

## Topic Auction – GESE Grade 4

**Grade:** GESE Grade 4 (CEFR A2)

**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 GESE Grade 4 exam
- ▶ 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, e.g. Have you included expressing intention and purpose? Have you included describing past events? etc.).

## Answers and rationale

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 Best Friend

Subpoint	Language Function / Grammar	Example
What we did when we were little	PAST SIMPLE, FREQUENCY	We played princess games and we rode our bikes every weekend.
Differences between us	COMPARISONS	She's taller than me and her hair is darker. She's more shy than my.
Things we like doing together	LIKES & DISLIKES, FREQUENCY	We really like reading fashion magazines and then going shopping. We go shopping together twice a month.
Our plans for the holidays	FUTURE PLANS & INTENTIONS	Our families are going to go on holiday together next year. We're going to swim...

### My Siamese Cat

Subpoint	Language Function / Grammar	Example
When my cat was a kitten	PAST SIMPLE, FREQUENCY	She played every day for half an hour. She didn't sleep on my bed.
My cat is different from other cats	COMPARISONS	She's smaller and more beautiful than other cats. She makes different sounds.
Things my cat likes and doesn't like	LIKES & DISLIKES, FREQUENCY	She likes playing fetch, similar to a dog. She hates when I wash her fur.
When she's old	FUTURE PLANS & INTENTIONS	We had an old cat before and I think my cat is going to be the same. She's going to sleep more and she's not going to jump.

### My New Home - Seoul

Subpoint	Language Function / Grammar	Example
My first year in Seoul	PAST SIMPLE, FREQUENCY	I moved to Seoul from Daegu 2 years ago and I didn't know anyone.
Seoul and Daegu - differences	COMPARISONS	Seoul is bigger and dirtier than Daegu but it's more exciting.
What I like and dislike about Seoul	LIKES & DISLIKES, FREQUENCY	I love going out in the evening to all the bars but I don't like the crowds.
The city in the future	FUTURE PLANS	They're going to build more apartments. They're also going to have more buses and trains and fewer cars.

### Space Travel

Subpoint	Language Function / Grammar	Example
The best adventures and discoveries	PAST SIMPLE, FREQUENCY	The best were when people went to the moon and when Hubble found other galaxies.
My predictions for the future	COMPARISONS	I think people are going to travel to Mars and we're going to find aliens somewhere.
What astronauts like and don't like	LIKES & DISLIKES, FREQUENCY	They like seeing earth from the sky but they don't like eating dry food every day.
Different planets	COMPARISONS	Some planets are much bigger than earth and they're nearer their suns.

### Professional Climbing

Subpoint	Language Function / Grammar	Example
My last climbing competition	PAST SIMPLE, FREQUENCY	We travelled to Switzerland. My family came and I won the top prize.
The best and worst things about climbing.	LIKES & DISLIKES	I love climbing in forests but I don't like finding spiders on the rocks.
Climbing indoors and outdoors	LIKES & DISLIKES, FREQUENCY	Climbing indoors is safer but it's more boring. Outdoors is colder but fun.
How I'm going to prepare to climb	FUTURE PLANS & INTENTIONS, FREQUENCY	I'm going to practise every day and climb higher mountains every time.

### 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 Great Wall of China

Subpoint	Comment
The history of the wall	This tends to lead to recitation and language unnatural to the Grade.
Differences between it and my garden wall	This is about COMPARISONS but it's quite a strange and unnatural comparison to make.
Why the wall is famous	GIVING REASONS is GESE Grade 5 language so the examiner can't ask this question.

Subpoint	Comment
How often I go to the wall	This is fine for FREQUENCY but it's likely to have short answer.

### The Park Near My House

Subpoint	Comment
Last weekend we went to the park	This may be fine for TALKING ABOUT PAST but would give more scope as 'What we did at the park last weekend'
Next weekend we're going to the park	This refers to FUTURE PLANS AND INTENTIONS but the vocabulary looks to be similar to the previous subpoint.
We like going to the park	Again, it's very repetitive in terms of LEXIS and would be better phrased as 'Things we like doing in the park'.
Rules of the park	This looks more like G6 language so is not suitable for G4.

### The Story of the iPhone

Subpoint	Comment
When the iPhone was invented?	The language here is actually PAST SIMPLE PASSIVE which is GESE Grade 7. The topic appears to be completely impersonal. Memorised?
iPhones from the past until now	There would be far too much information to cover here and would likely be recited.
Steve Jobs	There's no indication here of how this would relate to the Language Functions of the Grade.
Why the iPhone is so successful	Again, this is impersonal, suggests a likelihood of recitation and uses language above the Grade.

