

Tasks for remote learning - Grades 7-9 | CEFR level B2

- Please refer to the Guide for Teachers Grades 7 - 9
<https://www.trinitycollege.com/qualifications/english-language/GESE/GESE-grades-7-9-intermediate-resources/GESE-grades-7-9-guides>

GESE Grade 7

Communicative skills

In the Topic phase

- ▶ Show understanding by responding appropriately to the examiner
- ▶ Communicate a variety of facts, ideas and opinions, and account for these, about a chosen topic linked across a series of extended turns
- ▶ Engage the examiner in discussion of the topic
- ▶ Be prepared to ask and answer questions about the content of the topic
- ▶ Handle interruptions or requests for clarification throughout the discussion of the topic

In the Interactive phase

- ▶ Take control of the interaction
- ▶ Maintain the discourse by asking for information and making comments
- ▶ Help the discussion along by inviting comment from the examiner
- ▶ Take and give up turns when appropriate to do so
- ▶ Where appropriate to the individual task, make use of the language functions listed on page 11

In the Conversation phase

- ▶ Show understanding by responding appropriately to the examiner
- ▶ Share responsibility for the maintenance of the interaction with the examiner
- ▶ In case of a breakdown in communication, show awareness and take basic steps to remedy it

Language requirements

Language functions

- ▶ Giving advice and highlighting advantages and disadvantages
- ▶ Making suggestions
- ▶ Describing past habits
- ▶ Expressing possibility and uncertainty
- ▶ Eliciting further information and expansion of ideas and opinions
- ▶ Expressing agreement and disagreement

Grammar

- ▶ Second conditional
- ▶ Simple passive
- ▶ *Used to*
- ▶ Relative clauses
- ▶ Modals and phrases used to give advice and make suggestions, eg *should/ought to, could, you'd better*
- ▶ Modals and phrases used to express possibility and uncertainty, eg *may, might, I'm not sure*
- ▶ Discourse connectors, eg *because of, due to*

Lexis

- ▶ Vocabulary specific to the topic area
- ▶ Vocabulary specific to the subject areas
- ▶ Appropriate words and expressions to indicate interest and show awareness of the speaker, eg *Really? Oh dear! Did you?*
- ▶ Simple fillers to give time for thought, eg *well..., um...*
- ▶ Phrases and expressions relating to the language functions listed above

Phonology

- ▶ The clear pronunciation of vocabulary specific to the topic and subject areas
- ▶ Rising intonation to indicate interest and surprise as appropriate
- ▶ Falling intonation to indicate the end of a turn
- ▶ Intonation and features of connected speech beyond sentence level

Grade 7 – TOPIC PREPARATION

The following language requirements are covered:

Language functions

- Giving advice and highlighting advantages and disadvantages
- Making suggestions □
- Describing past habits □
-

Grammar

- Second conditional □
- Used to □
- Modals and phrases used to give advice and make suggestions, eg. *should/ought to, could, you'd better* □
- Discourse connectors, eg. because of, due to

Subject areas for the Conversation phase

Note: *Although the following is vocabulary for the conversation phase, in this handout students will use it to practise topic preparation.*

- Village and city life □
- Early memories □
- Pollution and recycling

-
- Students will first be engaged in a practice topic preparation task for which they will have the possibility to choose out of three options.

Note: *You may wish to give students the possibility to do the three tasks over time. They may choose the order.*

- For each of the options students may decide to discuss, they will be provided with a graphic organizer and reminders of the structures worked on in the remote tasks that they should use.
- As a second practice topic preparation task, students will also have the possibility to choose out of options.

Note: *Again, students may be asked to deal with all the options over a sequence of lessons and decide on the order.*

- For this second practice tasks, students will be given some guiding questions but they will decide how to organize the points of their discussion in a graphic organizer provided. This time, there will not be language requirements reminders.

