

## Classroom activity 3 – Preparing for the Interactive phase

**Grade:** GESE Grade 10 (CEFR C1)

**Focus:** The Interactive phase

**Time:** 70 minutes

**Aims:**

- ▶ To review the functions of GESE Grade 10
- ▶ To review the format of the interactive task
- ▶ To focus on using the functions in the interactive task
- ▶ To read about the interactive phase
- ▶ To identify good examples of comments and questions for this phase
- ▶ To practise the interactive phase

**Materials needed:**

- ▶ A copy of Worksheets 1 & 2 for each student and either student A or B of Worksheet 3

### Preparation

1. Make copies of Worksheets 1 & 2 for all students.
2. Cut Worksheet 3 into one half for student A and one half for student B.
3. Plan what you would like to say about the prompt in the 'Using the functions of the grade' task.

### In class

#### What do you know about the exam? (5 minutes)

1. Tell the students there are five phases in the exam. Give them a minute in pairs to see how much they know/can remember about what happens in each phase.
2. Elicit and board the names of the phases and confirm what happens in each one except for the interactive phase – explain that they are going to confirm what they know about this phase in the next task.

#### What do you know about the Interactive phase (10 minutes)

1. Give the students Worksheet 1 and ask them to read the short text and answer the questions about the Interactive phase.
2. After about 4 minutes, get them to compare their answers in pairs.
3. Finally, elicit and board the correct answers. Make sure they understand that it is their responsibility to keep the interaction moving, and that they need to be aware of the functions of the Grade so they can use them in this phase.

#### What are the functions of GESE 10? (10 minutes)

1. If your students have already worked on the functions of GESE Grade 10, give them a few minutes in pairs to see how many they can remember, then elicit them and write them on the board, adding any they forgot. If they haven't looked at the functions before, get them to think what kinds of functions might be at GESE Grade 10.
2. You could show them some examples from GESE Grade 9 if they might not know what a function is. Elicit some ideas and then confirm the correct answers on the board, adding any they haven't thought of themselves.
3. Make sure they have at least one example of how to use each function. You can look at the answers below for some ideas if you are not sure yourself.

#### Some useful language (10 minutes)

1. Give the students Worksheet 2 and give them about 4 minutes to complete it alone.
2. After, get them to check their answers in pairs. Monitor and offer support where needed. Finally, elicit the correct answers and offer the students support with the meaning, form and pronunciation of the expressions. Encourage them to think about ways the expressions could be modified, eg '*I really think/I don't really think/ I guess I think*'.
3. Finish the task by getting them to identify which function is being used in each sentence.

### Using the functions of the grade (up to 15 minutes)

1. Divide the class into six groups. Assign each group with one function, and give them a few minutes together to think of other ways of using the function. If you have a small group, you can give each student one or more functions to focus on.
2. Monitor and offer support where needed. When each group has about three different ways of using the functions, tell them you're going to read out an interactive prompt. Tell them that as soon as you finish reading the prompt, the groups have to compete to answer with a sentence using their function. They should raise their hand if they have an idea, and the first person to raise their hand will be given the first chance. If they use the function well, their team gets a point.
3. Read the following prompt: *'A lot of people complain about graffiti in cities these days, but I'm not sure I agree with them.'*
4. After each suggestion from a student, you should respond naturally to what they say. Make sure you've thought about what you would like to say about the prompt before. Keep going until you or they have run out of things to say about the prompt.
5. Try to note down good and bad examples of language to focus on in feedback after. If this is too difficult to do at the same time, try recording this task and listening/watching back together to correct.

### Practising the Interactive phase (10 minutes)

1. Divide the group into pairs. Give each pair one interactive prompt from Worksheet 3, and give them a minute to quietly read and understand their prompt.
2. Then get them to take it in turns being the examiner or the candidate. Make sure they use a timer so they don't take longer than 5 minutes per candidate.
3. As they practise, monitor and note down good uses of the functions, complex language, or any errors you'd like to focus on in feedback. After each turn, give them a few minutes to reflect on how easy/difficult it was, and why.

### Feedback (10 minutes)

1. Note down any examples of interesting language or errors you'd like to focus on with your students on the board, and give them about 5 minutes to decide if it's a good example or an error, and to correct any errors.
2. After, elicit the answers and correct any errors on the board. Support them with the meaning, form and pronunciation of any challenging language. Try to focus their attention on good use of language of the grade.

### Extension activity

In the 'Some useful language' task, more advanced students could think of one extra way of using the function for each sentence in the task.

### Further support activity

Weaker students could be given a few minutes preparation time before the 'Practising the Interactive phase' task to think of some logical questions and comments they could make.

### After class

Students can do some vocabulary research on graffiti and then practise doing the same task in the next class to see if they can improve their responses.

### Answers

#### Worksheet 1

1. No – the candidate should have longer turns in this phase.
2. Use of the functions of the grade.
3. The candidate.

#### Some useful language

1. *'Another thing I hate about it is the vile language they use.'* – developing an argument
2. *'I know it's not a trendy thing to say, but I don't like graffiti at all.'* – defending a point of view
3. *'I really think that people should respect each other's property, graffiti artists don't seem to care about that.'* – expressing beliefs

4. *'I'm not quite sure if I think that many complain about it these days.'* – expressing opinions tentatively
5. *'OK, so basically what you're saying is that although some graffiti is ugly, most of it is artistic?'* – summarising information, ideas and arguments
6. *'So, this means that you don't think it's a crime then?'* – deducing

## Worksheet 1 – The Interactive phase

Read about the Interactive phase and answer the questions:

The examiner reads out a short oral prompt to the candidate. The candidate responds by asking questions to find out more information and making comments. Once the examiner has set up the situation, it is the candidate's responsibility to maintain the interaction. While both the examiner and candidate talk throughout the phase, the examiner's turns are shorter than those of the candidate. The discussion may involve some role-play, but the candidate is free to be themselves. In this phase, the candidate's ability to use the functional language of the grade is more important than grammatical accuracy. The purpose of the Interactive phase is for the candidate to demonstrate their ability to control and maintain an interaction while using the language functions of the grade.

1. Should the candidate and the examiner speak for about the same amount of time?
2. What is more important in this phase: Accuracy or use of the functions of the grade?
3. Who is responsible for keeping the interaction going?

## Worksheet 2 – Using the functions

Complete the sentences with the correct word from the list below

1. Another thing I \_\_\_\_\_ about it is the vile language they use.
2. I know it's not a \_\_\_\_\_ thing to say, but I don't like graffiti at all.
3. I \_\_\_\_\_ think that people should respect each other's property – graffiti artists don't seem to care about that.
4. I'm not quite sure if I \_\_\_\_\_ that many complain about it these days.
5. OK, so \_\_\_\_\_ what you're saying is that although some graffiti is ugly, most of it is artistic?
6. So, this \_\_\_\_\_ that you don't think it's a crime then?

means  
hate  
trendy  
really  
basically  
think

## Worksheet 3 – Interactive prompts

### Student A

At my niece's school, homework is optional. Students only have to do it if they want to. I've even heard there's a move to get rid of it altogether.



### Student B

I was listening to a talk about architecture the other day and the view presented was that all modern architecture is ugly. I don't agree with this.