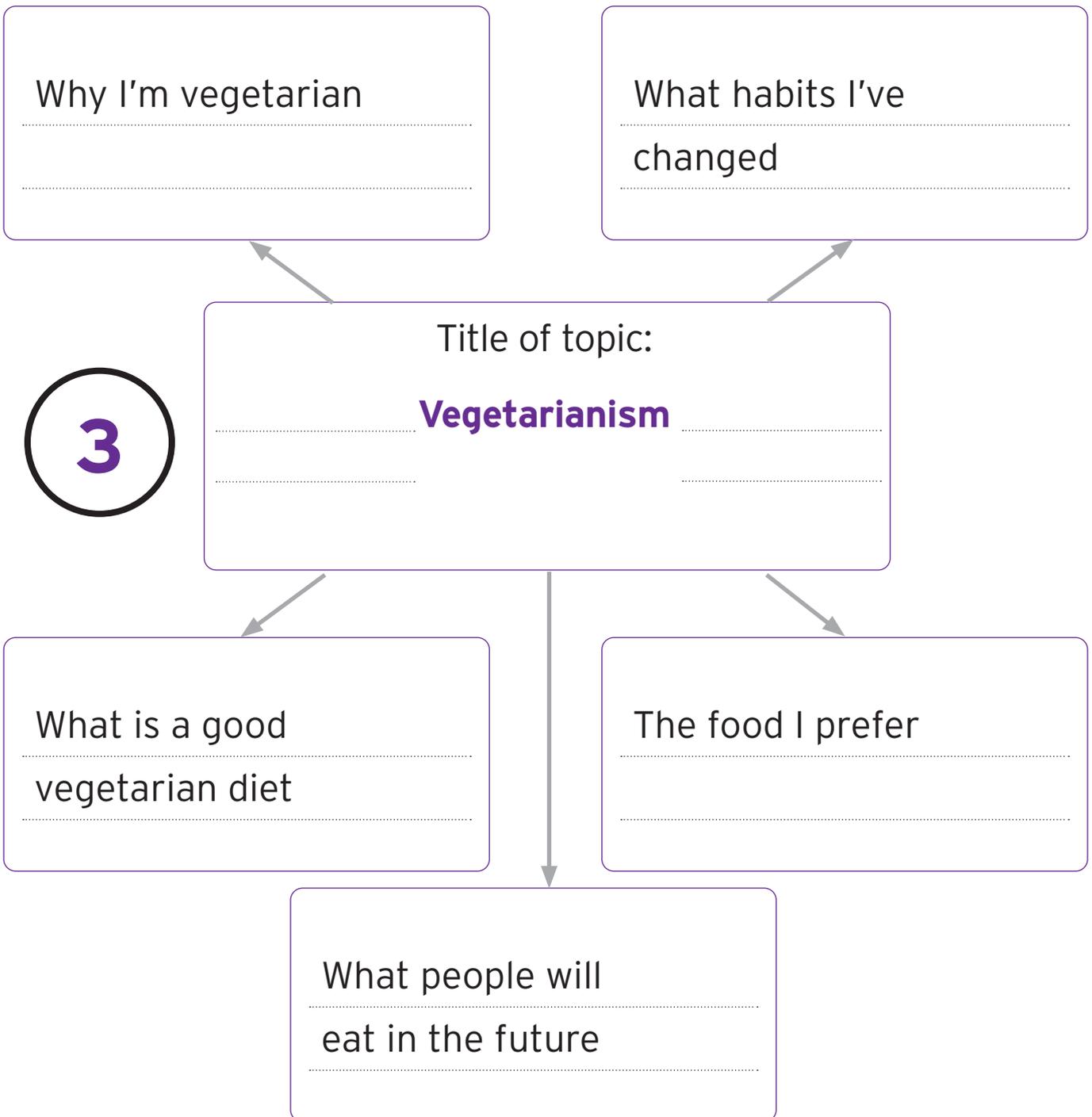
Graded Examinations in Spoken English Topic Form – Grade 5



