

## Identifying key words – GESE Grade 9

**Grade:** GESE Grade 9 (CEFR B2.3)

**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 9)

The following document contains some sample interactive prompts for Grade 9. Please note these are example prompts and will not be used in a real examination.

### GESE Grade 9

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

- ▶ Expressing abstract ideas
- ▶ Expressing regrets, wishes and hopes
- ▶ Expressing assumptions
- ▶ Paraphrasing
- ▶ Evaluating options
- ▶ Hypothesising
- ▶ Evaluating past actions or course of events

### Grade 9 Interactive prompts

1. After I left school, I moved away from my home town, but some of my friends stayed. I wonder who made the better decision.
2. Recently, my local government decided to close down the swimming pool. I think there should've been more consultation about it.
3. My friends gave up their well-paid jobs a couple of years ago and went to live on a farm in the country. Now they're regretting this decision.
4. My sister told me that she wishes the computer had never been invented. She remembers how much easier her life was without them. Perhaps she's right.
5. If I'd taken more notice of my teachers when I was growing up, my life would be very different now.
6. A large, new supermarket has just opened in my area. At first I thought it would be great, but now I wish it had never been built.
7. When my friend was 17, he had to change schools because his parents moved to a different town. I wonder if this was fair.
8. The town I live in has changed dramatically over the last few years. I'm now wondering whether such developments are always positive.
9. I've been invited to go to a large, outdoor music festival next weekend, but I'm not sure whether to go. I've heard good and bad things about such events.
10. Many years ago, I had a holiday which changed my life. I often wonder how different my life might have been if I hadn't taken that holiday.
11. My friend has left a good job and a nice flat to go and live with his girlfriend in another country. I do hope he's making the right choice.
12. My local school's decided that students don't have to study history any more. I can't help thinking that this is a mistake.
13. My friends insisted on their teenage son taking science at school, but he really doesn't enjoy it. I think his parents might be regretting their decision.