### Dinosaurs

Subpoint	Comment
Dinosaurs lived a long time ago	This is about a PAST EVENT but doesn't indicate any further discussion about the past. There's little possible discussion about FUTURE either because they are extinct.
Different types of dinosaurs	This is good for COMPARISONS.
Some dinosaurs liked meat, others plants	Ok, but what other LIKES AND DISLIKES is the candidate going to talk about? An impersonal topic like this makes it harder.
How often dinosaurs ate a meal.	This is about FREQUENCY but is a single isolated point.

### My Holiday to London

Subpoint	Comment
When I went to London	This is about PAST EVENTS but just a single isolated sample.
Big Ben	This doesn't appear to relate to any of the Language Functions.
The weather	As above. It appears to be GESE Grade 3 language.
We ate fish and chips	This is an isolated sample of language with no obvious expansion.

### Topic Auction – Auctioneer's list

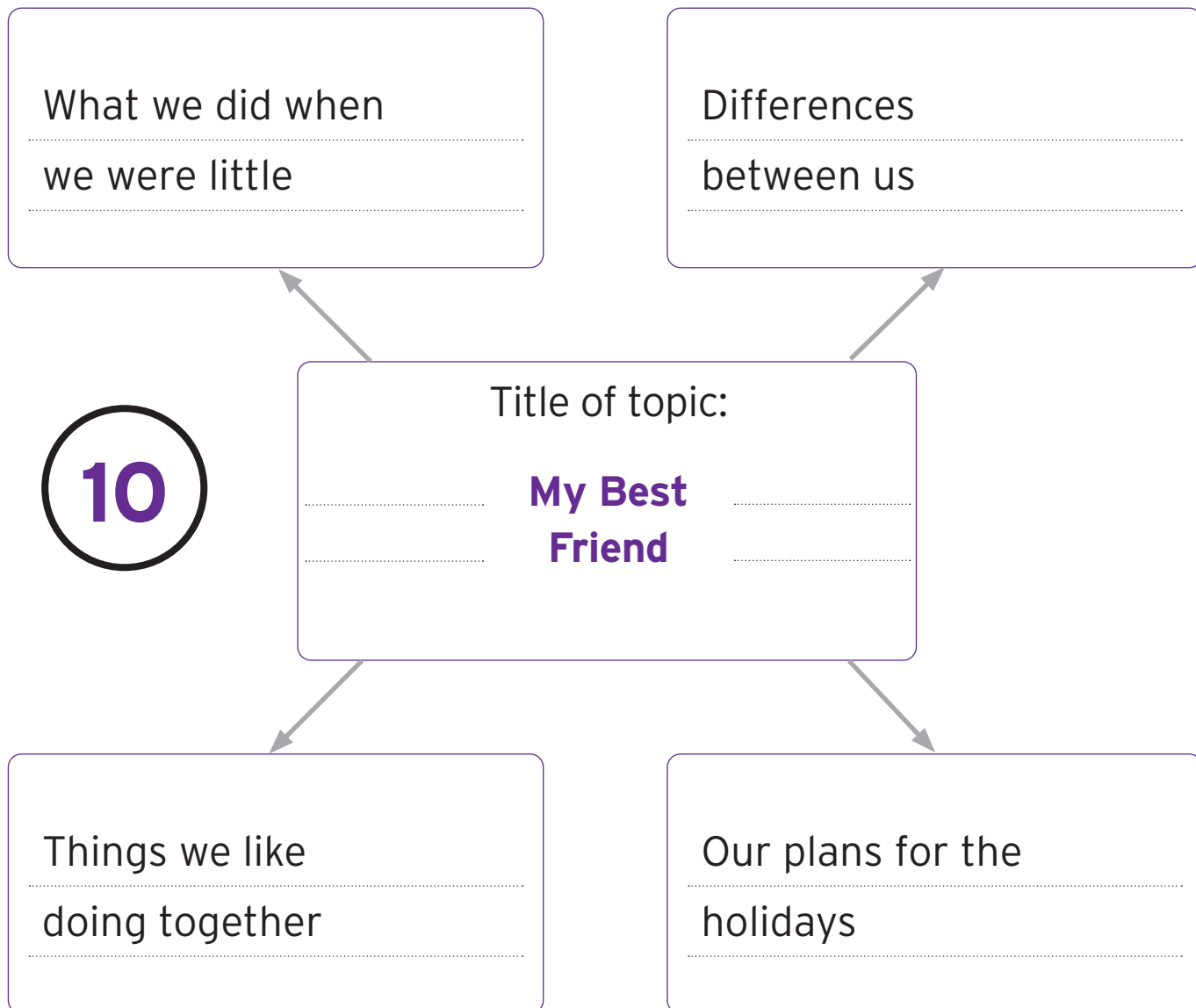
Auction Item:	Topic Title	Tick (✓) item you want to buy	Price paid (minimum offer £10)
Topic #0	My Pet	✓	£30
Topic #1			
Topic #2			
Topic #3			
Topic #4			
Topic #5			
Topic #6			
Topic #7			
Topic #8			
Topic #9			
Topic #10			

