

## Practising the Interactive phase – GESE Grade 11

**Grade:** GESE Grade 11 (CEFR C1.2)

**Focus:** The Interactive phase

**Time:** 75 minutes

**Aims:**

- ▶ To review the phase
- ▶ To reflect on what makes a strong/weak candidate performance
- ▶ To practise the phase

**Materials needed:**

- ▶ Worksheet – Interactive prompts
- ▶ GESE 11 syllabus Language Functions
- ▶ A video of a Trinity GESE Grade 11 candidate. In this lesson, the students will only need to watch the Interactive Phase. Videos are available at [trinitycollege.com/qualifications/english-language/GESE](http://trinitycollege.com/qualifications/english-language/GESE)
- ▶ The accompanying 'Sample exam marks and rationales' – also available at [trinitycollege.com/qualifications/english-language/GESE](http://trinitycollege.com/qualifications/english-language/GESE)

### Preparation

1. Make copies of the worksheet and cut in half so each student will receive one half of a sheet.
2. Choose one of the interactive prompts and prepare ideas and opinions on it as an example.
3. Select which video/s to show the students in order to analyse what makes the performance strong or weak. Make a note of the start time of the Interactive Phase and the prompt used.

### In class

#### Interactive phase class discussion (20 minutes)

1. Tell the students they are going to practise the Interactive Phase and that they will begin with discussing an example as a class.
2. Give students the chosen prompt. It could be written on the board or dictated. Then discuss as a class what the prompt is inviting the candidate to do. Refer to the Language Functions of the Grade in the GESE Grade 11 syllabus.
3. Invite the students to ask questions and make comments. As you go along, discuss the suitability/relevance of the students' questions and comments, e.g. *'Would you really ask someone that?'* / *'Does that take us off topic?'* and *'Great question as it shows you're really thinking about the issue'* / *'Good point and very relevant to this discussion.'* Invite the class to consider the suitability/relevance of each other's contributions.

#### Analysing an example performance (15 minutes)

1. Tell the students they are going to watch a video of a candidate doing the Interactive phase. After watching, they will discuss how successful the performance was and why.
2. Play the video and then ask students to analyse in groups.
3. Do group feedback.

#### Practice as examiner and candidate (40 minutes)

1. Divide the class into two groups – A's and B's. Give each student one half of the prompts; half to the A's and the other half to the B's.
2. Ask them to each choose one of the prompts and come up with ideas and opinions around it.
3. Pair up each A with a B.

4. As will be the examiner and read their prompt to B's who will then lead the discussion. Give 5 minutes.
5. Students swap roles.
6. Pair students up with a new partner and repeat. (It doesn't matter if the new partner has selected the same prompt as the previous partner).

### After class

Students can choose another prompt and practise with each other or with friends/family.

## Worksheet – Interactive prompts

### GESE Grade 11

The examiner will introduce the Interactive phase by saying:

In this task, I'll start by telling you something. You'll have to ask me questions to find out more information and make comments. It's your responsibility to maintain the conversation. Are you ready?

### Language functions

- ▶ Justifying an argument
- ▶ Inferring
- ▶ Expressing caution
- ▶ Expressing empathy and sympathy
- ▶ Challenging arguments and opinions
- ▶ Evaluating different standpoints
- ▶ Expressing reservations

### Grade 11 Interactive prompts

1. A lot of young people nowadays are encouraged to go travelling around the world in order to broaden their experience of life. Personally, I think this is a complete waste of time.
2. Many shoppers these days search for bargains, but are surprised when the products they buy don't last. Surely it's worth paying a bit more for quality?
3. A lot of people say that wisdom comes with age, but it seems to me that the opposite is often true.
4. In the last few years, many previously unspoilt regions of the world have been opened up to tourism. I'm concerned about the long-term effects of this.
5. Some websites help people to download music and films without paying for them. I believe this is wrong and something should be done about it.
6. The move towards equal opportunities for men and women has brought about changes to traditional family roles. I'm doubtful whether these changes are universally welcomed.
7. My friend has always believed in acting intuitively rather than thinking things through first. Although I can see the attraction of this, I don't feel it's the right way to approach life.
8. In many countries, 16 and 17-year-olds can join the army or get married and start a family, but they can't vote in elections. Many people consider this to be illogical.
9. People are always criticising the fast food restaurant chains you find all over the world, personally, I can't see what all the fuss is about.
10. Some people think it's really important to like the people you work with. I'm not sure how necessary this is.
11. I keep hearing the argument that technology is creating a stay-at-home society. I'm not totally in agreement with this point of view.