

Developing a topic – GESE Grade 9

Grade: GESE Grade 9 (CEFR B2)

Focus: The Topic phase

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

Materials needed:

- ▶ Students' mind maps for their chosen topic from the lesson: 'Choosing a Topic'
- ▶ Worksheet 1 – Example language for GESE Grade 9
- ▶ Worksheet 2 – Example prompts for GESE Grade 9 (You need one worksheet for every three students)

Preparation

1. Make copies of Worksheet 1 for all students.
2. Copy and cut up Worksheet 2 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 – GESE Grade 9 language and mind maps

Demonstrating mind maps for the Topic (10 minutes)

1. Put the students into groups of three. The students need their final mind maps from the lesson: 'Choosing a Topic', and the lists of language of GESE Grade 9 (Worksheet 1).
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 GESE Grade 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

GESE Grade 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.

GESE Grade 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 GESE Grade 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. For example:
 - ▶ What should have been done?
 - ▶ What do you wish you could change?

Students interview each other using the cards on Worksheet (25 minutes)

1. Tell the students to change their seats and sit in new groups of 3. 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. Show the class the question cards from Worksheet 2. 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 question 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.

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 – GESE 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/had/hadn't
I wish I could have done...
I regret ...ing / not ...ing.
I hope I will be able to... / I hope to...

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 have been 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 remember locking the door when I left.
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 poor, 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 2 – 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>