

# Introducing the GESE Schemes of Work

# Outline

- ▶ Why the schemes of work were created
- ▶ GESE overview
- ▶ Design of the schemes of work
- ▶ Assumptions & rationales
- ▶ Example schemes of work and materials  
(how to use)
- ▶ Q&A



# The GESE Schemes of Work

Why were the schemes created?



Consolidate



Save time



Guide

# Graded Examinations in Spoken English (GESE)

## Overview

GESE exams are **one-to-one** assessments of English language **speaking and listening skills** with a Trinity examiner, who encourages the candidate to show what they can do through prompts and authentic interactive dialogue.

## Key features

- ▶ Learner- centered and personalised
- ▶ Communicative (spontaneous & interactive)
- ▶ 21st century skills
- ▶ Inclusive (there is a GESE grade for every learner)



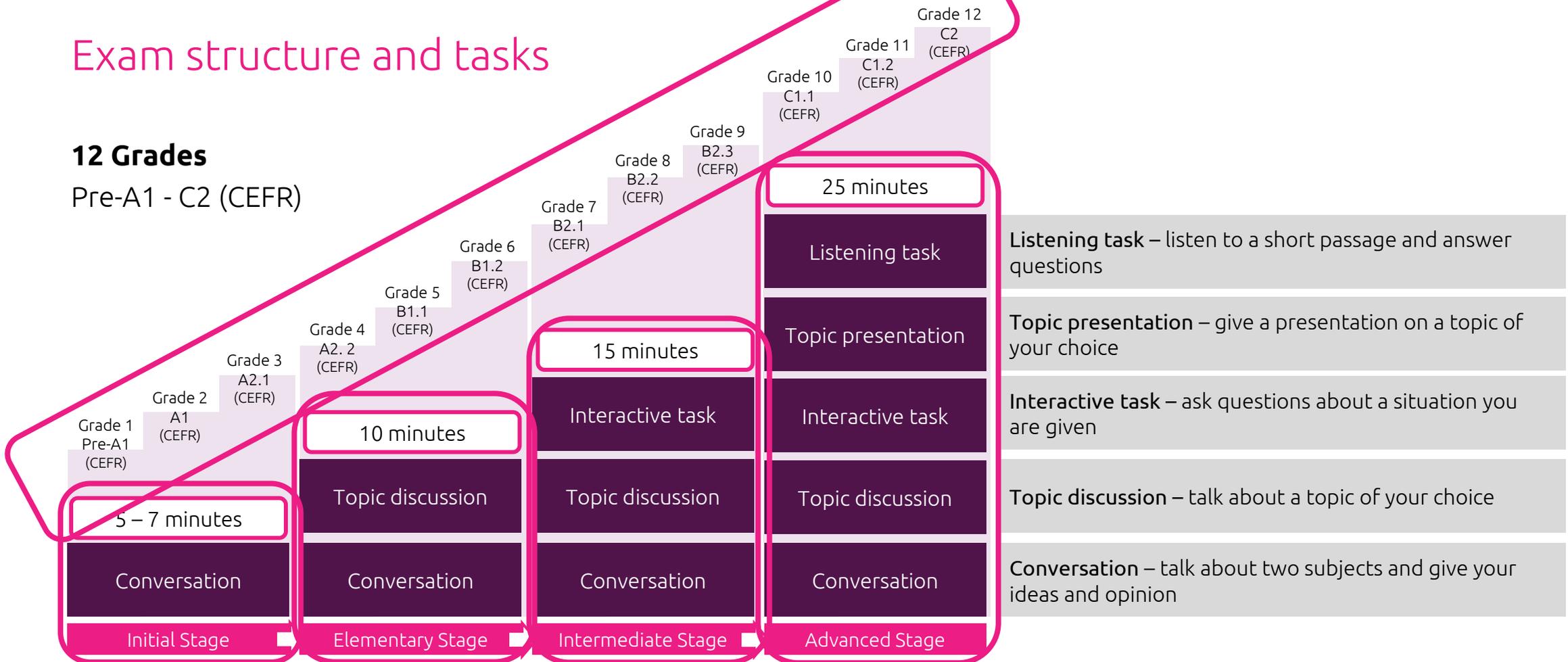
# Graded Examinations in Spoken English (GESE)