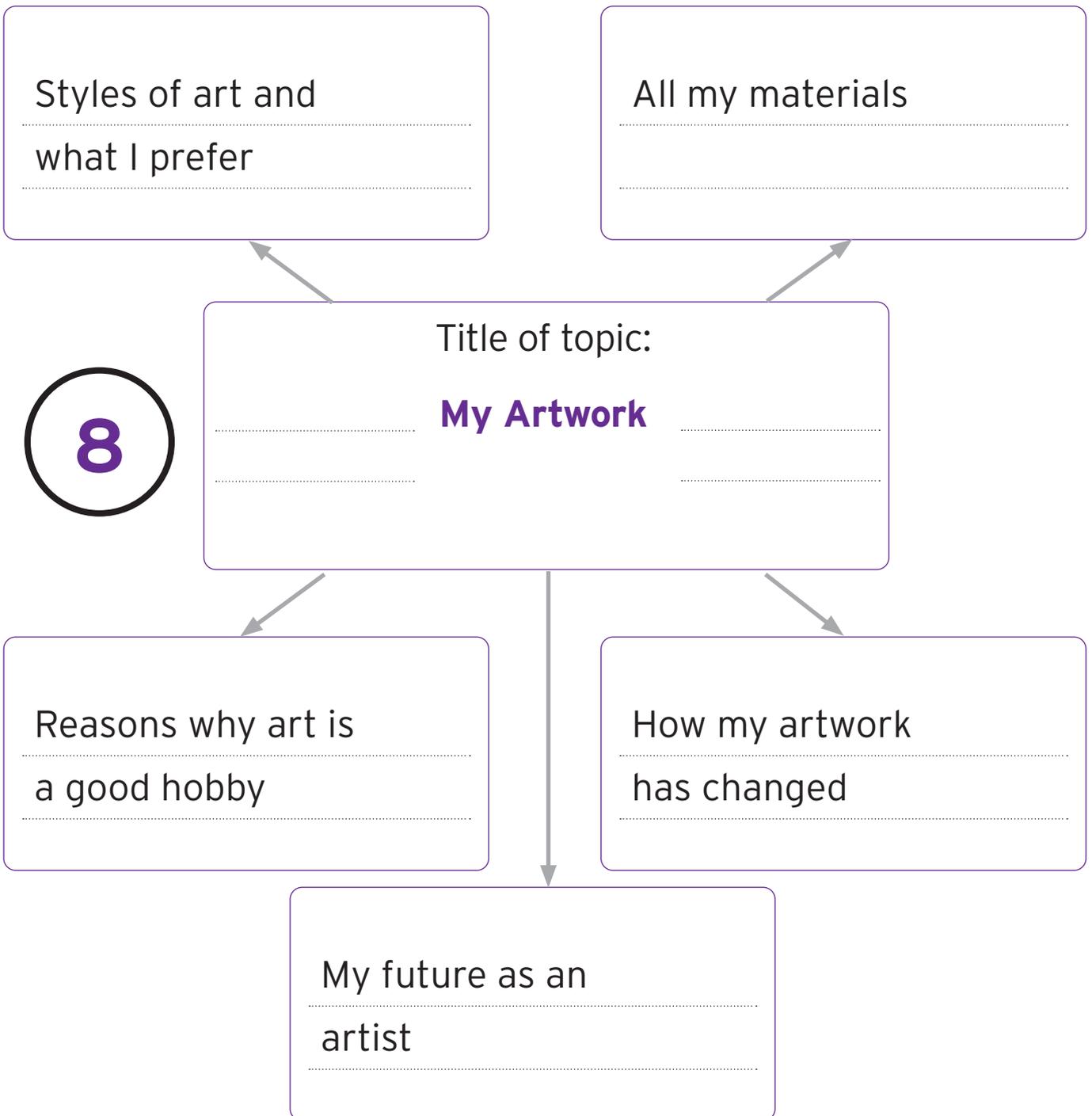
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