## Trinity Topic Checklists

	Language Functions for GESE Grade 4	Sample sentence
1	Talking about past events	Last year I went to Sicily with my Aunt on holiday...
2	Talking about future plans and intentions	
3	Expressing simple comparisons	
4	Expressing likes and dislikes	
5	Describing manner and frequency	
6	Responding to requests for clarification	
7	Asking questions (indicate how many)	

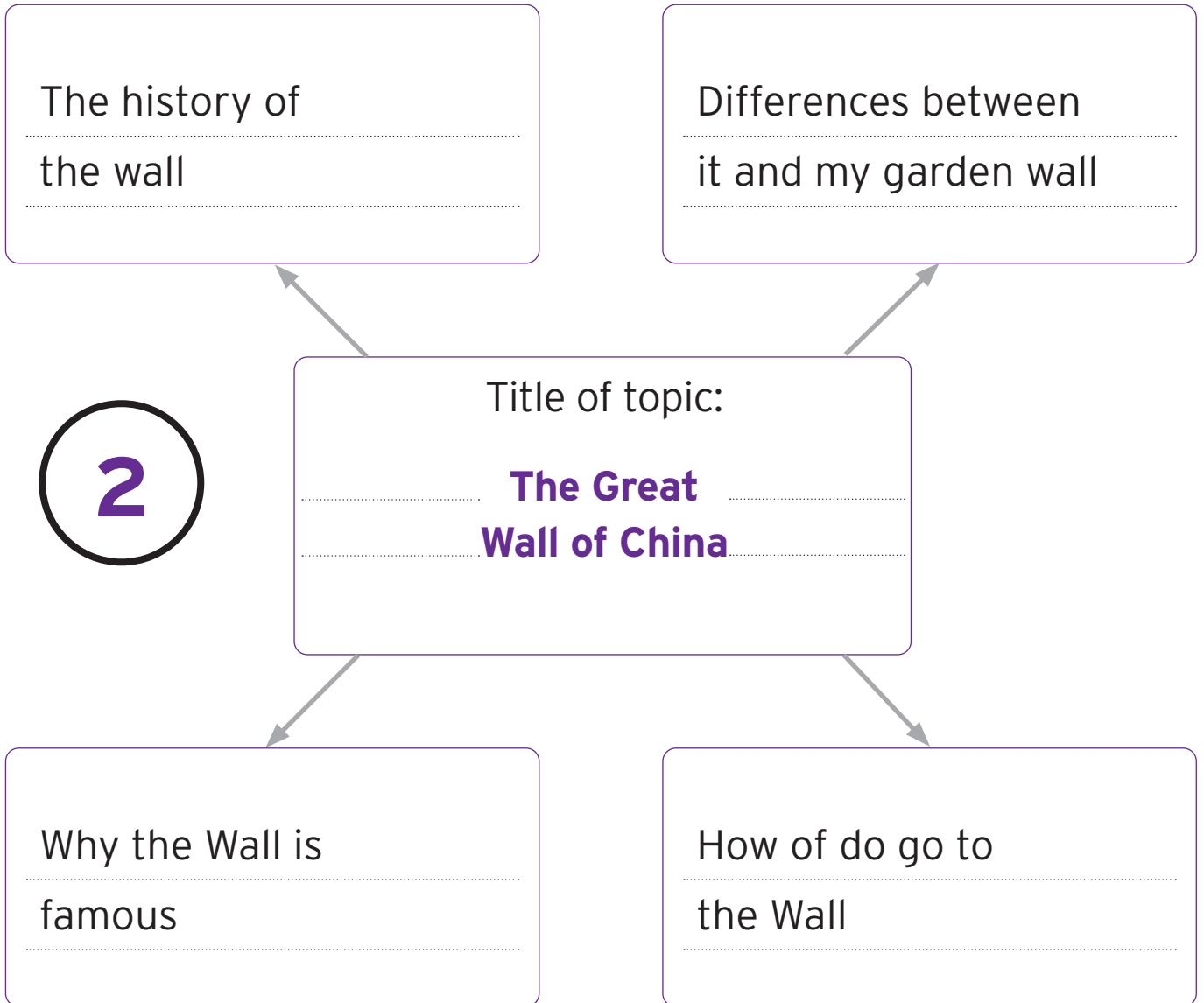
	Suggested Grammar for Grade 4	Sample sentence
1	Past Simple tense of regular and common irregular verbs	I went shopping with my friends last weekend.
2	'Going to' future	
3	Like + gerund/infinitive, eg I like shopping, I like to read books	
4	Adverbs of manner and frequency	
5	Comparatives and superlatives of adjectives	
6	Link word <i>but</i>	

