

Topic Auction – GESE Grade 6

Grade: GESE Grade 6 (CEFR B1.2)

Time: 75 minutes

Exam task focus:

- ▶ To reflect on what makes a 'good' Topic for the Trinity 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 the 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?

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 Favourite Singer - Ariana Grande

Subpoint	Language Function / Grammar / Lexis	Example
Her style	LEXIS	She dresses up in costumes when she performs on stage.
The reasons I listen to her music	PURPOSE	I listen to relax when I'm... and to get energy if...
Issues she's had with the media	PAST CONTINUOUS	One time, she was walking down the street and ...
Why I admire her	CONDITIONALS	If something happens, she always....
How to become a famous singer	OBLIGATION	You need to... but you don't have to...
Ariana in the next year	PRESENT CONTINUOUS FOR FUTURE	She's performing next month.

Volunteering as a Summer Camp Leader

Subpoint	Language Function / Grammar / Lexis	Example
Why I volunteer	PURPOSE	To help children.
My duties as a leader	OBLIGATION	I must always...
The best moments of last summer	PAST CONTINUOUS	There were a couple of great moments. One was when I was making...
How to deal with difficulties	CERTAINTY & UNCERTAINTY, OBLIGATION	If a child wakes up in the night, we need to...
Next summer	PRESENT CONTINUOUS FOR FUTURE	I'm going in June and staying in the same place.
If you want to volunteer	OBLIGATION	You need to be a patient person.

My Horse

Subpoint	Language Function / Grammar / Lexis	Example
How I look after her	OBLIGATION	I have to feed her, clean up after her...
What's special about my horse	LEXIS	She's an Arabian horse so has a beautiful mane and powerful front legs.
When I got her	PAST CONTINUOUS	I remember the day I got her. She was trotting in the yard...
Problems my horse can have	CONDITIONALS, OBLIGATION	If she hurts her hooves, I need to...
Reasons for having a horse	PURPOSE	I have a horse to help me relax. I also like to have another creature to care for.

Subpoint	Language Function / Grammar / Lexis	Example
Plans for the next competition	PRESENT CONTINUOUS FOR FUTURE	I'm travelling to the capital city and I'm sending my horse the day before.

My Future Career - Doctor

Subpoint	Language Function / Grammar / Lexis	Comment
Why I want to be a doctor	PURPOSE	I've always wanted to be a doctor to help people in need and to make a difference.
How to become a doctor	OBLIGATION	You have to study for at least 7 years and you need to get experience in hospitals.
Career possibilities	CONDITIONALS	If you want to be a GP, you need to... but if you choose to become a surgeon, you...
My experience of helping people	PAST CONTINUOUS	When I was younger, my friend got a bee sting when we were playing, and I...
Work experience next month	PRESENT CONTINUOUS FOR FUTURE	I'm volunteering in a home next month. I'm going to do some night shifts.
Common medical problems	CONDITIONALS, LEXIS, OBLIGATION	If you come down with a cold, you need to get some rest and stay away from hospital.

Study Exchange Programme

Subpoint	Language Function / Grammar / Lexis	Comment
My study trip last year	PAST CONTINUOUS	The most memorable moment of my trip was when I was staying with...
Going abroad again this year	PRESENT CONTINUOUS FOR FUTURE	I'm going to a different city this year and I'm staying with a host family this time.
How to get on the programme	OBLIGATION	You have to apply early and you need to put together a good application.
Preparing to live abroad	OBLIGATION	You don't always have to get a visa but you do need a residence permit.
Benefits of studying abroad	PURPOSE	I want to study abroad to meet new people, to get a better job, to have experiences...
Alternatives if I don't get on the programme	CONDITIONALS	If I don't get accepted, I'll try to find another programme or I'll get a job...

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.

The Best Football Player - Messi

Subpoint	Comment
His life story	This will probably just be past simple and can easily lead to recitation.
Why he's the best footballer	Giving reasons but probably just using 'because' (G4). It doesn't enable the G6 INFINITIVE OF PURPOSE.
What he must and mustn't do	This is ok but may not demonstrate the full range of OBLIGATION & NECESSITY. It looks like the candidate will just recite a simplistic list of 'He must... and he mustn't...', which won't show a genuine ability to use the language.
Messi's style	Ok, may demonstrate some good LEXIS.
What he'll do if he loses the next match	This can use CONDITIONAL but it's such a specific point that the candidate may only be able to give isolated samples.
Do you like Messi?	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.

My Favourite TV series - Game of Thrones

Subpoint	Comment
Why I like this series	GIVING REASONS but probably just using 'because' (G4). It doesn't enable the G6 INFINITIVE OF PURPOSE.
The plot	This will just be present simple and isn't personalised to the candidate.
No future series	If there will be no future series, the candidate can't talk about future arrangements.
The best character	It's hard to see how this will demonstrate any of the Language Functions of the Grade.
Pros and Cons of watching the series	This is language above the Grade (G7) so the examiner may not be able to ask the candidate about it since the examiner must stick to the language of the Grade they're testing at. Giving pros and cons of watching a series is also quite a strange point to make.
How many series they have made	This is RECENT PAST (G5) and will just give a number so will not lead to a discussion.

