

## Practising the Interactive phase – GESE Grade 12

**Grade:** GESE Grade 12 (CEFR C2)

**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 12 syllabus Language Functions
- ▶ A video of a Trinity GESE Grade 12 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 12 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, eg *'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 12

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

- ▶ Asserting
- ▶ Denying
- ▶ Softening and downplaying propositions
- ▶ Contradicting
- ▶ Implying
- ▶ Affirming

### Grade 12 Interactive prompts

1. The concept of a world without borders may seem like an impossible dream, but I feel it's one that's worth pursuing.
2. One effect of increased globalisation is that minority languages are gradually becoming extinct. Many people regret this but I'm not sure it's such a bad thing.
3. Some people claim that sensationalist journalism simply reflects a society and doesn't shape it. I wonder if this is really the case.
4. Some schools encourage competitiveness in their students, while others generally discourage it. It's clearly a controversial issue.
5. It's often said that there should be no limits to the activities of the press even when it comes to people's private lives. I couldn't agree more.
6. Compared to previous generations, children are materially much better off these days, but emotionally they seem to be impoverished. Social commentators seem to think there are a number of reasons for this.
7. It seems untenable that big business should pay out enormous salaries, often unmerited, while people in really deserving professions are forced to struggle. I've been trying to decide if anything could be done about this.
8. I recently read a report that said in British cities everybody is filmed on security cameras several hundred times a day. I wonder if the benefits can ever justify this level of intrusion.
9. Some countries have already given the vote to 16- and 17-year-olds and other countries are considering this proposal. I wonder whether people of this age have the maturity to make these kinds of decisions.
10. Top sports stars receive a lot of criticism for what people see as their excessively high salaries. If anything, I'm not so sure they don't deserve more.
11. Most people agree that if you're ambitious, you'll be successful in your education and career. However, I suspect that being driven and high-achieving doesn't lead to a happy life.