## Exam structure and tasks

### 12 Grades

Pre-A1 - C2 (CEFR)



# Graded Examinations in Spoken English (GESE)

## In summary



**Reliable evidence** of speaking and listening skills



**Mapped to the CEFR:** There is a level for every learner (pre-A1 – C2)



**Personalised:** Students discuss a topic of their choice



**Friendly, professional Trinity examiners** undertake the assessment



**Genuine discussion format:** A one-to-one, face-to-face assessment



**Quality audited** by the Association of Language Testers in Europe



**Trinity Certificates** are provided to evidence achievement if learners pass

# The GESE Schemes of Work

## Design of the Schemes of Work

- ▶ For Grades 4- 12
- ▶ Cover all parts of exam
- ▶ Accompanying materials
- ▶ 2- week intensive course
- ▶ 2 sessions a day
- ▶ 90-minute sessions

### Notes

#### The course

- ▶ This syllabus is for a 2 week course consisting of 2 x 90mins per day.
- ▶ Activities can be extracted from the syllabus and used on a stand-alone basis for part-time language instruction or conversation classes.
- ▶ It has activities covering both parts of the Elementary Level exams: the Topic phase and the Conversation phase.

#### Assumptions

- ▶ The students already have the level of English required for the Grade they are taking but may need to refresh their knowledge and fill in some gaps.
- ▶ It can take time for students to choose a suitable exam topic, both in terms of it being meaningful to them and enabling them to display the Language Functions of the Grade.
- ▶ Some (or even many) students may lack confidence in speaking and may be more used to communicating in written form.
- ▶ Students may have a narrow experience of speaking exams. They may need some time to understand the unique communicative style of the Trinity exams.

#### Course rationale

Activities have been chosen with the following in mind:

- ▶ A circular learning approach to keep reminding students of the Language Functions and how those relate to the Topic phase and Conversation phase.
- ▶ Early introduction of the Topic phase followed by various activities to help students choose a suitable topic for themselves; something genuinely interesting and personal to them which also displays the Language Functions of the Grade.
- ▶ Many student-led activities which draw on their pre-existing knowledge and their own interests.
- ▶ Activities which build rapport within the group (eg peer teaching to foster collaboration) and develop confidence of individuals (eg personalisation and plenty of speaking practice).
- ▶ A mix of high-energy and low-energy activities, roughly following the natural ebb and flow of classroom energy throughout a week.

# The GESE Schemes of Work

## Assumptions

- ▶ Students already at grade
- ▶ Choosing a Topic can take time
- ▶ Lack confidence?
- ▶ Experience of different exam style



# The GESE Schemes of Work

## Rationales

- ▶ Communicative
- ▶ Student- led
- ▶ Introduce Topic early
- ▶ High & low energy
- ▶ Circular learning approach



# Grade 6 (Elementary)

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# The GESE Schemes of Work

## Grade 6

Scheme of work – GESE Grade 6 (CEFR B1.2)

### Week 1

Day	Exam focus	Activities	Material	Aims
Monday	X	10 mins: Start the class, admin, etc.	X	X
1	LFs	30 mins: Speaking activity which uses the Language Functions of the Grade. Make sure <b>sts</b> also learn each other's names. Do some class feedback afterwards to make sure everyone knows names.	*ACTIVITY: 'Spiral Talk – G6' (1)	<ul style="list-style-type: none"> <li>For <b>sts</b> to get to know each other.</li> <li>To introduce the Language Functions of the Grade.</li> </ul>
	All	30 mins: Introduce and explain the exam and give <b>sts</b> the relevant pages from the syllabus. <b>T</b> may want to refer back to the 'Spiral Talk' activity and discuss the Language Functions.	*HANDOUT: 'GESE 6 Syllabus (from Exam Booklet)' (2)	<ul style="list-style-type: none"> <li>To give an overview of the structure of the exam and its purposes and requirements.</li> </ul>
2	TP	45 mins: Tell <b>sts</b> they'll be choosing their own topic for the first part of the exam (Topic phase). Use the activity to get them thinking about options.	*ACTIVITY: 'Choosing a Topic – G6' (Session 1) (3)	<ul style="list-style-type: none"> <li>To introduce the idea of a personal topic.</li> <li>For <b>sts</b> to start thinking about choosing their own topic and considering the suitability of their choices.</li> </ul>
	LFs	45 mins: Writing a letter – ask <b>sts</b> to write you a letter telling you about themselves. The need to include all the Language Functions of the Grade. Elicit some examples as a class before they start.	*Just pens and paper.	<ul style="list-style-type: none"> <li>To get a sample of <b>sts'</b> ability to use the Language Functions of the Grade in written form as a simple diagnostic tool.</li> </ul>
HW	X	None		