Fishing

Subpoint	Comment
I go fishing with my father every month	This is G4 language of FREQUENCY.
The best place is the river	This is a simple statement with no indication for expansion.
The equipment	The LEXIS may be good but there are no clear Language Functions.
Last weekend we caught some fish	This seems to be past simple although it could include PAST CONTINUOUS.
Types of fish you can eat	Another present simple statement.
How to cook the fish	As above.

My Life

Subpoint	Comment
When I was a child	This will probably only use past simple. It's too broad to include PAST CONTINUOUS.
My life now	Again, very broad, and no indication of how the Language Functions might be used.
What I'll do when I'm older	This is future but lends itself to WILL and BE GOING TO rather than any PRESENT CONTINUOUS FOR THE FUTURE.
My friends' lives	This seems to be off topic and is very vague.
The best part of my life	No indication of G6 Language Functions.
The worst part of my life	As above.

Video Games - Harmful or Just Fun?

Subpoint	Comment
Introduction	The overall problem with this topic is that it's in a presentation style, which is only relevant for the Advanced Levels.
The history of video games	
Harmful elements of video games	
Fun elements of video games	
My opinion	
Conclusion	

Topic Auction – Auctioneer’s List

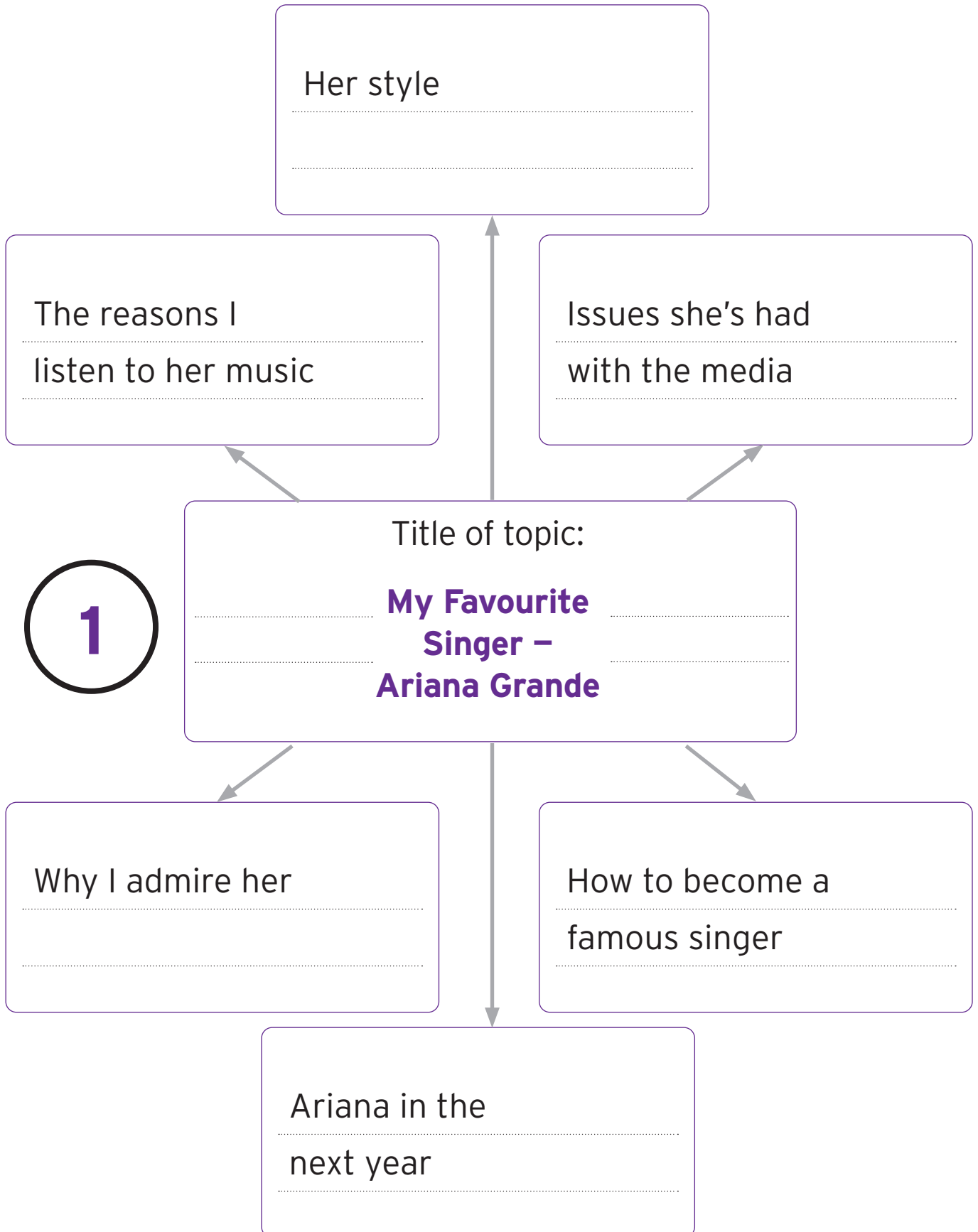
Auction Item:	Topic Title	Tick (✓) item you want to buy	Price paid (minimum offer £10)
Topic #0	My Pet	✓	£30
Topic #1			
Topic #2			
Topic #3			
Topic #4			
Topic #5			
Topic #6			
Topic #7			
Topic #8			
Topic #9			
Topic #10			