**Graded Examinations in Spoken English Topic Form – Grade 4**





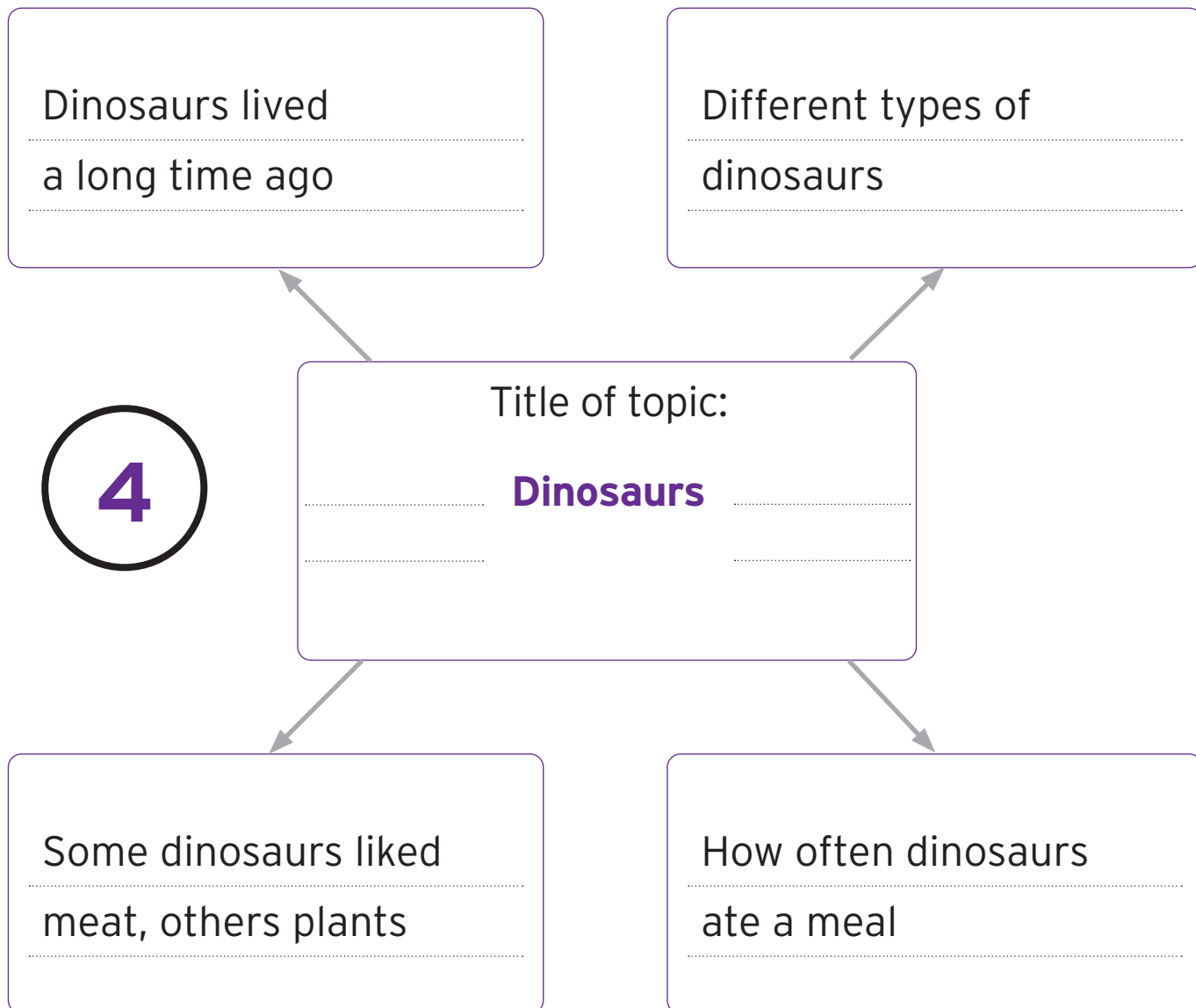
