

## Practising the Interactive phase – GESE Grade 10

**Grade:** GESE Grade 10 (CEFR C1.1)

**Focus:** The Interactive phase

**Time:** 75 minutes

**Aims:**

- ▶ To review the phase
- ▶ To reflect on what makes a strong/weak candidate performance
- ▶ To practise the phase

**Materials needed:**

- ▶ Worksheet – Interactive prompts
- ▶ GESE 10 syllabus Language Functions
- ▶ A video of a Trinity GESE Grade 10 candidate. In this lesson, the students will only need to watch the Interactive Phase. Videos are available at [trinitycollege.com/qualifications/english-language/GESE](http://trinitycollege.com/qualifications/english-language/GESE)
- ▶ The accompanying 'Sample exam marks and rationales' – also available at [trinitycollege.com/qualifications/english-language/GESE](http://trinitycollege.com/qualifications/english-language/GESE)

### Preparation

1. Make copies of the worksheet and cut in half so each student will receive one half of a sheet.
2. Choose one of the interactive prompts and prepare ideas and opinions on it as an example.
3. Select which video/s to show the students in order to analyse what makes the performance strong or weak. Make a note of the start time of the Interactive Phase and the prompt used.

### In class

#### Interactive phase class discussion (20 minutes)

1. Tell the students they are going to practise the Interactive Phase and that they will begin with discussing an example as a class.
2. Give students the chosen prompt. It could be written on the board or dictated. Then discuss as a class what the prompt is inviting the candidate to do. Refer to the Language Functions of the Grade in the GESE 10 syllabus.
3. Invite the students to ask questions and make comments. As you go along, discuss the suitability/relevance of the students' questions and comments, e.g. *'Would you really ask someone that?'* / *'Does that take us off topic?'* and *'Great question as it shows you're really thinking about the issue'* / *'Good point and very relevant to this discussion.'* Invite the class to consider the suitability/relevance of each other's contributions.

#### Analysing an example performance (15 minutes)

1. Tell the students they are going to watch a video of a candidate doing the interactive phase. After watching, they will discuss how successful the performance was and why.
2. Play the video and then ask students to analyse in groups.
3. Do group feedback.

#### Practice as examiner and candidate (40 minutes)

1. Divide the class into two groups – As and Bs. Give each student one half of the prompts; half to the As and the other half to the Bs.
2. Ask them to each choose one of the prompts and come up with ideas and opinions around it.
3. Pair up each A with a B.

4. As will be the examiner and read their prompt to Bs who will then lead the discussion. Give 5 minutes.
5. Students swap roles.
6. Pair students up with a new partner and repeat. (It doesn't matter if the new partner has selected the same prompt as the previous partner).

**After class**

Students can choose another prompt and practise with each other or with friends/family.

## Worksheet – Interactive prompts

### Grade 10

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

- ▶ Developing an argument
- ▶ Defending a point of view
- ▶ Expressing beliefs
- ▶ Expressing opinions tentatively
- ▶ Summarising information, ideas and arguments
- ▶ Deducing

### Grade 10 Interactive prompts

1. At my niece's school, homework is optional. Students only have to do it if they want to. I've even heard there's a move to get rid of it altogether.
2. Many people think that we should spend more time enjoying ourselves and less time trying to make money, but I'm not sure you can do one without the other.
3. I was listening to a talk about architecture the other day and the view presented was that all modern architecture is ugly.
4. A lot of people complain about graffiti in cities these days, but I'm not sure if I agree with them.
5. Recently there seems to have been a reaction against our technologically advanced society, with some people preferring to return to a simpler lifestyle. I think there's something to be said for this.
6. People often say that academic qualifications are the key to a child's future success. I'm not sure I
7. completely agree.
8. Nowadays, we are getting a lot of advice about what to eat and what not to eat. Personally, I get a bit fed up with this. Surely people are entitled to make their own decisions.
9. People these days seem absolutely obsessed with the private lives of celebrities. People may disapprove, but I thoroughly enjoy reading magazines.
10. It's widely believed that travel broadens the mind, but I often wonder if tourism nowadays does more harm than good.
11. My local school's going to ask a popular TV star to speak to the students about careers. I may be wrong, but I'm not sure that this is the right choice.
12. There's been a lot of debate recently about punishing people who don't recycle properly. I'm not really convinced it's such an important issue.