Trinity Topic Checklists

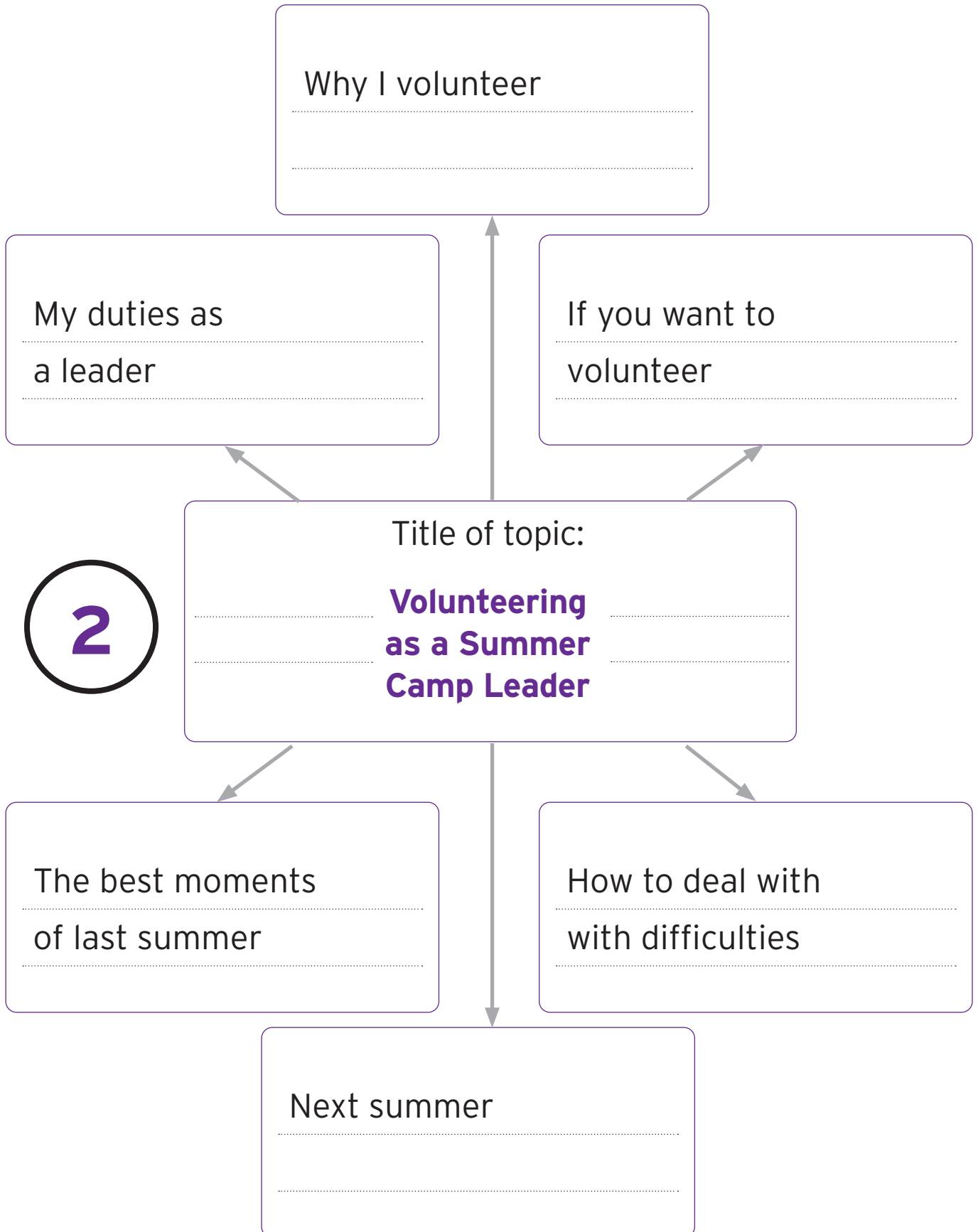
	Language Functions for GESE Grade 6	Sample sentence
1	Expressing and requesting opinions and impressions	
2	Expressing intention and purpose	
3	Expressing obligation and necessity	I don't have to help
4	Expressing certainty and uncertainty	
5	Describing past actions over a period of time	

	Suggested Grammar for Grade 6	Sample sentence
1	present continuous for future use, <i>be going to & will</i>	I'm going away at the weekend
2	modals, eg <i>must, need to, might, don't have to</i>	
3	zero and first conditionals, using <i>if</i> and <i>when</i>	
4	Past Continuous tense	
5	Infinitive of purpose	