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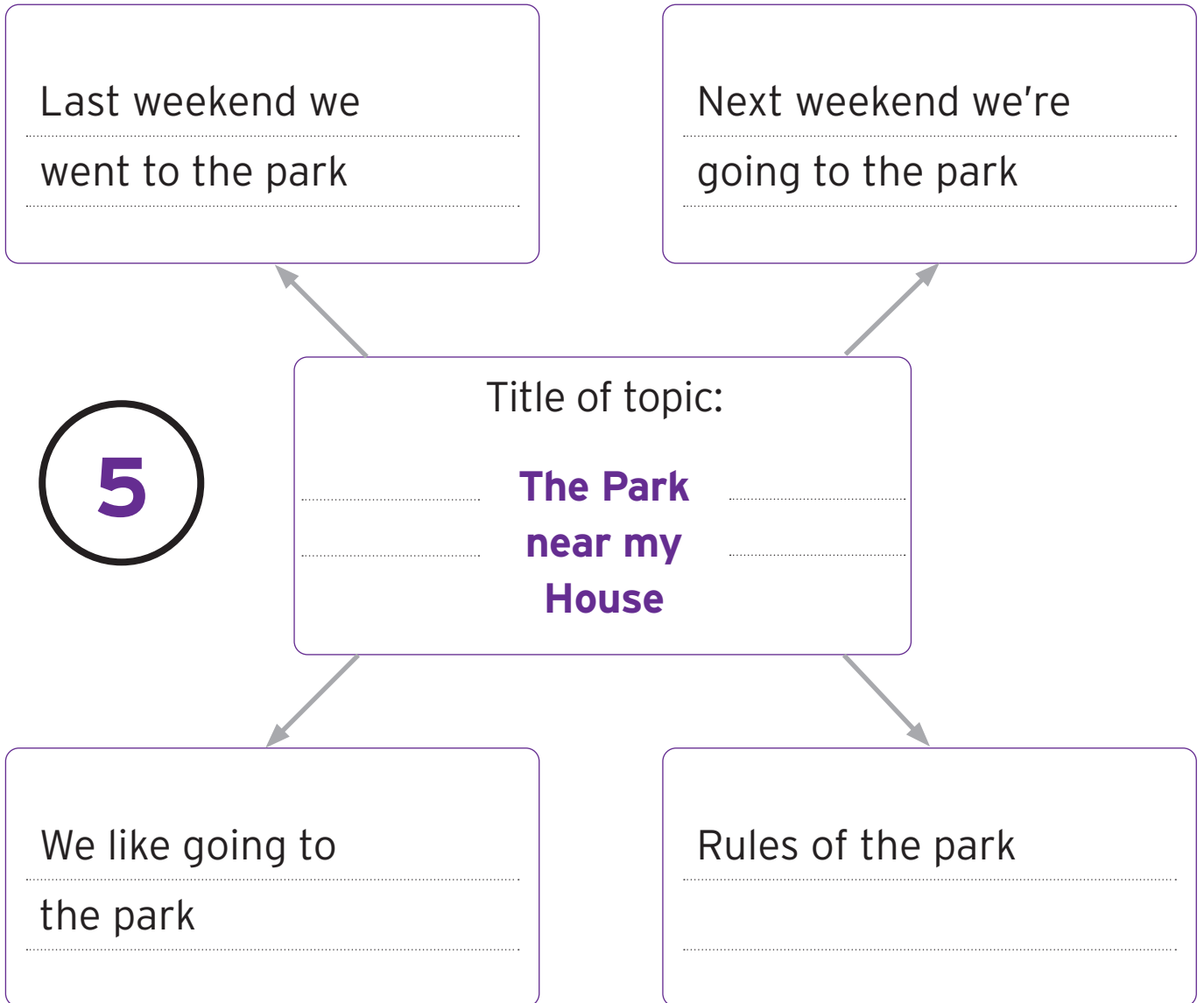
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