

Developing a topic – GESE Grade 8

Grade: GESE Grade 8 (CEFR B2.2)

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 8
- ▶ Worksheet 2 – Example prompts for GESE Grade 8 (You need one worksheet for every three students)

Preparation

1. Make copies of Worksheet 1 for all students.
2. Copy and cut up Worksheets 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 8 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 Grade 8 (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 8. 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 8 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 8 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 8 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 do your friends say about it?
- ▶ What would you have done differently if you'd had the chance?

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 8 language

Example language:

Feelings and emotions:

*It makes me feel...
I have mixed feelings about it.*

Speculating:

*I can't be sure, but it might be...
One possibility is that it could be...
A reason for this may be...*

Impossibility:

*I'm sure it can't be...
It can't possibly be...
There is no way I would...*

Persuading and discouraging:

*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.*

Reporting the conversation of others:

*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...*

3rd conditional:

*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.*

Present perfect continuous:

*I've been studying English for 10 years.
I've been thinking about...*

Past perfect tense:

*Before I met you, I had never met an English person.
I had never been to England until last month.*

Linking expressions/cohesive devices:

*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.
Although I enjoyed windsurfing, I wouldn't go again.
In other words, we need to rethink it.*

Worksheet 2 – 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>