

Preparing the Interactive phase

Grade: GESE Grade 9 (CEFR B2.3)

Focus: The Interactive phase

Time: 3 x 45 minutes

Aims:

- ▶ To prepare for the Interactive phase – What is it? What do you need to do?
- ▶ To show students good examples of the Interactive phase
- ▶ To show students how to avoid mistakes in the Interactive phase
- ▶ To practise the Interactive phase in role plays

Materials needed:

- ▶ Videos of GESE Grade 9 exams from the Trinity website at trinitycollege.com/GESE-intermediate
- ▶ Worksheet 1 – Language and skills for the Interactive phase
- ▶ Worksheet 2 – A demonstration prompt for a strong student to role play the teacher. Only one copy is necessary, this is not for the whole class.
- ▶ Worksheet 3 – Prompts for Speaker A

In class

Session 1 – Introducing the Interactive phase

Watching a video of the Interactive phase (25 minutes)

1. Tell the students they are going to watch a video of an exam, specifically the Interactive phase. Show the students the following list on the board (ideally, you should write this before the lesson begins):

Basic skills for the Interactive phase: all students at Grade 9 must at least:

- ▶ Start the interaction by asking for more information
 - ▶ Ask the examiner questions and make comments
 - ▶ Invite the examiner to make comments
 - ▶ Take responsibility for maintaining the interaction between the student and examiner.
2. Next, show the video. Tell the students to look for the examples in the box above. Tell them to notice whether they see the student demonstrating these skills.
 3. For Grade 9, show the video of Tsvetelina doing the Interactive phase. Each student needs to see what language and skills are required at the beginning of the lesson.
 4. After watching the video, ask the class if they saw the candidate demonstrating all four skills. Ask them for any examples of what the candidate did correctly. Accept as many suggestions as possible and be as positive as possible.
 5. Finish by telling the students that what the examiner needs to see is that you can take control of the conversation and keep the examiner involved by asking relevant questions to develop the conversation.

The language and skills of the Interactive phase (25 minutes)

1. Now give the class copies of Worksheet 1. Give them a few minutes to read through the list of language and skills that they need to demonstrate. Explain that some language and skills must always be demonstrated and other language and skills are required depending on the situation.
2. Tell the class that they are going to watch the video again. This time they need to tick (✓) the boxes on Worksheet 1 that describe what the candidate is doing. The answers are on page 5.

Session 2 – Practising the Interactive phase

First role-play (10 minutes)

1. Divide the class into two groups, A and B. Then divide the A group into smaller groups of two or three students of the same grade.
2. Give the small groups of 'A' students Worksheet 3.
3. Tell the A students that they should look at Prompt 1 on their worksheet. They are going to be examiners and they need to invent a 'backstory' – the story of what has already happened until now. They should work together in their small groups to try and invent a 'backstory'.
4. At the same time, students in the B groups should look at Worksheet 1 and look at the list of language and skills. They should think of phrases and questions they can use to express everything on the list. They are going to be the candidates.
5. Here are some examples of language that the students could use. If you prefer, you could teach these examples in an earlier lesson, before preparing for GESE. Please remember that these are only examples, they are not essential phrases. There are many different ways of expressing these functions:

Example language for demonstrating the functions

Expressing abstract ideas	<i>It's a question of ...</i>
Expressing regrets, wishes and hopes	<i>Do you wish you hadn't ...? Do you hope you will ...?</i>
Expressing assumptions	<i>I assume that ...</i>
Paraphrasing	<i>So what you're saying is ...?</i>
Evaluating options	<i>It's a choice between X and Y. The difference is ...</i>
Hypothesising	<i>I imagine that if you ... In theory, it should be ...</i>
Evaluating past actions/course of events	<i>I guess you wish you hadn't...</i>

6. After 10 minutes, tell the students that they are now going to role play an exam. Tell them to sit in A+B pairs.
7. Tell the students that student A is going to be the examiner and must read out Prompt 1. B is going to be the student and has to start the conversation, by demonstrating all of the skills and language they have prepared.
8. After 5 minutes, stop the activity. Tell the students to discuss which language was used by B. Did they do everything?

Five common problems to avoid in the Interactive phase (20 minutes)

1. This is a fun activity and students will enjoy it if you are a bit over dramatic. Once you have finished, elicit any positive feedback and give the students the chance to ask any questions.
2. One of the best ways to stop misconceptions and misunderstandings is to illustrate ways in which the activity shouldn't be done. A demonstration of five ways to do the Interactive badly is a very effective way of doing this.

In summary, the 5 mistakes to avoid are:

- ▶ Don't interrupt the instructions.
- ▶ Don't focus only on one word from the prompt.
- ▶ Don't just ask one-word questions.
- ▶ Don't talk about yourself, talk about the examiner's situation.
- ▶ Giving advice or making comments. before you ask questions to find out more information.

You can write these five points on the board after the role-play activity.