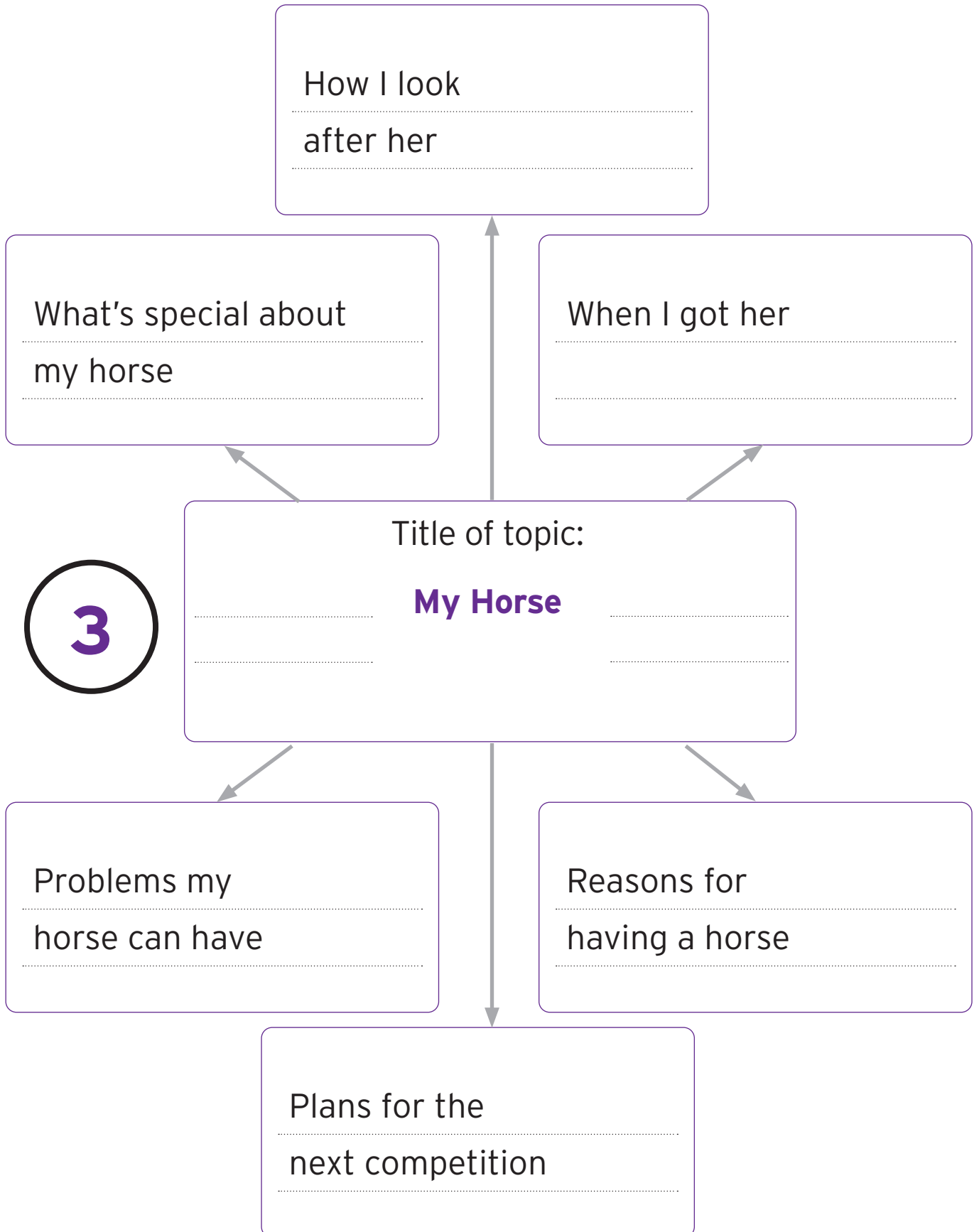
Graded Examinations in Spoken English Topic Form – Grade 6