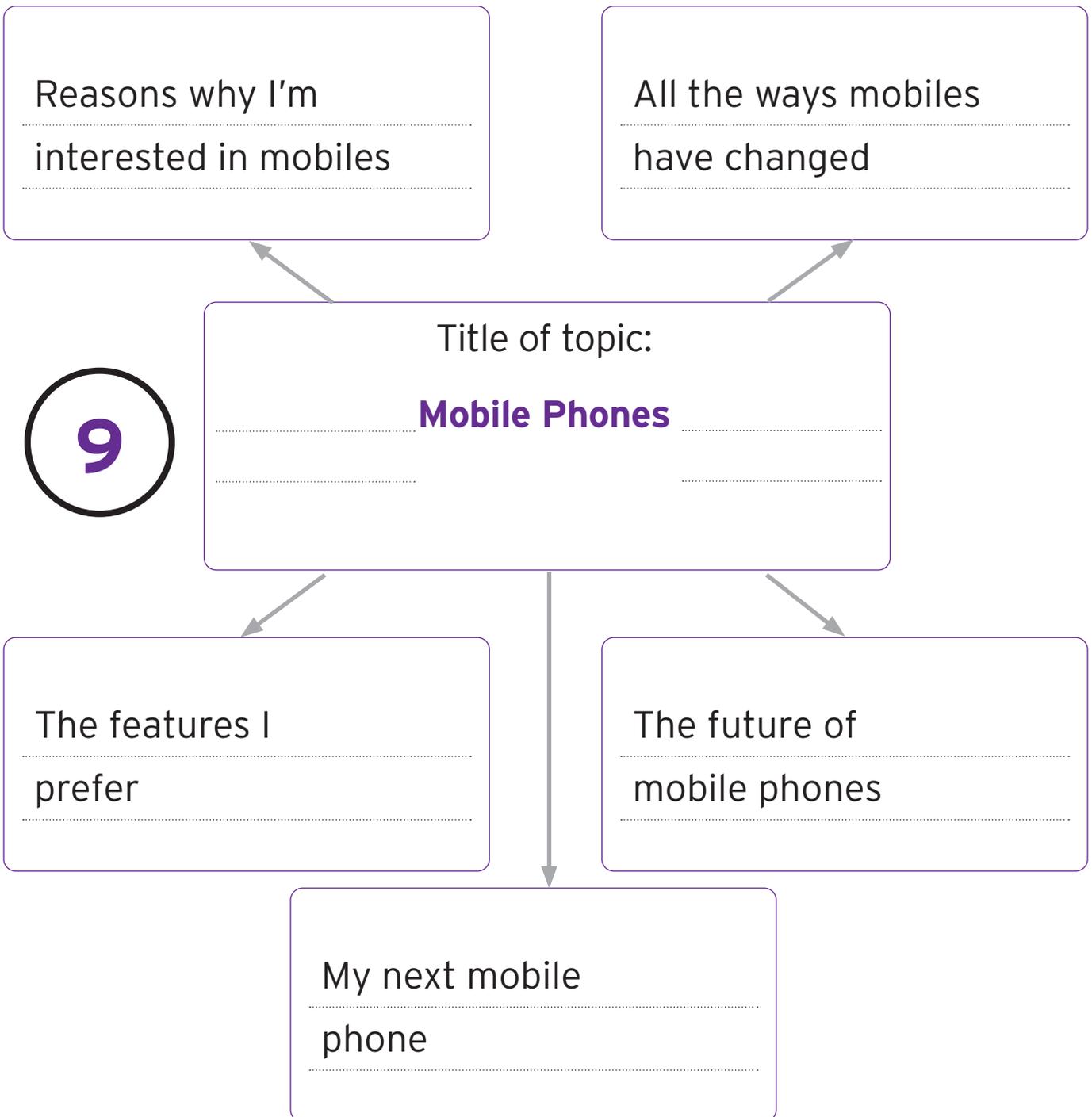
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