



Classroom activity 2

DEVELOPING A TOPIC

Grade: GESE Grade 7 (SELT 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 Classroom activity 1 – Choosing a topic
- ▶ Worksheet 1 – Grade 7 language
- ▶ Worksheet 2 – Example prompts for Grade 7

Worksheet 2 provides 18 individual prompts. The teacher will need one worksheet for every three students.

Preparation

1. Make copies of Worksheet 1.
2. Copy and cut up Worksheet 2 into 18 individual prompt 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 – Grade 7 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 Classroom activity 1 – Choosing a topic, and the list of Grade 7 language (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. 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 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 Grade 7 to describe all of the points on the mind map on the 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 to describe each point. You can fill the board with multiple ideas for each point. 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 Grade 7.

Grade 7 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 Grade 7 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 (10 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 widest range of Grade 7 language. 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 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 to 10 different questions that they can ask about people's topics. They must try to use Grade 7 language as appropriate, for example:
 - ▶ What did you use to do when you were younger?
 - ▶ What would you change about it if you could?
2. After 5 minutes, ask for example questions from the class and let them make suggestions.

Students interview each other using the cards on Worksheet 2 (25 minutes)

1. Tell the students to change their seats and sit in new groups of three. They need their mind maps with their four best topic points with them.
2. Ask each group of three 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 question 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 last up to 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>
Highlighting advantages and 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>
Expressing possibility and uncertainty:	<i>I might/might not ...</i> <i>It could be ...</i> <i>It may be ...</i>
Eliciting further information:	<i>Can you tell me more?</i> <i>What have you done so far?</i>
Expressing agreement and 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>
Simple passive:	<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>
Discourse connectors '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 – Example prompts for Grade 7

Cut these prompts into 18 individual cards.

IMPORTANT! These are only example prompts. The real exam will contain other questions.

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