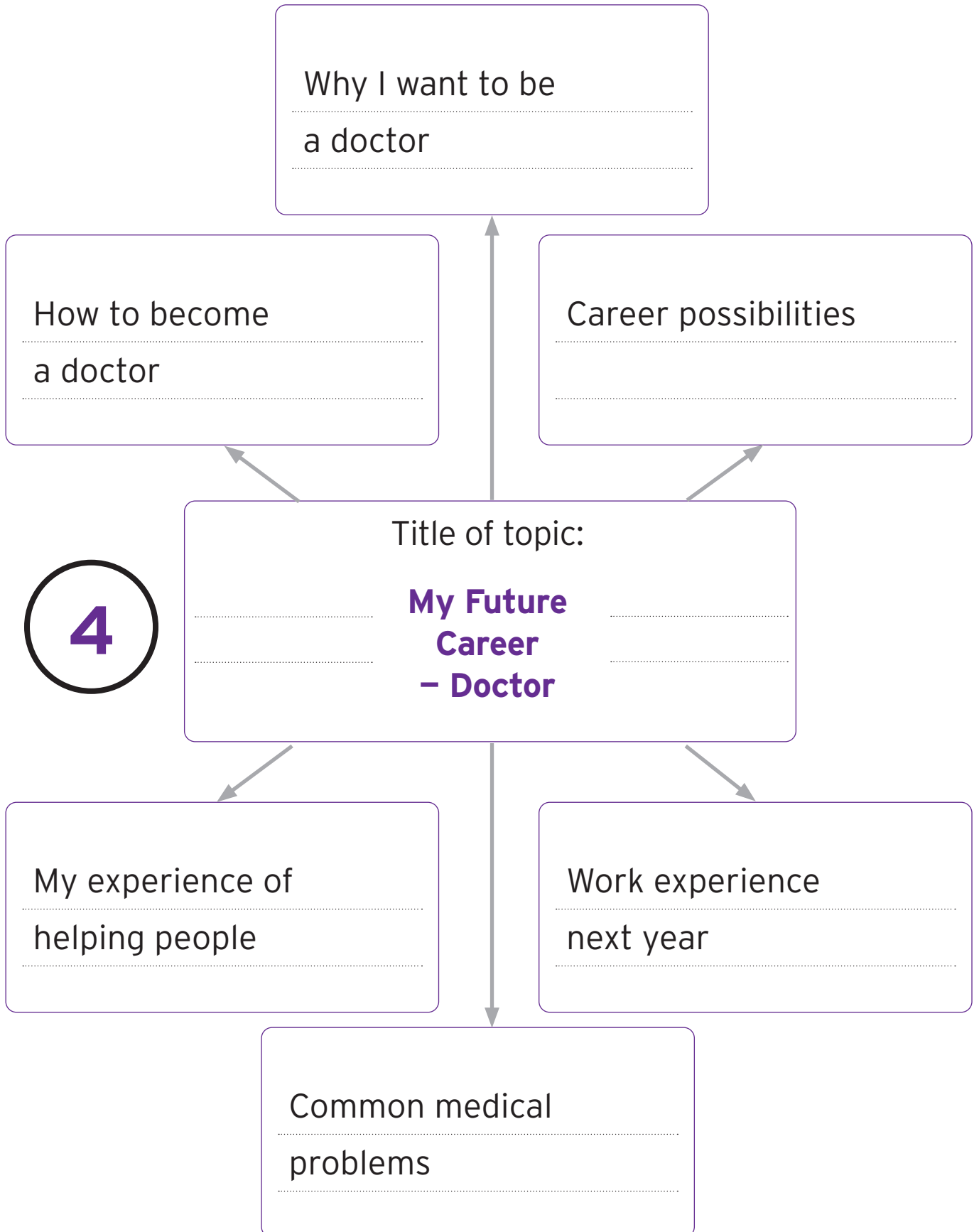
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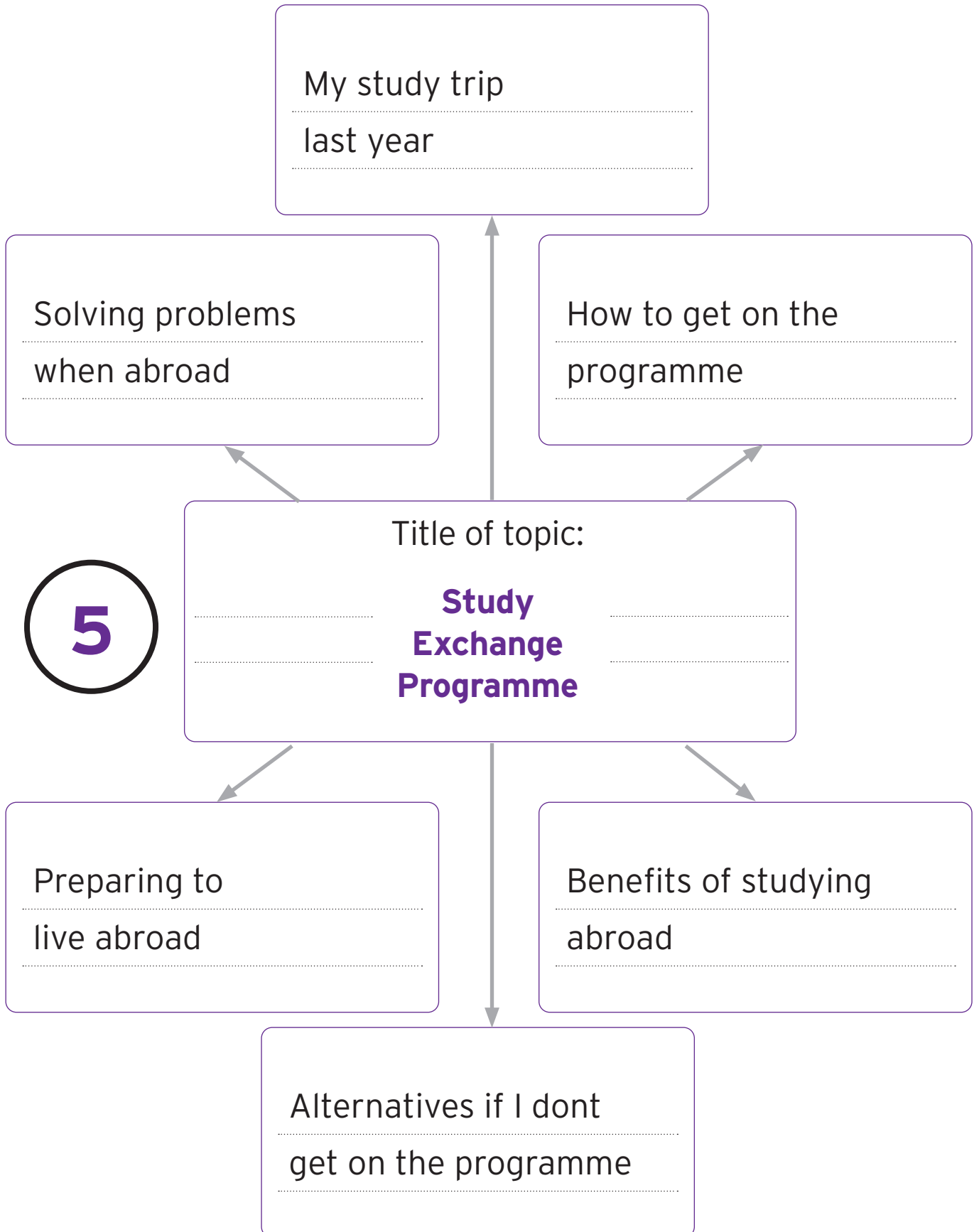
Graded Examinations in Spoken English Topic Form – Grade 6



