

Classroom activity 5 – Using Trinity videos for preparation

Grade: GESE Grade 4 (CEFR A2)

Focus: The whole exam

Time: 2x 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 1: Functions and language of the grade, GESE Grade 4 (one worksheet per student or one worksheet per group of three). Alternatively, the teacher can put this information on the board
- ▶ A video of a Trinity GESE Grade 4 candidate. Videos are available on the free GESE DVD or at trinitycollege.com/GESEelementary

Preparation

Select and watch the video before the class. Any GESE Grade 4 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 Grade 4.
2. Tell them which topic the candidate on the film 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/alone 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 Worksheet 1 if you haven't used it before in a previous classroom activity. Tell the students in groups of three to look at the language on Worksheet 1 and think of questions that they can ask the candidate using the language of Grade 4. 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, eg 'Dance club': possible examiner questions are: '*Are you going to dance this evening? Tell me about the best dancer.*' 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.

- The student who answers the question then asks another student a question. The students (not the teacher) nominate who answers, eg Ana asks: *'Marco, how often do you play chess?'* Marco answers: *'Never. John, are you going to play chess this week?'* John answers: *'No, I'm not. I'm going to play football. Maria, what sport are you going to play?'*

Watching the DVD of the Topic Phase (10 minutes)

Divide the class into two groups. One half of the class will watch the 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)

- Tell the class they are now going to look at the Conversation phase.
- 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.
- Divide the class into small groups. Half of the groups write 10 questions on one of the conversation subject areas and the other groups write 10 questions on the other conversation subject area.
- Remind the groups that they need to use the language of Grade 4 and they can use their worksheets to help them.

Students interview each other (10 minutes)

- Organise the students into new pairs (x2).
- 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)

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)

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

Worksheet 1 – Grade 4 language

Example language:

- The past using the past simple: *Did you go there? Yes, I went there.*
Did he see it? Yes, he saw it.
- The future using 'going to': *Are you going to have a holiday?*
Where are you going to go?
- Comparatives and superlatives: *Who is the best swimmer?*
What is the most difficult subject?
You are taller than me.
But I am more intelligent than you!
What's the difference between...X & Y?
- Likes and dislike: *I like pop music, but I don't like rock.*
Do you like...rock music?
What kind of music do you like?
I like singing, but I don't like dancing.
What do you like doing?
- Adverbs of frequency: *How often do you.... go swimming?*
I go every week, twice a week, sometimes, never