Note: As these are remote tasks, teachers may ask students to prepare their discussion topics to be shared in a synchronous online class or they may ask students to record themselves (the difference here is that there will not be any interaction and the teacher will not be able to ask questions). A possible way of going about this is suggesting students record themselves as a first instance, and once they are back to school they can discuss the topic with the teacher.

GESE Grade 8**Communicative skills****In the Topic phase**

- ▶ Show understanding of the examiner by responding appropriately
- ▶ Communicate facts, ideas, opinions and explain viewpoints about a chosen topic linked across a series of extended turns
- ▶ Maintain coherence and cohesion throughout the phase by organising discourse
- ▶ Engage the examiner in discussion of the topic
- ▶ Be prepared to ask and answer questions about the content of and examiner's views on the topic
- ▶ Handle interruptions by using recovery strategies
- ▶ Respond to the examiner's contributions and requests for further information, clarifications and explanations

In the Interactive phase

- ▶ Take control over the interaction
- ▶ Maintain the discourse by asking for information and commenting on the responses obtained
- ▶ Help the discussion along by encouraging comment and opinion from the examiner
- ▶ Take, give up and offer turns when appropriate to do so
- ▶ Take the opportunity to use the language functions listed on page 19, as appropriate to the individual task

In the Conversation phase

- ▶ Show understanding of the examiner by responding appropriately
- ▶ Share responsibility for the maintenance of the interaction with the examiner
- ▶ Follow up on comments from the examiner in order to develop the conversation
- ▶ In case of a breakdown in communication, take steps to repair it

Language requirements

Language functions

- ▶ Expressing feelings and emotions
- ▶ Expressing impossibility
- ▶ Reporting the conversation of others
- ▶ Speculating
- ▶ Persuading and discouraging

Grammar

- ▶ Third conditional
- ▶ Present perfect continuous tense
- ▶ Past perfect tense
- ▶ Reported speech
- ▶ Linking expressions, eg *even though, in spite of, although*

Lexis

- ▶ Vocabulary specific to the topic area
- ▶ Vocabulary specific to the subject areas
- ▶ Cohesive devices, eg *so to continue, in other words, for example*
- ▶ Reporting verbs, eg *say, tell, ask, report, advise, promise*
- ▶ Appropriate words and expressions to encourage further participation
- ▶ Phrases and expressions relating to the language functions listed above

Phonology

- ▶ The clear pronunciation of vocabulary specific to the topic and subject areas
- ▶ Rising and falling intonation to indicate giving up and offering turns
- ▶ Stress, intonation and pitch relevant to the language functions listed above
- ▶ Stress and intonation to indicate emotion

Grade 8 - TOPIC PREPARATION

The following language requirements are covered:

Language functions

- Expressing feelings and emotions
- Persuading and discouraging

Grammar

- Reported speech
- Linking expressions, eg. *even though, in spite of, although*

Subject areas for the Conversation phase

Note: *Although the following is vocabulary for the conversation phase, in this handout students will use it to practise topic preparation.*

- Society and living standards
- The world of work

-
- Students will first be given a list of *jobs / professions* and they will have to choose one out of that list or one they are interested in. They will investigate about that profession using some questions as a guide.
 - Students will be provided with a graphic organizer to organize their ideas for the discussion. They will also be reminded to *use in spite of, despite and although* to discuss the advantages and disadvantages of the profession / job selected.

Example:

In spite of being a dangerous profession, being a fire fighter is exciting and gives you the possibility to help others.

- After that, students will be encouraged to interview a relative and find out about their professions / jobs. Guiding questions will be provided.
- With the information students have obtained from the interview, they will prepare a new topic discussion. They will be reminded to use *reported speech*.
- As a last topic discussion task, students will be using the vocabulary they learnt about *society and living standards*. They will be given a list of problems so that they can discuss them in relation to their country.
- A graphic organizer and questions to guide their discussion will be provided.