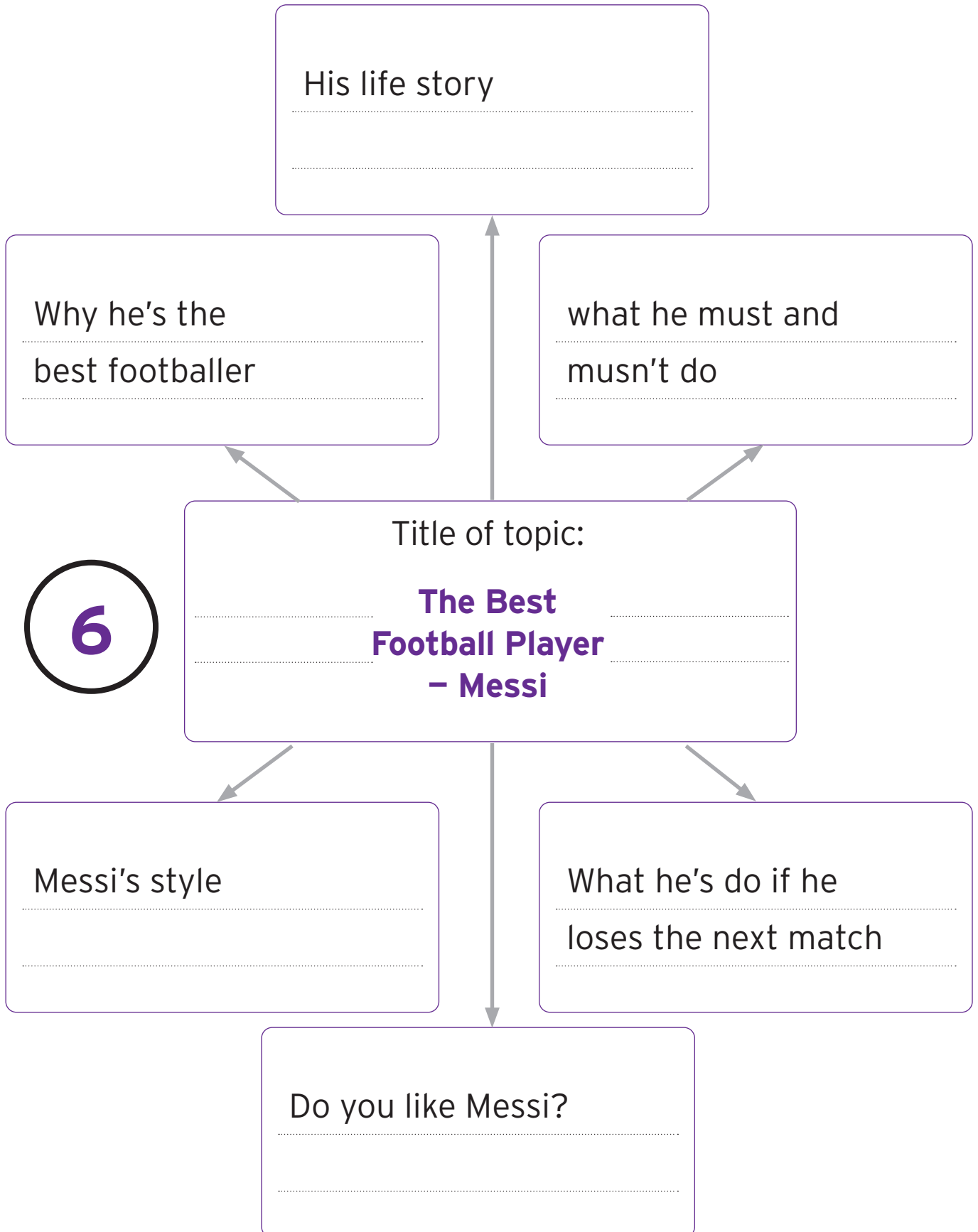
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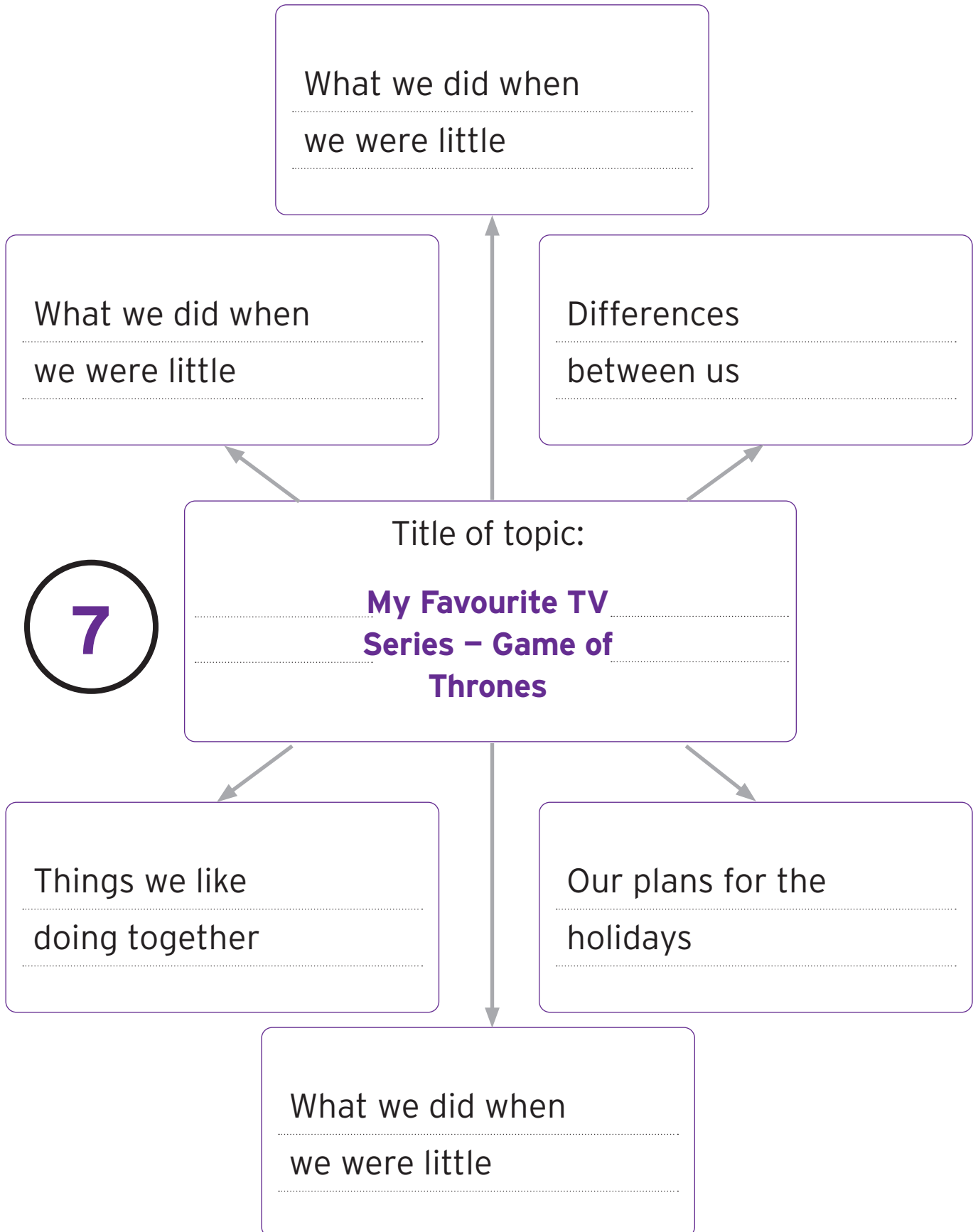