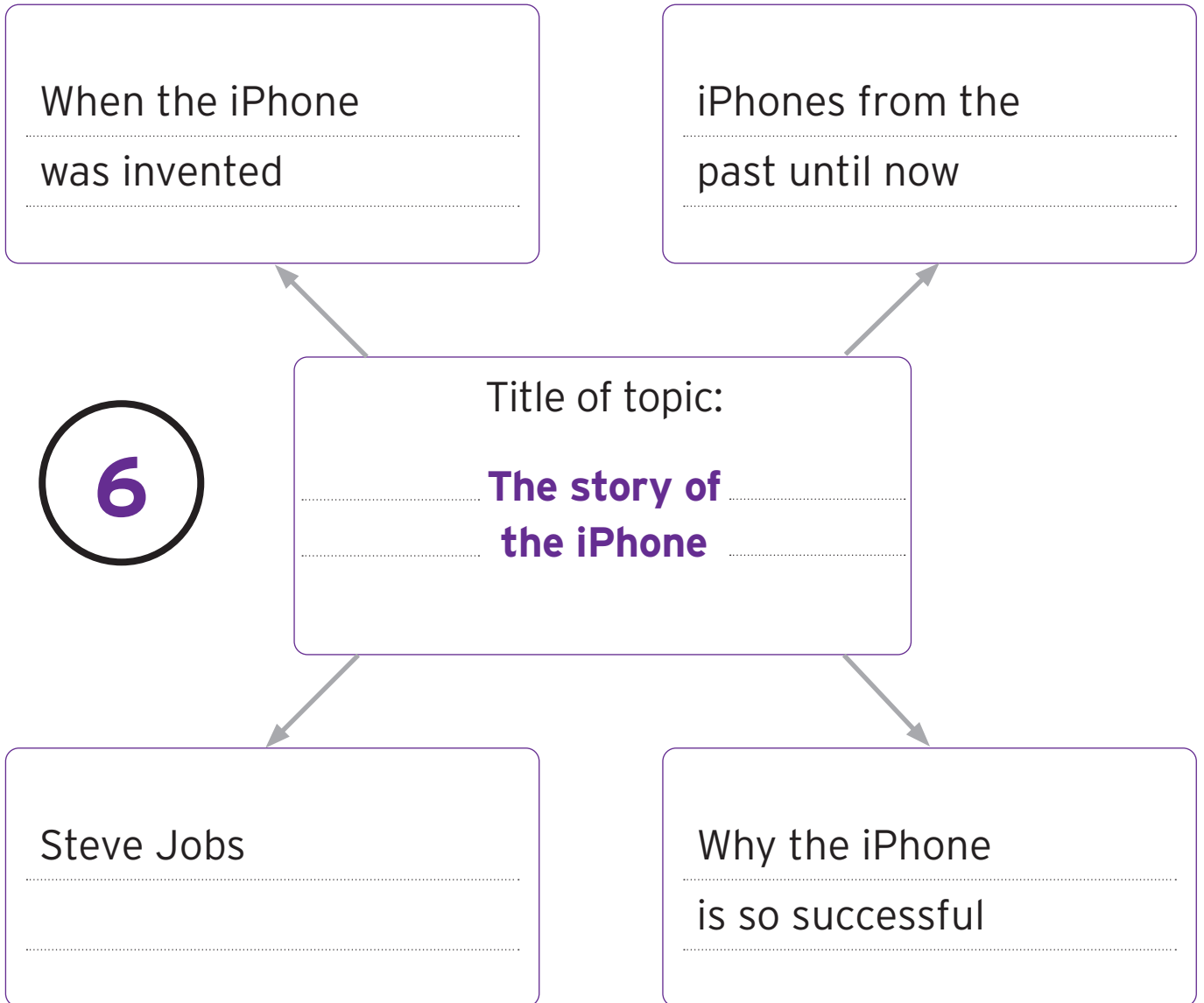
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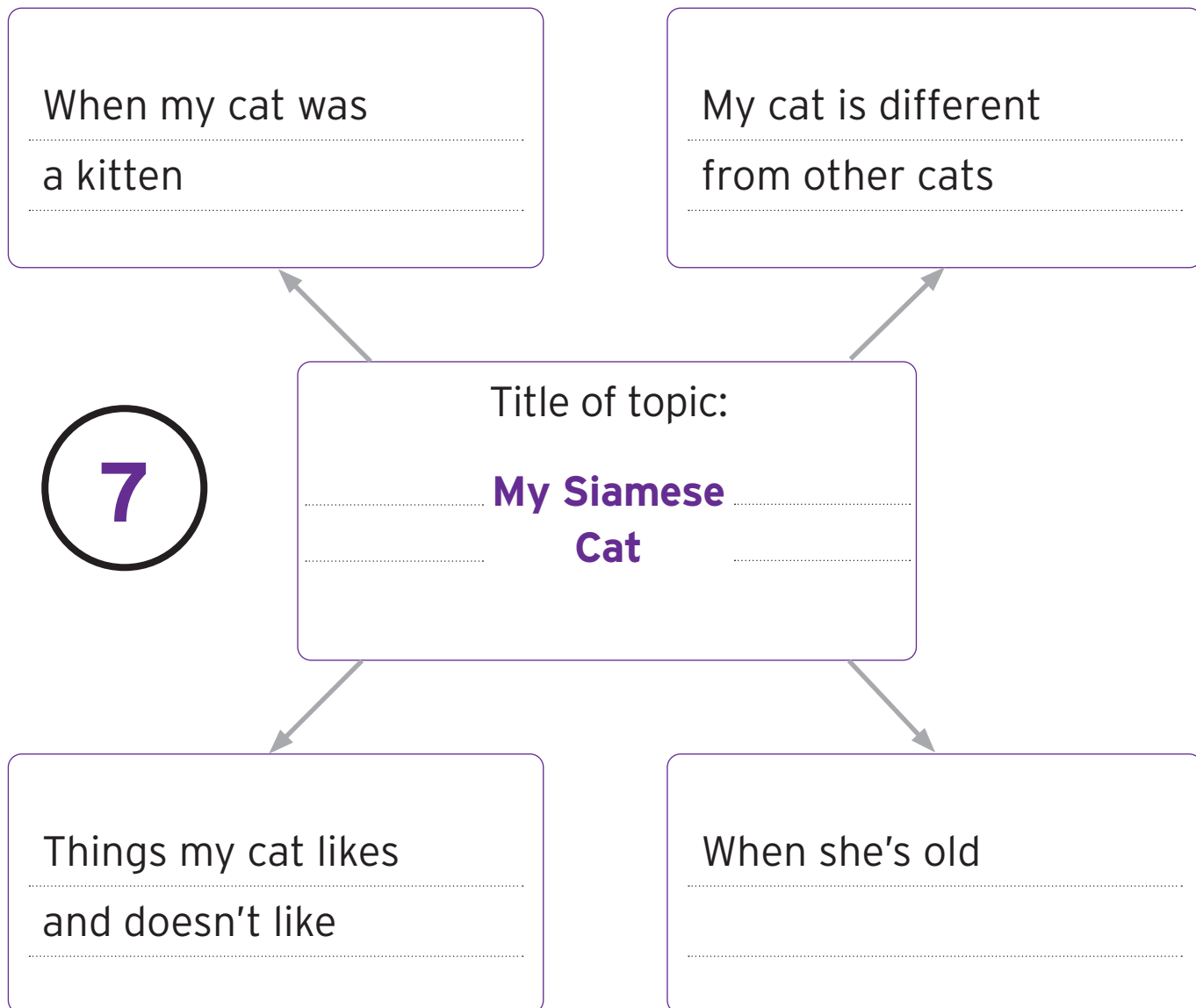