- a) *What worries you the most about your country? Why?*
- b) *What solutions come to your mind for these problems?*
- c) *Which is the most serious problem in your country in your opinion?*
- d) *How do you feel about these problems?*
- e) *Would you encourage or discourage somebody from living in your country? Why?*

GESE Grade 9

Communicative skills

In the Topic phase

- ▶ Show understanding of the examiner by responding appropriately
- ▶ Communicate facts, ideas, opinions and attitudes about a chosen topic sustained across a series of extended turns
- ▶ Maintain coherence and cohesion throughout the phase by organising the discourse
- ▶ Highlight significant points
- ▶ Paraphrase where necessary in order to maintain the discourse
- ▶ Engage the examiner in discussion of the topic
- ▶ Handle interruptions without undue effort by recapping and recovering

In the Interactive phase

- ▶ Take control over the interaction
- ▶ Maintain the discourse by asking for information and expanding on the responses obtained
- ▶ Develop the discussion by encouraging comment and opinion from the examiner
- ▶ Take, keep, give up and offer turns when appropriate to do so
- ▶ Where appropriate to the individual task, include exponents of the language functions as listed on page 25

In the Conversation phase

- ▶ Show understanding of the examiner by responding appropriately
- ▶ Share responsibility for the maintenance of the interaction with the examiner
- ▶ Follow up on comments from the examiner in order to develop the conversation
- ▶ In case of a breakdown in communication, use paraphrasing and circumlocution

Language requirements

Language functions

- ▶ Expressing abstract ideas
- ▶ Expressing regrets, wishes and hopes
- ▶ Expressing assumptions
- ▶ Paraphrasing
- ▶ Evaluating options
- ▶ Hypothesising
- ▶ Evaluating past actions or course of events

Grammar

- ▶ Mixed conditionals
- ▶ Verbs followed by gerund and/or infinitive, eg *forget, stop, go on, remember*
- ▶ More complex forms of the passive with modals
- ▶ *Should/must/might/could* + perfect infinitive
- ▶ Correct verb patterns after wish and hope

Lexis

- ▶ Vocabulary specific to the topic area
- ▶ Vocabulary specific to the subject areas
- ▶ Cohesive devices to recap and recover, eg *As I was saying, anyway...*
- ▶ Hesitation fillers, eg *I mean, you know*
- ▶ Stock phrases to gain time for thought and keep the turn, eg *well, let me think...*
- ▶ Phrases and expressions relating to the language functions listed above

Phonology

- ▶ The clear pronunciation of vocabulary specific to the topic and subject areas
- ▶ Rising and falling intonation for keeping, giving up and offering turns
- ▶ Stress and rhythm to highlight and emphasise main points and ideas
- ▶ Intonation and pitch to convey attitude

Grade 9 - TOPIC PREPARATION

The following language requirements are covered:

Language functions

- Expressing regrets, wishes
- Correct verb patterns after *wish*

Grammar

- *Should/must/might/could* + perfect infinitive

Subject areas for the Conversation phase

Note: Although the following is vocabulary for the conversation phase, in this handout students will use it to practise topic preparation.

- Dreams and nightmares
 - Crime and punishment
-

- Students will first be asked some questions to start the discussion related to crime.
- After that, they will have the possibility to choose out of some options to prepare their topic discussion: they will have the chance to discuss an opportunity in which they were the victims of a crime, they might retell a nightmare in which they were the victims of a crime or they may use storytelling starters to refer to any experience related to the topic.
- They will be provided with a graphic organizer to organize their ideas and they also be reminded to use the language structures worked on in Grade 9 remote tasks.
- As a next practice discussion task, students will be asked to read about a crime either from a newspaper or they might even ask a friend or relative who has undergone a situation related to crime.
- Students will practise asking questions, by thinking what they would ask the victim and then they will have to discuss what they would have done differently, or what they believe the victim in the story should / shouldn't have done and they will also discuss how they believe the victim felt during that situation. Again, students will be reminded to use the language structures worked on in Grade 9 remote tasks.

Note: These are remote learning tasks. You can ask students to practise at home so that when they come back to school you can put everything into practise in new tasks.

These tasks have been prepared for students to use as self-study and practise tasks. Parents can easily help children through these tasks.