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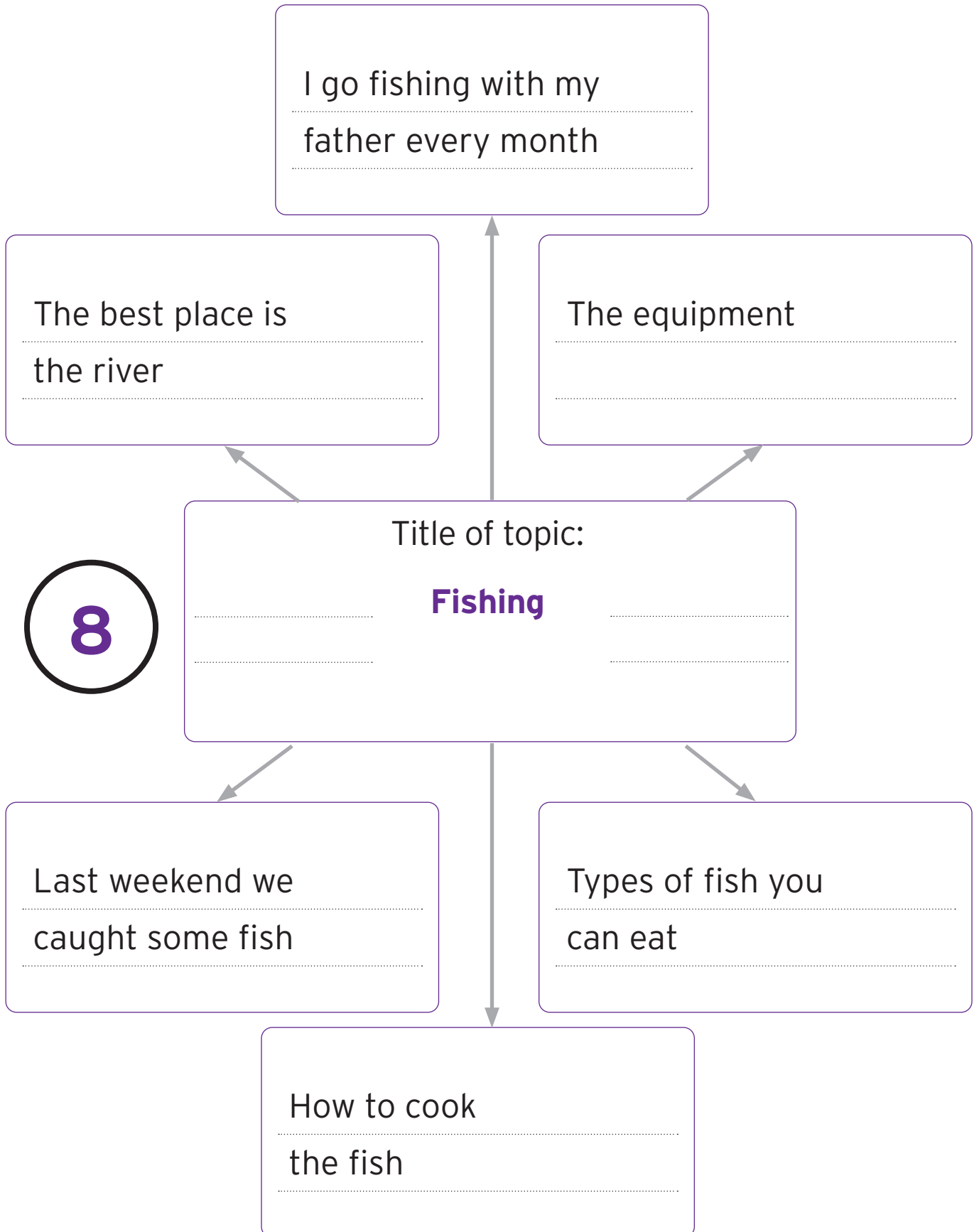