- Choose a student that you think is going to be strong enough to play the role of the examiner. You then pretend to be a student. Pretending to be the student, you then demonstrate five different ways to do the Interactive phase badly. After each demonstration, ask the class what you're doing wrong. Give the strong student you have selected the demonstration prompt on Worksheet 2. Here are the instructions for doing the demonstration:

Example 1:

The first time, the 'examiner' reads the introduction and the prompt and you constantly interrupt them with, 'yeah, I know, I know, yes, yes, yes' type comments. Ask the class what you're doing wrong. Keep accepting guesses until somebody says: 'you shouldn't interrupt the examiner'. Congratulate the class on getting the correct answer. Be positive.

- Examples 2–5: For the next four examples, the 'examiner' reads the actual prompt not the introduction. The ways in which you get it wrong each time are:
 - ▶ Just talking about colleges without talking about the examiner's problems
 - ▶ Just asking one-word questions
 - ▶ Talking only about yourself, I... I... I...
 - ▶ Just giving advice without even asking what's wrong

Session 3 – Further role-plays

Preparing for the second role-play (15 minutes)

- Organise this activity in a similar way to the previous role play, except this time, divide the class into 3 groups: A, B and C. Try to give people a different role from the last time. A = students, B = examiners, C = observers.
- Each group needs to look at worksheets: The students (A): Look at the language on Worksheet 1.
- Examiners (B): look at Worksheet 3. Students should look at example 2 on their worksheets.
- The observers (C): Look at both Worksheet 1 (Language) and Worksheet 3 (prompts).
- Give the groups 15 minutes' preparation time: The students (A) think of phrases they can use for their language list. The examiners (B) think of some ideas for their backstory. The observers (C) think about how the language list and prompt can work together.

Doing the second role-play (10 minutes)

- Put A, B and C students together in groups of three. The examiners start by reading their prompts.
- The students ask the examiner for more information and let the conversation develop.
- The observers must note all good examples of language that they hear. They must be prepared to tell the students if they used all of the language on Worksheet 1 and if they avoided the five mistakes that you demonstrated in the 'common problems to avoid' activity.
- After 5 minutes, stop the activity and give the observers 2 minutes to tell the students all of the positive things that they did. Students need a lot of positive signals to gain confidence.

The third role-play (20 minutes)

- Change the students' roles and repeat the last activity. Make sure that they are now using a new prompt: Prompt 3 on Worksheet 3.
- Option: If you have time or want more examples, play more video examples from the Trinity website (trinitycollege.com/GESE-intermediate). Encourage the students to tell you what the student is doing right, and if there is anything that they could do better.

Answers

Worksheet 1

Grade 9 – Tsvetelina

✓

You must always:

- ▶ ask for further information
- ▶ expand on the examiner’s responses
- ▶ develop the discussion by encouraging comments and opinions from the examiner
- ▶ take, keep, give up and offer turns when appropriate

✓
✓
✓
✓

And when appropriate:

- ▶ express abstract ideas
- ▶ express regrets, wishes and hopes
- ▶ express assumptions
- ▶ paraphrase
- ▶ evaluate options
- ▶ hypothesise
- ▶ evaluate past actions or course of events

✓
✓
✓
✓
✓

Worksheet 2 – Interactive phase demonstration prompt

You are going to pretend to be the examiner. You have to read out the 'Instructions' and the 'Prompt'. You will need to invent a story to help to keep the conversation going. You can use the 'Hints' to help you think of things to say.

Instructions:

'For the next part, I'll tell you something. Then you have to ask me questions to find out more information. You need to keep the conversation going. After about four minutes, I'll end the conversation. Are you ready?'

Prompt:

My local college has a great range of courses and I'd really like to study something, but I'm not sure which course to take.

Hints:

- ▶ You haven't studied at college for some years and feel nervous.
- ▶ You're not sure if you would choose something physical or academic.
- ▶ But when you were at school, you used to be good at art.
- ▶ Your family thinks it's a good idea.
- ▶ Advantages: you would be able to do something independently. You would be able to meet new friends.
- ▶ Disadvantages: you would have to go alone with no other friends.

Worksheet 3 – Example GESE Grade 9 Interactive prompts

You are going to pretend to be the examiner. You have to read out the 'Instructions' and the 'Prompt'. You will need to invent a story to help to keep the conversation going.

Instructions:

'For the next part, I'll tell you something. Then you have to ask me questions to find out more information. You need to keep the conversation going. After about four minutes, I'll end the conversation. Are you ready?'

Prompt 1:

Sometimes I wonder what it might have been like to grow up with lots of brothers and sisters.

Prompt 2:

My friend's been feeling really upset. She told me she made two bad decisions last year and wishes she could change them now.

Prompt 3:

For the past few years, I've been sent a birthday card with a romantic message, but I've no idea who might have sent them. It was funny at first but now I'm getting concerned.
