

Using Trinity videos for preparation – GESE Grade 9

Grade: GESE Grade 9 (CEFR B2.3)

Focus: The whole exam

Time: 2 x 45 minutes

Aims:

- ▶ To predict examiner questions
- ▶ To practise examiner questions
- ▶ To practise using the language of the Grade in questions
- ▶ To practise predicting, formulating questions and interviewing

Materials needed:

- ▶ Worksheet – Functions and language of the Grade (one for each student or each group of 3)
- ▶ A video of a Trinity GESE Grade 9 candidate. Videos are available at trinitycollege.com/qualifications/english-language/GESE

Preparation

Select and watch the video before the class. Any GESE Grade 9 video can be used for this lesson. For the best results, you should choose a video in which the candidate's topic is quite general and not too specialised. Note down the topic chosen by the candidate and the two Conversation areas used by the Examiner.

In class

Session 1 – Preparing for the topic phase

Predicting vocabulary and grammar – brainstorm (10 minutes)

1. Tell the students they are going to watch a video with a candidate from their Grade.
2. Tell them which topic the candidate on the video has chosen to talk about.
3. Ask the students to brainstorm the candidate's topic, thinking of ideas that the candidate might talk about. They can do this at first individually for 2 minutes, then in small groups of three students, who compare and swap ideas for another 2 minutes.
4. After 5 minutes, ask all of the groups together for their ideas and draw them as a mind map on the board. You could ask different groups to think of different types of words: adjectives, or nouns, or verbs.

Predicting examiner questions (10 minutes)

1. Tell the students they are also going to think of the exam from the examiner's perspective. What questions could the examiner ask the candidate about this topic?
2. Give the students copies of the Worksheet for their Grade. Tell the students in groups of three to look at the language on the Worksheet and think of questions that they can ask the candidate using the language. Tell them they have 10 minutes.
3. After 5 minutes, ask the class for some example questions that the examiner might ask about the topic, e.g. 'fashion and social media'. Possible examiner questions are: '*Do you think today's fashions would be different if there'd been social media in the past?*' '*Why do you think fashion influencers are so successful?*'
4. Give them another 3 minutes to finish thinking of their questions.

Asking and answering questions around the class (10 minutes)

1. Tell the students you're going to practise asking questions around the class in a 'chain'.
2. Choose a student to begin and ask him/her to ask another student one of their prepared questions connected to the topic.
3. The student who answers the question then asks another student a question. The students (not the teacher) nominate who answers eg Ana asks: *'Marco, do you think social media puts too much pressure on young people to be fashionable?'* Marco answers: *'No, I think that pressure comes from the adverts, not social media. Kim, do you regret buying any expensive fashionable clothes?'*
4. Continue until all of the class has asked/answered one question.
5. At the end of the activity, ask the students how easy or difficult they found it to come up with questions on the topic which related to the language of the grade. How well do they think the topic lends itself to that language?

Watching the video of the Topic phase (10 minutes)

Divide the class into two groups. One half of the class will watch video and try to write down examiner questions that have already been prepared by the class. The other half of the class will watch the video and try to write down examiner questions that are new and haven't been prepared by the class. Play the video's Topic phase, pausing the video if necessary.

Which questions did the students hear? (5 minutes)

Ask the students to tell you what questions they heard. Did they predict any of the questions from the examiner? What other questions did they hear? Encourage and praise correct answers.

Session 2 – Preparing for the Conversation phase**Predicting the Conversation phase questions on two subject areas (10 minutes)**

1. Tell the class they are now going to look at the Conversation phase.
2. Explain that the examiner is going to ask about two subjects. Can the class guess which subjects? Tell the class which subjects were chosen by the examiner.
3. Divide the class into small groups. Half of the groups write 10 questions on one of the subject areas for the Conversation phase and the other groups write 10 questions on the other subject area.
4. Remind the groups that they need to use the language of their Grade, and they can use their worksheets to help them.

Students interview each other (10 minutes)

1. Organise the students into new pairs.
2. The new pairs of students now interview each other, asking each other the questions they have written about the two Conversation Subject Areas. One student asks about their subject first, and then after 5 minutes, the other student asks about their subject.

Watching the video of the Conversation phase (10 minutes)

1. The class watches the video of the Conversation phase. Tell them they have to write down any questions that they hear the examiner ask about their Subject. The film can be paused if necessary.

Feedback (15 minutes)

1. Ask the class *'Which questions did you predict?'* *'Which questions didn't you predict?'* Write these questions on the board.
2. Finally, the students interview each other using the unpredicted questions on the board.

Worksheet 1 – GESE Grade 9 language

Example language:

Paraphrasing and recapping:

In other words... What I mean is...

What I'm trying to say is...

Anyway, as I was saying...

Regrets, wishes and hopes:

I wish I could/had/hadn't...

I wish I could have done...

I regret ...ing / not ...ing.

I hope I will be able to... / I hope to...

Expressing assumptions:

Presumably, this is right.

I'm not sure, but my best guess is...

I assume the reason is...

Hypothesising:

I suppose one reason could be...

In theory, if I did X, Y might happen.

Evaluating options:

I'm not sure what to do.

On the one hand... but on the other hand...

I can see benefits on both sides.

If I do X then I might learn something, but if I do Y, it might be quicker.

Evaluating past actions/events:

It might have been better if we hadn't...

Thinking about it now, I probably shouldn't have...

I wouldn't have been late if my alarm had gone off.

It must have been a difficult decision.

It can't have been easy.

*Verbs + gerunds and/or infinitive
remember, stop, forget*

I remember thinking that was a bad idea.

I remembered to bring some money.

I forgot to bring any money.

I remember locking the door when I left.

I think I should stop studying maths.

I stopped to buy a magazine.

Mixed conditionals:

I would be in London now if I hadn't missed my plane.

If I were poor, I would never have bought this car.

*Should/must/might/could
+have + infinitive*

It must have been wet in London!

It can't have been sunny!

I might have made a mistake.

He could have won the lottery!