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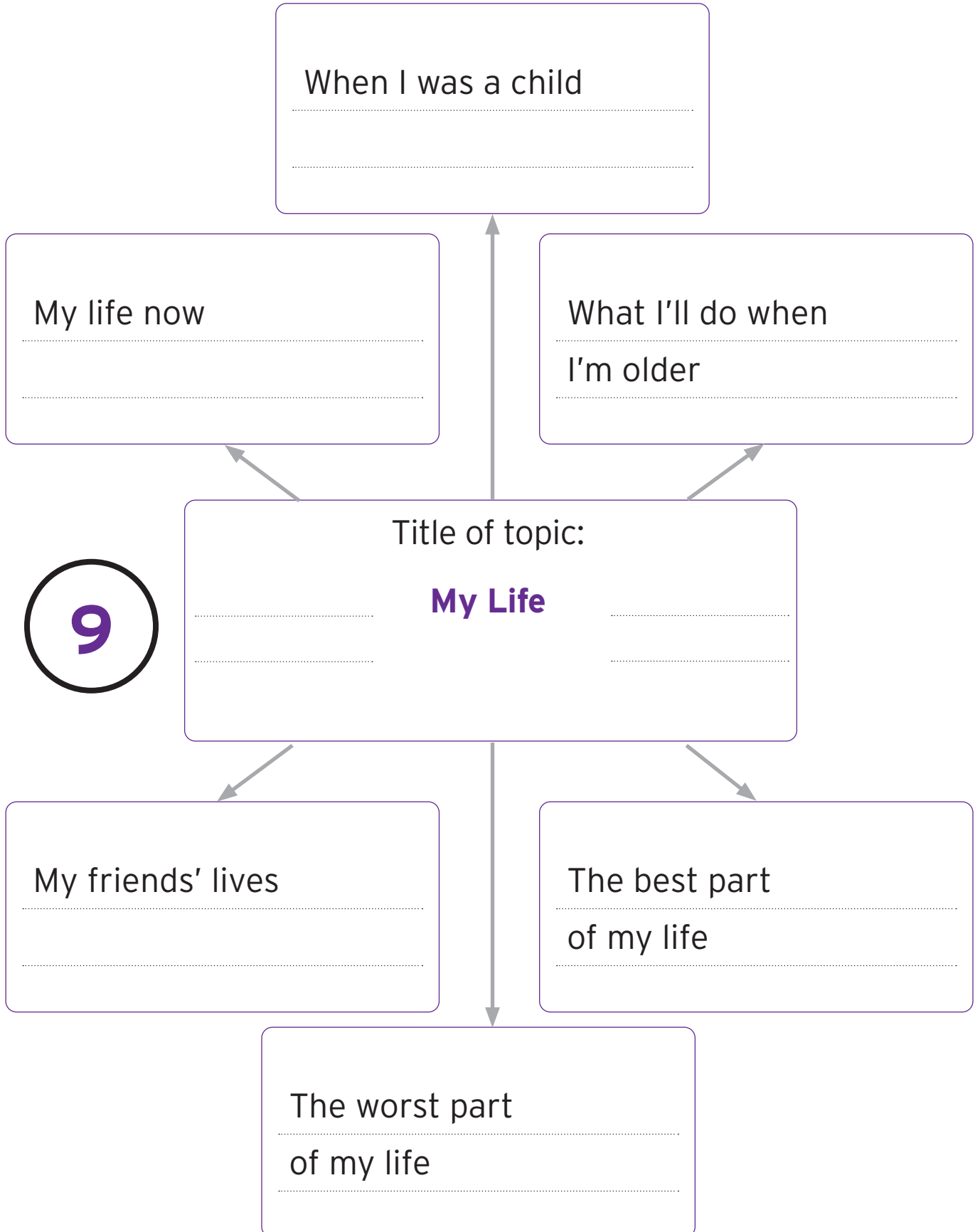
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