# The GESE Schemes of Work

## Grade 6

### Scheme of work – GESE Grade 6 (CEFR B1.2)

#### Week 2

Day	Exam focus	Activities	Material	Aims	
Monday	1	LFs	30 mins: A kind of <i>Find Someone Who</i> about mobile phones.	*ACTIVITY: 'My Mobile and Me – G6' (13)	▶ To start the week by getting <b>sts</b> up, moving around and talking about a personalised topic while practising the Language Functions.
		CP	30 mins: Vocab review.	*ACTIVITY: 'Colour Board Game' (14)	▶ To review recent vocabulary in a fun game.
		X	30 mins: Flexi slot.	X	X
	2	All	20 mins: Look at little phrases that can be used during a conversation to show that a person is listening.	*ACTIVITY: 'Conversation Fillers' (15)	▶ To focus <b>sts</b> ' attention on the active role they play in a conversation and to remind them that the exam is not an interrogation.
		CP	45 mins: Predict Conversation phase Language Function questions for all subject areas and then practise the conversations.	*ACTIVITY: 'Preparing the Conversation – G6' (Session 1) (16)	▶ To help the <b>sts</b> be active participants of the Conversation phase by thinking of how the conversation might go.
	HW	X	▶ T's choice		

# The GESE Schemes of Work

## Grade 6 - Materials



My Mobile and Me  
GESE Grade 6 (CEFR B1.2)

### My Mobile and Me – GESE Grade 6

Trinity Qualifications type: GESE Grade 6 (CEFR B1.2)

Time: 30 minutes

Exam task focus:

- ▶ To get learners ready to talk about their mobile phones
- ▶ To ask and answering questions about mobile phones
- ▶ To practise language functions
- ▶ To give information about your mobile phone in informal discussion

Resources:

- ▶ 'Find Someone Who...' handout (see below) – one per student

#### Description of the activity

1. Give a short personal presentation about your mobile phone as a demonstration of how the ar following information:
  - a. The different phones I've had
  - b. Why I like my phone
  - c. How I use my phone
  - d. The app(s) I think I'll get
2. Give each student a copy of the handout 'Find Someone who...'
3. Point out that they will need to use the prompts to form questions to ask each other, eg
  - '...has had their phone for longer than a year'
  - 'Have you had your phone for longer than a year?'



### Find Someone Who...

Interview your classmates and complete the chart below:

	name	name	name	name
1. ... has had their phone for longer than a year				
2. ... uses their phone to call people more than to text				
3. ... gets a new phone if a new model comes out				



# The GESE Schemes of Work

## Grade 6 - Materials



Picture Chat  
GESE Grade 6 (CEFR B1.2)

### Picture Chat

Grade: GESE Grade 6 (CEFR B1.2)

Time: 30–40 minutes

**Aims:**

- ▶ To reinforce the importance of pair-work
- ▶ To practise GESE Grade 6 language functions

**Resources:**

- ▶ Set as homework the day before: Sts get photos or they might be advised to put them in a dedicated folder, printing photos together as homework in advance, wearing special clothes, doing exercises

**Activity:**

1. Sts get their pictures ready to show
2. On the board, the T writes relevant language functions
  - ▶ 'What were you doing...?'
  - ▶ 'Do you have to...?'
3. Sts sit in small groups and ask and answer questions
4. Regroup them and repeat.



Activity: Alibi - Teacher's notes  
GESE Grade 6 (CEFR B1.2)

### Activity: Alibi - Teacher's notes

Grade: GESE Grade 6 (CEFR B1.2)

Time: 60 minutes

**Aims**

- ▶ An interactive fun activity that uses B1.2 language functions
- ▶ To give fluency practice

**Skill focus:**

- ▶ To practise a variety of language functions and questioning strategies (for CEFR B1).