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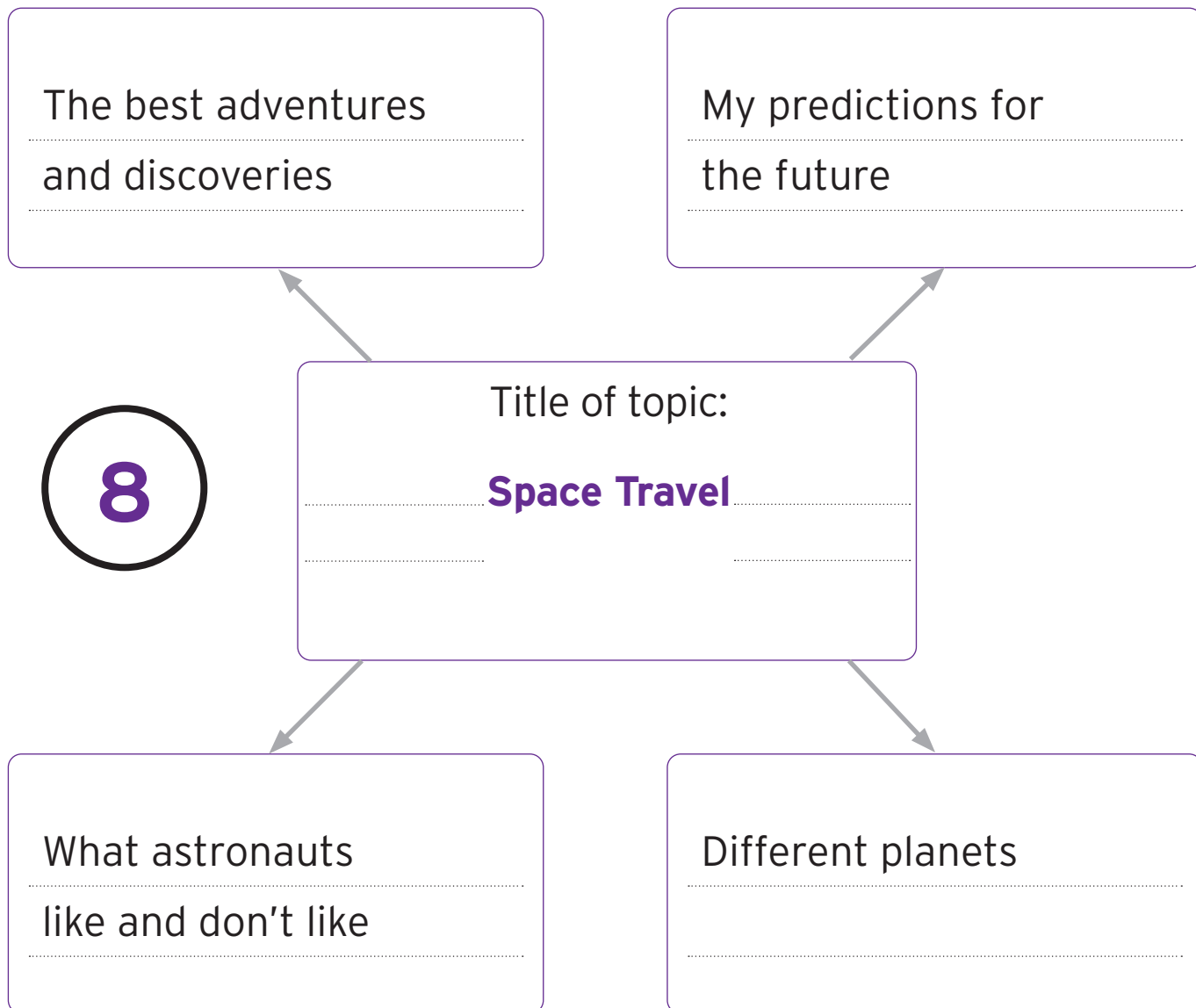