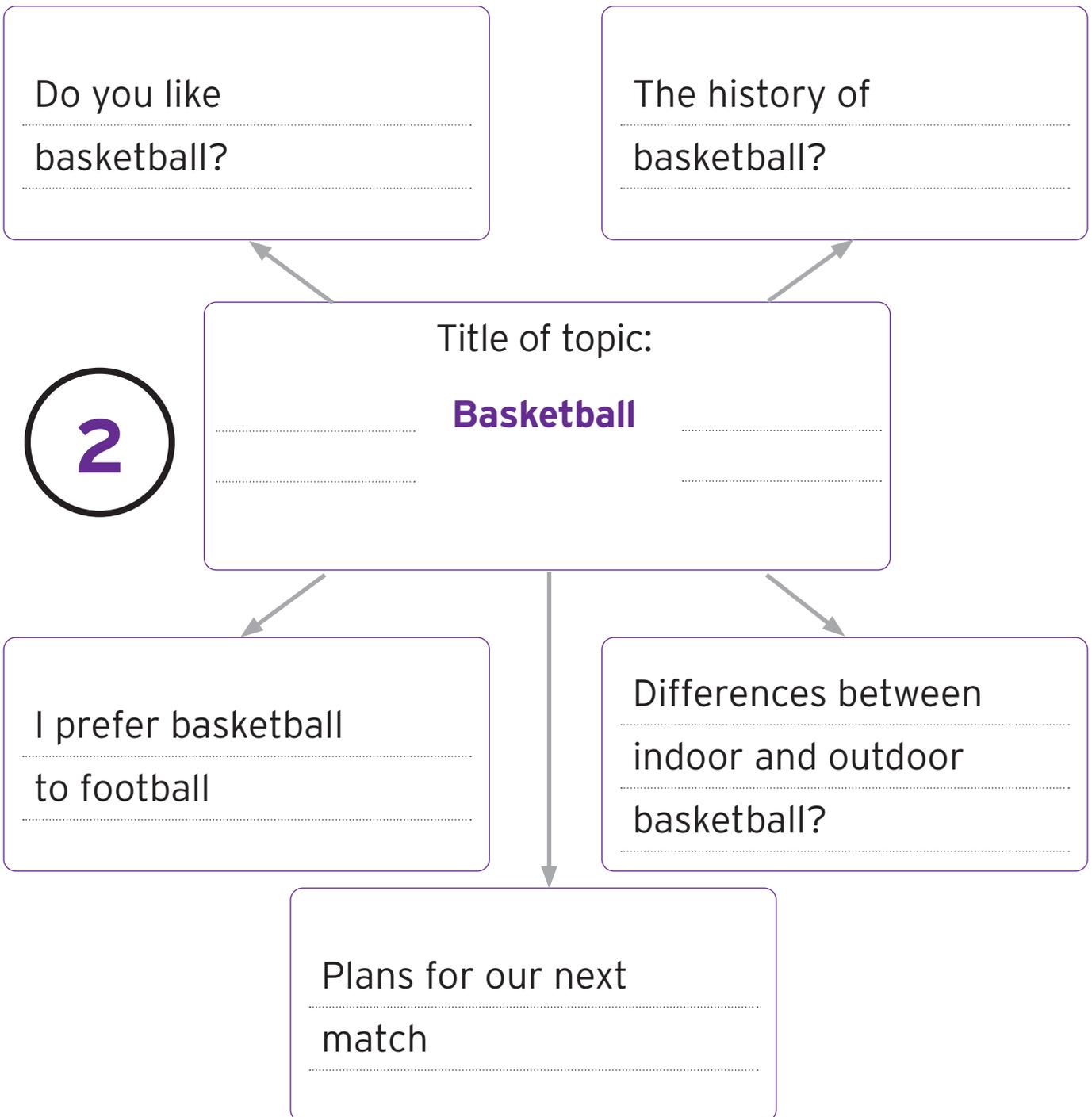
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