

Preparing for the Conversation phase – GESE Grade 11

Grade: GESE Grade 11 (CEFR C1.2)

Focus: The Conversation phase

Time: 80 minutes

Aims:

- ▶ To review the exam format
- ▶ To review the functions of GESE Grade 11
- ▶ To focus on using the functions in the Conversation phase
- ▶ To identify true statements about the Conversation phase
- ▶ To practise talking about the media
- ▶ To identify examples of GESE Grade 11 functions

Materials needed:

- ▶ A video of a Trinity GESE Grade 11 candidate. In this lesson, the students will only need to watch the Conversation Phase. Videos are available at trinitycollege.com/qualifications/english-language/GESE
- ▶ The GESE Interview Performance Descriptors (see Scheme of Work)
- ▶ One copy of Worksheet 1, 2 and 3 for each student
- ▶ A set of cut up cards from Worksheet 4 per group of 3 or 4 students

Preparation

1. Choose a video from the Trinity website. Note down at what time the Conversation phase begins and the topics discussed.
2. Make copies of Worksheets 1, 2 and 3 for all students.
3. Cut up Worksheet 4 into individual cards. Make a set for each group of 3 or 4.

In class

What do you know about the Conversation phase? (5 minutes)

1. Tell the students you are going to focus on the Conversation phase. Give them 2 minutes to discuss in pairs or small groups what they know about this phase. Encourage them to name as many subject areas as they can.
2. When they finish talking, take a few suggestions from the group and put them on the board. Don't confirm if their ideas are right or wrong at this point.

True or false? (10 minutes)

1. Give the students Worksheet 1 and ask them to work on it for about 4 minutes alone. They need to read each statement and tick the ones they believe are true and try to correct the false ones.
2. When they've finished, get them to check their answers in pairs, and then elicit and confirm the answers on the board as a group. Confirm which of their ideas from the first task were true too if they haven't been covered in the task.

Watching a video of the Conversation phase (20 minutes)

1. Tell students they are going to watch a video of the Conversation Phase.
2. Give them a minute or so to read the questions on Worksheet 2.
3. Play the video.
4. Class feedback.

How to prepare for the Conversation phase (5 minutes)

1. Spend a few minutes eliciting and writing on the board ideas from the group about how to prepare for the conversation phase. Encourage your students to read the newspaper daily, focussing particularly on articles relating to the subject areas. Point out that they can search online versions of English language newspapers using key words from the subject areas, eg curriculum.

2. Tell them to note down relevant vocabulary from the articles. Encourage them to have conversations in their first language with friends and family members about the subject areas so they have plenty of ideas.

Talking about the media – part 1 (10 minutes)

1. Tell the students you're going to give them about 10 minutes to discuss some statements about the media. Explain that they will have two opportunities to discuss them.
2. The first time, you want to see what language they can use, and how accurately they speak so you can make suggestions on how they could make their conversations more complex and accurate the second time.
3. Put the students in pairs and give them about 7 minutes to discuss the questions on Worksheet 3. As they speak, note down examples of errors in grammar, lexis and pronunciation. Try to notice when students struggle to explain an idea.
4. If you can think of a suitable word or expression they could use, note down the way they say it and your suggestion. Encourage them to note down in their first language any words they can't think of in English.
5. At the end, spend a few minutes asking them what they spoke about – focus on the subjects and ideas (not the language they used).

Feedback (10 minutes)

1. Note down any examples of interesting language or errors you'd like to focus on with your students on the board, and give them about 5 minutes to decide if it's a good example or an error, and to correct any errors.
2. After, elicit the answers and correct any errors on the board. Support them with the meaning, form and pronunciation of any challenging language. Try to focus their attention on good use of language of the grade, as well as mistakes.

Expressing reservations (10 minutes)

1. Tell the students you're going to focus on some good examples of language people could use for the conversation phase for GESE Grade 11.
2. Divide the class into groups of three or four and give them a set of cards. First get them to match the cards to the statements they refer to. There are two per statement.
3. After, get them to identify examples of language used to express reservations and vague imprecise language (see the answers below for guidance).
4. Finally, elicit the correct answers as a group, check they understand them, and model and drill their pronunciation. Make sure they understand that it's important to use the functions and lexis of GESE Grade 11 in their answers as much as possible.

