

Identifying key words – GESE Grade 7

Grade: GESE Grade 7 (CEFR B2.1)

Time: 60 minutes

Skill focus:

- ▶ Listening for specific information or details (intensive), inferring, listening for gist (extensive)
- ▶ To demonstrate an activity that encourages students to actively participate in a conversation
- ▶ To support students in 'IDENTIFYING CLUES & INFERRING' using a variety of strategies to achieve comprehension, including listening for main points, and checking comprehension by using contextual clues

Resources:

- ▶ Example interactive prompts (see below)

Preparation

Before the lesson, select which interactive prompts you would like to use with your students. You can use ones from the following pages or find your own. Identify the key words. Based on those key words, be ready to guide students with appropriate questions they could ask the examiner to elicit further information and comments they could make.

The Lesson

1. Check students know what they have to do for the Interactive phase of the exam, including their task in that Phase (ask questions to find out more information and make comments. Emphasise both the need to ask questions and to make comments.)
2. Tell students they're going to listen to some prompts, identify key words, and come up with some appropriate questions and comments.
3. Remind them that their questions/comments should be relevant and appropriate for the given prompt.
4. Students listen to a statement, read out by the teacher, and identify key words or phrases. These can be elicited by the teacher and written up on the whiteboard.

Example

About six months ago, some new neighbours moved in next door to us. They're very friendly, but we've had a few problems and I'm not sure what to do.

Key words/phrases: *six months ago, new neighbours, friendly, a few problems*

5. Students work in pairs/groups to brainstorm/create questions and comments based on the key words/phrases.

Sample Questions & Comments

six months ago:

Q: How long have you lived in your place?

C: That's not a very long time so maybe things will get better.

new neighbours:

Q: Who are the neighbours (e.g. a family? a couple?)

C: I've had difficult neighbours /I live next door to ... and they ... friendly:

Q: In what ways are they friendly?

C: I think it's really important to have friendly neighbours because...

a few problems:

Q: What problems have you had? (can ask examiner for several examples of problems)

C: I had a similar problem with a neighbour, and it was a really difficult situation.

6. When students have finished coming up with ideas, elicit a few as a class and discuss the suitability, ie how realistic/ appropriate are the questions/comments to the prompt?
7. Students can then role-play the conversation in pairs using the prompt statement and the prepared questions and comments.
8. Feedback: discuss how suitable they found their questions/comments to be when doing their role plays.
9. Tell the students they're going to repeat the activity with another prompt. Ask them to first reflect on the kinds of questions/comments which worked in the previous role play.

GESE – Sample interactive prompts

Intermediate stage (Grade 7)

The following document contains some sample interactive prompts for Grade 7. Please note these are example prompts and will not be used in a real examination.

GESE Grade 7

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

- ▶ Giving advice and highlighting advantages and disadvantages
- ▶ Making suggestions
- ▶ Describing past habits
- ▶ Expressing possibility and uncertainty
- ▶ Eliciting further information and expansion of ideas and opinions
- ▶ Expressing agreement and disagreement

Grade 7 Interactive prompts

1. About six months ago, some new neighbours moved in next door to us. They're very friendly, but we've had a few problems and I'm not sure what to do.
2. This weekend I'd like to do some sightseeing, but I can't decide whether to stay in [candidate's town] or to visit some other places in [candidate's country].
3. My friend and I would like to do a hobby together in our free time, but are finding it difficult to agree on what to do.
4. My friend makes his children do extra classes of Maths and English at the weekends. I'm not sure this is good for them.
5. It's my nephew's seventh birthday next week and he's asked for a mobile phone. I'm not sure if this is a good idea.
6. I've always been on holiday with family or friends, but now I'm thinking of going by myself.
7. Last week I was offered two very interesting jobs. I can't decide which one I should accept.
8. My aunt always says that everything was much better when she was a child, but I don't see how that's possible.
9. My friend won some money recently and he's planning to buy lots of new things, but I'm not sure he should spend it all.
10. My friend has just moved to a new country and she's missing her family and friends. I'm not sure how to help her.
11. My school is organising a students' writing competition. We can't agree on what to give the winners.
12. My friend's learning [candidate's language] and finding it quite difficult. I'm not sure what might help her.
13. I used to cycle to work, but now I'm planning to buy a car. I'm not sure whether I'm making the right decision.
14. I used to do a lot of sports when I was younger, but now I'm finding it much more difficult. I'd like to do some exercise if I can.