**Resources:**

- ▶ Notebooks and pens

**Background**

- ▶ This is based on the well-known activity 'The Alibi' and suspects are eye-witnesses of the incident.
- ▶ Tell the students that the activity will give them a chance to use often tricky tenses for students. It will also be a good review of these two things with the class before starting to review reported speech.

**Activity**

1. Tell the class that there has been a serious crime and based on the immediate environment.

**Example Incidents**

- ▶ Yesterday, at 12:30, someone entered the hotel car park and sprayed graffiti on the wall.
- ▶ This morning at 08:30, someone broke the head off an ancient sculpture in the town centre.
- ▶ Last night around 8:00pm, someone broke into my hotel room and stole my laptop.
- ▶ Yesterday at 11:00 someone drove into my car outside the hotel, and then drove off.

2. Split the class into two – As and Bs. As are going to be Police officers, and Bs the Suspects (pre-teach this vocabulary if necessary).

**Suspects:** You need to give an alibi of what you were doing last night at 8pm.

**Police:** You need to interview the suspects and find out if they are lying.



# The GESE Schemes of Work

## Grade 6 - Materials

### Answers & Rationale

#### Good topics

The following are good topics because they give plenty of opportunity to cover the language of the Grade. Examples are given but also notice that each point can be used for several samples of the language, not just isolated ones. Some can also be used for covering more than one Language Function. They may also lend themselves well to the lexis of the grade.

#### My Favourite Singer - Ariana Grande

Subpoint	Language Function / Grammar / Lexis	Example
Her style	LEXIS	She dresses up in costumes when she performs on stage.
The reasons I listen to her music	PURPOSE	I listen to relax when I'm... and to get energy if...
Issues she's had with the media	PAST CONTINUOUS	One time, she was walking down the street and ...
Why I admire her	CONDITIONALS	If something happens, she always....
How to become a famous singer	OBLIGATION	You need to... but you don't have to...
Ariana in the next year	PRESENT CONTINUOUS FOR FUTURE	She's performing next month.



# The GESE Schemes of Work

## Grade 6 - Materials

### The Best Football Player - Messi

Subpoint	Comment
His life story	This will probably just be past simple and can easily lead to recitation.
Why he's the best footballer	Giving reasons but probably just using 'because' (G4). It doesn't enable the G6 INFINITIVE OF PURPOSE.
What he must and mustn't do	This is ok but may not demonstrate the full range of OBLIGATION & NECESSITY. It looks like the candidate will just recite a simplistic list of 'He must... and he mustn't...', which won't show a genuine ability to use the language.
Messi's style	Ok, may demonstrate some good LEXIS.
What he'll do if he loses the next match	This can use CONDITIONAL but it's such a specific point that the candidate may only be able to give isolated samples.
Do you like Messi?	This is an attempt to REQUEST OPINIONS, but it's just one very specific question and won't demonstrate an ability to hold a conversation with the examiner.



# The GESE Schemes of Work

## Grade 6 - Materials



Using videos for preparation  
GESE Grade 6 (CEFR B1.2)

### Using Trinity videos for preparation – GESE Grade 6

Grade: GESE Grade 6 (CEFR B1.2)

Focus: The whole exam

Time: 2 x 45 minutes

Aims:

- ▶ To predict examiner questions
- ▶ To practise examiner questions
- ▶ To practise using the language of the Grade in questions
- ▶ To practise predicting, formulating questions and interviewing

Materials needed:

- ▶ Worksheet – Functions and language of the grade (one handout for each student or one worksheet for each group of 3)
- ▶ Alternatively, the teacher can put this information on the board

▶ A video of a Trinity GESE Grade 6 candidate. Videos are available at [trinitycollege.com/GESEelementary](http://trinitycollege.com/GESEelementary)

#### Preparation

Select and watch the video before the class. Any GESE Grade 6 video can be used for this lesson. For the best results, you should choose a video in which the candidate's topic is quite general and not too specialised. Note down the topic chosen by the candidate and the two conversation areas used by the Examiner.