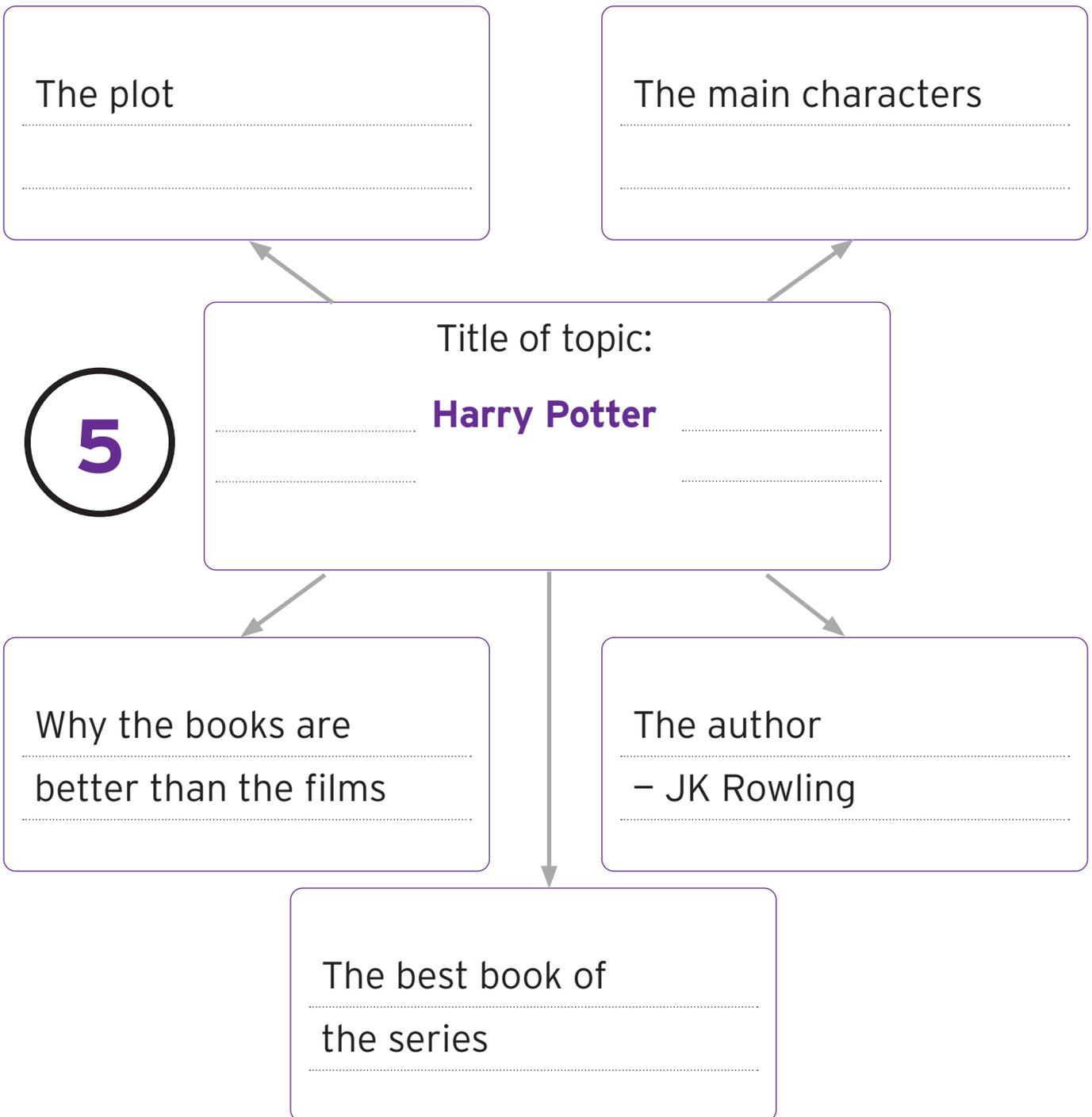
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