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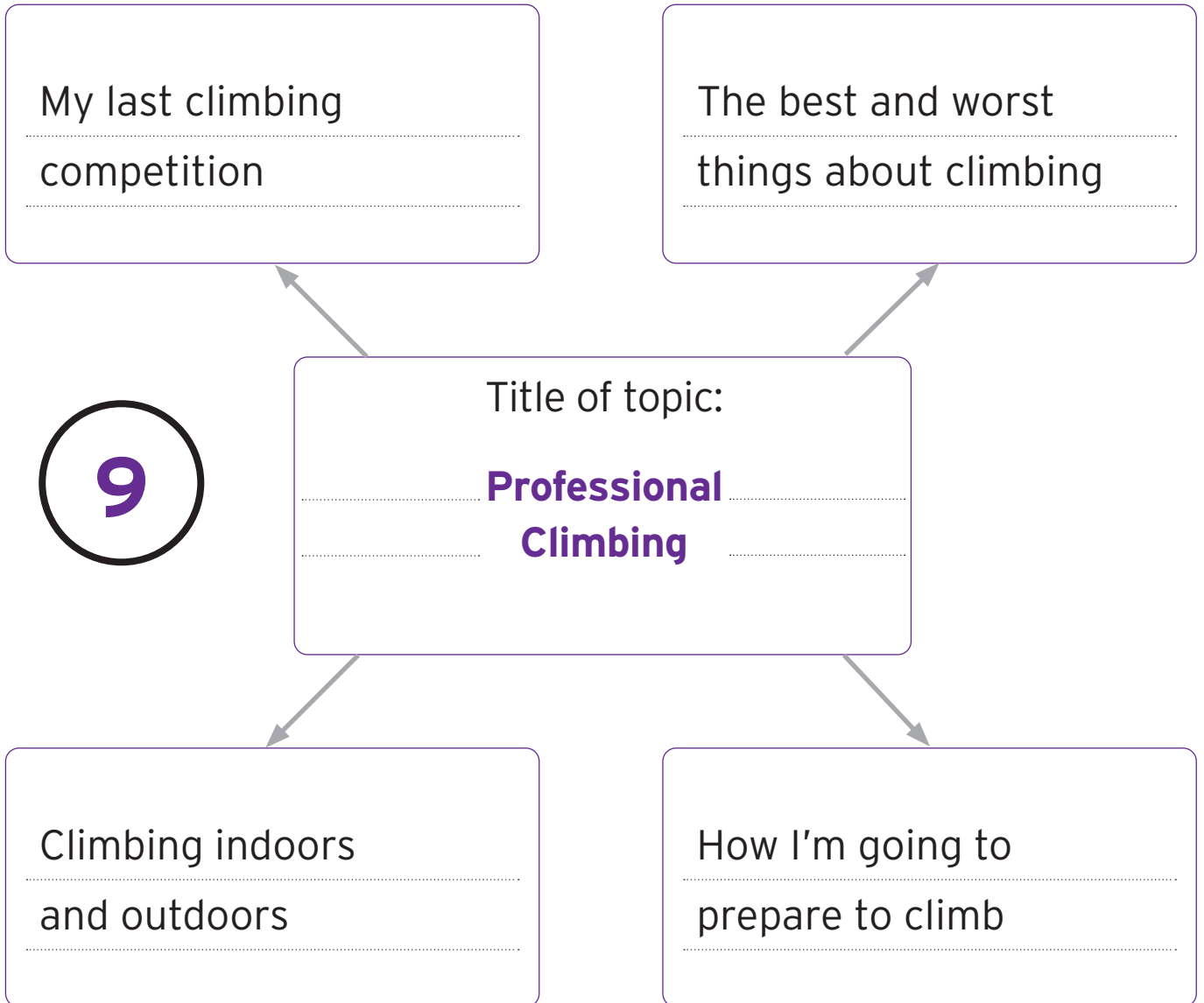
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