

## Using Trinity videos for preparation – GESE Grade 8

**Grade:** GESE Grade 8 (CEFR B2.2)

**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 8 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 8 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, eg 'Brain Drain'. Possible examiner questions are: '*How long has this been a problem?*' '*What are the government saying about it?*'
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, why do you think brain drain is happening?'* Marco answers: *'Maybe because people can earn more money in other countries. Kim, How would you persuade someone to study in their own country?'*
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 8 language

### Example language:

Feeling and emotions:

*It makes me feel...  
I have mixed feelings about it.*

Speculating:

*I can't be sure, but it might be...  
One possibility is that it could be...  
A reason for this may be...*

Impossibility:

*I'm sure it can't be... It can't possibly be...  
There is no way I would...*

Persuading and discouraging:

*Have you ever considered...?  
It might be better if you...  
I wouldn't do that if I were in your shoes.  
I'm not sure that would be a good idea.*

Reporting the conversation of others:

*My friends say that I...  
My family think that...  
Most people seem to believe that...  
My teacher told me she had...  
I heard that you shouldn't...*

3rd conditional:

*If I hadn't studied so hard, I wouldn't have passed.  
I would have gone if I hadn't been late.  
If I hadn't had an accident, I would have won.*

Present perfect continuous:

*I've been studying English for 10 years.  
I've been thinking about...*

Past perfect tense:

*Before I met you, I had never met an English person.  
I had never been to England until last month.*

Linking expressions/cohesive devices:

*Even though, in spite of, although, to continue, in other words, for example:  
Even though it's raining, it's still warm.  
I passed the exam in spite of the noisy room.  
Although I enjoyed windsurfing, I wouldn't go again.  
In other words, we need to rethink it.*