

## Using Trinity videos for preparation – GESE Grade 7

**Grade:** GESE Grade 7 (CEFR B2.1)

**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 7 candidate. Videos are available at [trinitycollege.com/qualifications/english-language/GESE](http://trinitycollege.com/qualifications/english-language/GESE)

### Preparation

Select and watch the video before the class. Any GESE Grade 7 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 Worksheet 1. Tell the students in groups of three to look at the language on Worksheet 1 or 2 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 eg 'Stand-up Comedy'. Possible examiner questions are: 'Do you think comedy today is the same as it used to be when you were younger?' 'Do you think comedians should avoid certain topics?'
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 comedians should avoid certain topics?'* Marco answers: *'No, I think any topic can be used for comedy if it's done well. John, do you think comedy today is the same as it used to be when you were younger?'*
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 7 language

### Example language:

- Giving advice and making suggestions: *What you should do is...*  
*If I were you, I'd... You ought to... You'd better...*  
*Have you thought about ...ing ...?*
- Talk about advantages/disadvantages: *There are advantages/pros and disadvantages/cons.*  
*One of the advantages/pros is...*  
*One of the disadvantages/cons is...*
- Describing past habits using 'used to': *When I was younger I used to...*  
*We didn't use to...*  
*It's different now, but it used to...*
- Possibility and uncertainty: *I might/might not...*  
*It could be...*  
*It may be...*
- Ask for further information: *Can you tell me more?*  
*Hmm, that's interesting...*
- Agreement/disagreement: *I'm not sure I agree with you.*  
*I'm sorry, I'm afraid I don't agree.*  
*I completely agree.*  
*I couldn't agree more.*
- The simple passive tense: *It is used for ...ing.*  
*It is made from....*  
*I was given...*  
*We were told*
- Second conditional: *If I could..., I would...*  
*If I were rich, I would...*  
*It would be better if...*
- Relative clauses: *She's the person who...*  
*It's a thing that/which...*  
*It's a place where...*
- 'Because of' and 'due to': *I passed the exam because of the teacher.*  
*He couldn't go due to the weather.*