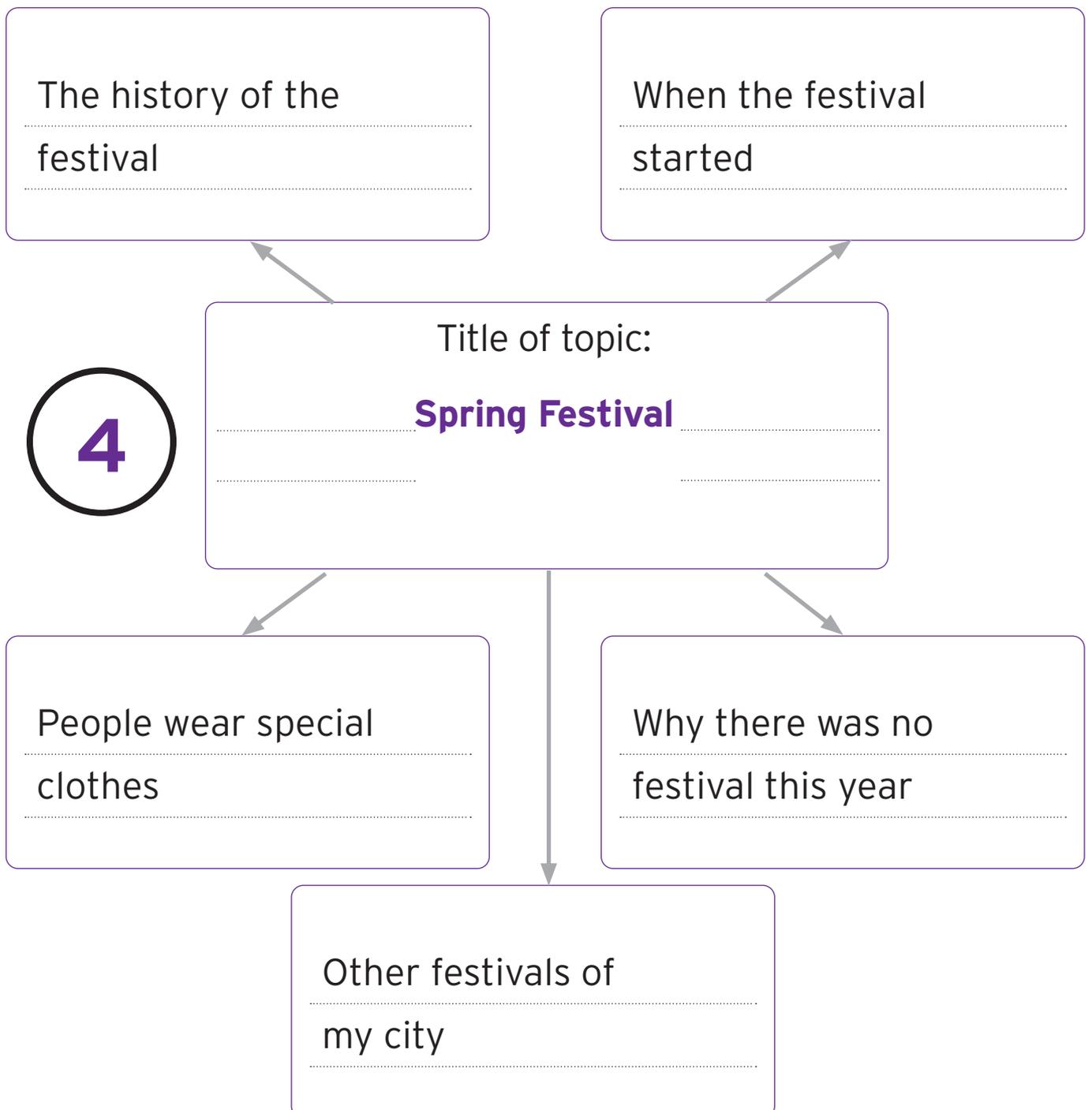
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