

Using Trinity videos for preparation – GESE Grade 12

Grade: GESE Grade 12 (CEFR C2)

Focus: The Interactive phase and the Listening phase

Time: 40 minutes & 30 minutes

Aims:

- ▶ To learn what the Interactive phase entails
- ▶ To reflect on what makes a successful conversation
- ▶ To learn what the Listening phase entails
- ▶ To understand the purposes and experience of the phase

Materials needed:

- ▶ Worksheet 1 – discussion questions about the Interactive phase
- ▶ Worksheet 2 – discussion questions about the Listening phase
- ▶ A video of a Trinity GESE Grade 12 candidate. In this lesson, the students will only need to watch the Interactive Phase and the Listening Phase. Videos are available at trinitycollege.com/qualifications/english-language/GESE
- ▶ The accompanying 'Sample exam marks and rationales' – also available at trinitycollege.com/qualifications/english-language/GESE
- ▶ The GESE Interview Performance Descriptors (see Scheme of Work)

Preparation

Select and watch the video before the class. Make a note of at what time the interactive phase begins and at what time the listening phase begins. Any GESE Grade 12 video can be used for this lesson but it's best to choose one with a strong candidate so that your students have a model to work from. Note down the Interactive phase prompt. Watch the Listening Phase and note down which questions the candidate answers correctly.

In class

Session 1 – Preparing for the Interactive phase

Watching and analysing (20 minutes)

1. Ask the students what they know about the Interactive Phase: eg How long is it? (up to five minutes) What does the examiner do? (read out the prompt and then respond to the candidate) What does the candidate do? (lead the discussion by asking questions and making and inviting comments).
2. Tell the students that they are going to watch a video of the Interactive Phase and answer some questions about it.
3. Give out Worksheet 1 and allow the students a minute or so to look at the questions.
4. Tell them which prompt the examiner uses. This could be written up on the board or dictated.
5. Play the video.
6. Class feedback (see Answer sheet).

Reflecting on what makes a successful conversation (20 minutes)

1. Tell students that a successful Interactive phase in the exam is very similar to a successful conversation in real life. Tell them that they are going to reflect on this.
2. Ask students to look at Task B on their worksheets. They then discuss the questions with their partner. Give them 10 minutes to do this.
3. Class feedback (see Answer sheet).

Session 2 – Preparing for the Listening phase

Watching and understanding (20 minutes)

1. Ask the students what they know about the listening phase: eg How many parts are there? (three parts) What does the examiner do? (read out prompts) What does the candidate do? (suggest a suitable ending to the sentence x2 and answer a question x1). How many times does the examiner read each prompt? (once). How is the grade for the phase determined? (see Performance Descriptors)
2. Tell the class they are now going to watch a video of a candidate doing the listening phase and answer questions.
3. Ask students to look at Task C on their worksheets and allow them a minute or so to read the questions.
4. Play the video.
5. Class feedback (see Answer sheet).

Reflecting on the experience of the listening (10 minutes)

1. Tell the students they are going to discuss the experience of doing the listening phase.
2. Ask them to discuss Task D with their partner.
3. Class feedback (see Answer sheet).

Answers

Task A

1. The examiner gives the instructions, checks the candidate is ready and reads out a prompt.
2. Normally the candidate asks all (or the majority of) the questions. However, note that they do not have to ask questions; a conversation may simply be an exchange of ideas.
3. Both the examiner and the candidate should make comments.
4. Discuss whether the discussion does seem authentic and why.
5. What makes them successful/unsuccessful? – This will depend on the video selected. However, a successful conversation will generally be an authentic one while an unsuccessful conversation will generally be in what the candidate perceives to be 'exam style' rather than 'real life style'.

Task B

1. Students' own answers.
2. Students' own answers.
3. Class discussion.
4. Class discussion.
5. The candidate can ask the examiner to repeat. However, it is not necessary for the candidate to understand fully immediately since they are invited to ask questions as well as make comments. They might ask questions in order to develop a fuller picture of the examiner's position. These things are as would be done in a real life situation.

Task C

1. The examiner sets out the task.
2. The examiner reads the extract with natural delivery (speed, intonation, stress, etc.)
3. Dependent on the video chosen.
4. No.

Task D

1. Students' own answers.
2. Students' own answers.
3. To demonstrate high level listening skills such as prediction, deduction and inference ('GESE Exam Information Booklet') and to do so promptly, confidently and concisely (GESE Interview Performance Descriptors).
4. Class discussion.

Worksheet

Task A

1. How does the Interactive phase begin?
2. Who asks the questions?
3. Who makes comments?
4. Does the discussion seem authentic?
5. How well do you think the candidate performs? What makes them successful/unsuccessful?

Task B

1. Who do you know in your life that you enjoy talking with? Why do you enjoy your conversations?
2. Do you know anyone who is difficult to talk with? What makes them so?
3. What makes a good listener?
4. What makes a bad listener?
5. In the Interactive phase, what should you do if you don't understand the prompt? What things would you do in real life if you didn't understand what someone had said to you during a conversation?
6. In the Interactive phase, why would it be inappropriate to respond to the prompt by giving advice?

Task C

1. How does the Listening phase begin?
2. How natural would you say the examiner's delivery is?
3. Which extracts do you think the candidate finishes/answer correctly?
 - i.
 - ii.
 - iii.
4. Does the candidate know how s/he has performed?

Task D

1. Which question type do you think is easier/harder? Why?
2. How easy/difficult do you think this phase of the exam is? Why?
3. What skills do you think the phase is testing?
4. Can you think of any ways to practise?