Talking about the media – part 2 (10 minutes)

1. Get the students to work with a different partner. Tell them they are going to discuss the statements again. Encourage them to express reservations in their answers and try to use any other language you focussed on in feedback to the last task.
2. Monitor and note down any good examples of the students expressing reservations. After about 6 minutes, ask the group if they heard any new ideas in their second conversations, and then spend a few minutes pointing out any good examples of GESE Grade 11 language you heard them using.

Extension activity

In 'Talking about the media – part 2', more advanced students could think of their own questions about social issues.

Further support activity

Weaker students could write model conversations contributions in 'Talking about the media – part 2' instead of speaking. They could be encouraged to use the language from Worksheet 3 in their response.

After class

Students can find an article about the media which they'd like to talk about in the next class. They could write two or three statements about the content of the article to discuss in class.

Answers

Worksheet 1

1. False – The examiner will select 2 topics at random from the whichever list the candidate has chosen.
2. True
3. False – the candidate and the examiner share responsibility for the maintenance of the conversation.
4. True – but the centre must notify Trinity in advance if the candidate is old enough to discuss list B. If so, the examiner will select 2 out of the 6 subject areas in list B. If not, the examiner will select 2 out of the 6 subject areas in list A.
5. False – it is important.

Worksheet 2

Dependent on the video chosen.

Worksheet 3

Students' own answers.

Worksheet 4 Vague language and Expressing reservations

Key: **Vague, imprecise language**

Expressing reservations

	A	B
1	I don't think we should underestimate the impact this kind of news is having on politics.	I think this whole thing has been a bit blown out of proportion – surely most people can spot a fake.
2	The fact that print media is so dependent on advertising is a real cause for concern.	I love the fact I can read pretty much anything I want at the click of a mouse without spending a penny.
3	As soon as you allow things to be covered up, you open yourself up to a whole world of potential problems.	If it's in the interest of national security, I would definitely say there is a case for it, but it does make me feel sort of uneasy.
4	Actually, I think they're a bit of a menace – I don't understand why anyone reads them...	There are some isolated cases of good investigative journalism, but I wouldn't trust them to tell the truth all the time.
5	They should be, but I think it's a tad unrealistic – even the BBC is a little bit biased.	I think it's unfair to expect presenters not to have an opinion, but they should choose their moment to express it.

Worksheet 1 – The Conversation Phase

Decide if the following sentences are true or false:

1. You can decide which subject area to talk about in the exam.
2. This phase lasts for up to 6 minutes.
3. You only need to answer questions in this phase.
4. There are 12 possible subject areas.
5. Grammatical accuracy is not important in this phase.

Worksheet 2 – Watching the Video

Watch the video and answer these questions:

1. What two subject areas do the examiner and candidate discuss?
2. How natural is the conversation?
3. How well do you think the candidate does? Why?

Worksheet 3 – The media

Talk about the following statements with your partner:

1. Fake news is a big problem.
2. It is a good thing that most news is available free of charge.
3. Not everything should be reported by the media.
4. Tabloid newspapers play an important part in society.
5. News channels should be impartial.

Worksheet 4

<p>1</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 11</p> <p>I don't think we should underestimate the impact this kind of news is having on politics.</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 11</p> <p>I think this whole thing has been a bit blown out of proportion – surely most people can spot a fake.</p>
<p>2</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 11</p> <p>The fact that print media is so dependent on advertising is a real cause for concern.</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 11</p> <p>I love the fact I can read pretty much anything I want at the click of a mouse without spending a penny.</p>
<p>3</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 11</p> <p>As soon as you allow things to be covered up, you open yourself up to a whole world of potential problems.</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 11</p> <p>If it's in the interest of national security, I would definitely say there is a case for it, but it does make me feel sort of uneasy.</p>
<p>4</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 11</p> <p>Actually, I think they're a bit of a menace– I don't understand why anyone reads them...</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 11</p> <p>There are some isolated cases of good investigative journalism, but I wouldn't trust them to tell the truth all the time...</p>
<p>5</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 11</p> <p>They should be, but I think it's a tad unrealistic – even the BBC is a little bit biased.</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 11</p> <p>I think it's unfair to expect presenters not to have an opinion, but they should choose their moment to express it.</p>