#### In class

##### Session 1 – Preparing for the Topic phase

Predicting vocabulary and grammar – brainstorm (10 minutes)

1. Decide which video you are going to show. Tell the students they are going to watch a video with a candidate taking a GESE Grade 6 exam.
2. Tell them which topic the candidate on the film has chosen to talk about.
3. Ask the students to brainstorm the candidate's topic: think of ideas that the candidate might talk about. They can

# Grade 7 (Intermediate)

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# The GESE Schemes of Work

## Grade 7



Scheme of work – GESE Grade 7 (CEFR B2.1)

### Scheme of work – GESE Grade 7 (CEFR B2.1)

#### Notes

##### The course

- ▶ This syllabus is for a 2-week course consisting of 2 x 90mins per day.
- ▶ Activities can be extracted from the syllabus and used on a stand-alone basis for part-time language instruction or conversation classes.
- ▶ It has activities covering all parts of the Intermediate Level exams: the Topic phase, the Interactive phase and the Conversation phase.

##### Assumptions

- ▶ The students already have the level of English required for the Grade they are taking but may need to refresh their knowledge and fill in some gaps.
- ▶ It can take time for students to choose a suitable exam topic, both in terms of it being meaningful to them and enabling them to display the Language Functions of the Grade.
- ▶ Some (or even many) students may lack confidence in speaking and will benefit from the extensive speaking practice.
- ▶ Students may have a narrow experience of speaking exams. They may need some time to understand the unique communicative style of the Trinity exams.

##### Course rationale

Activities have been chosen with the following in mind:

- ▶ A circular learning approach to keep reminding students of the Language Functions and how those relate to the Topic phase, Interactive phase and Conversation phase.
- ▶ Early introduction of the Topic phase followed by various activities to help students choose a suitable topic for themselves; something genuinely interesting and personal to them which also displays the Language Functions of the Grade.
- ▶ Student-led activities which draw on their pre-existing knowledge and their own interests.
- ▶ Activities which build rapport within the group (eg peer teaching to foster collaboration) and develop confidence of individuals (eg personalisation and plenty of speaking practice).

##### Additional notes for the Teacher

- ▶ Timings of activities don't necessarily add up to the full 90 minutes, allowing teachers to extend activities if needed or to add extras in. There is a small bank of 'Extra Activities' at the end of the syllabus.
- ▶ There is also a regular 'Flexi Slot' at points in the week when the teacher may want to do a review or respond to specific needs of the class.
- ▶ Homework is usually the teacher's choice. A few homework activities are suggested.
- ▶ Each class of students will be different, and it is recognised that needs will vary. The teacher should feel free to add in, take out, substitute and re-order activities if they feel it is best for their students. The key is that the students understand the underlying principle of the Trinity exams: to have genuine communication between the candidate and the examiner.

# The GESE Schemes of Work

## Grade 7

### Week 1

### Scheme of work – GESE Grade 7 (CEFR B2.1)

Day	Exam focus	Activities	Material	Aims
Monday	All	10 mins: Start the class, admin, etc.	X	X
	All	30 mins: T's choice to get sts meeting each other.	X	▶ For sts to get to know each other.
	All	30 mins: Introduce and explain the exam and give sts the relevant pages from the syllabus.	*HANDOUT: 'GESE Grade 7 Syllabus (from Exam Booklet)' (1)	▶ To give an overview of the structure of the exam and its purposes and requirements.
	CP	10 mins: See if the sts can remember (without looking) what the subject areas for the Conversation phase are.	X	▶ To encourage engagement with the exam and to introduce the lesson.
		70 mins: Generating vocabulary on posters and then using the posters to have discussions.	*ACTIVITY: 'Lexical Posters – G7' (2)	▶ To check what language the sts know and for them to learn from each other. ▶ To practise talking with each other on the subject areas and using new vocab.
	HW	X	▶ None	

Day	Exam focus	Activities	Material	Aims
Tuesday	All	15 mins: Review what sts remember from yesterday about the exam.	X	▶ To remind sts of the structure and aims of the exam.
	TP	45 mins: Introduce the Topic phase and help sts generate some of their own ideas.	*ACTIVITY: 'Choosing a Topic – G7' (Sessions 1) (3)	▶ For sts to start thinking about a personal topic and to brainstorm ideas.
		X	30 mins: Flexi slot.	X
	CP	60 mins: Predict Conversation phase Language Function questions for all subject areas and then practise the conversations.	*ACTIVITY: 'Preparing the Conversation – G7' (4)	▶ To be active participants of the Conversation phase by thinking of how the conversation might go. ▶ To practise the Conversation phase.
		X	30 mins: Flexi slot.	X
	HW	TPP	▶ Sts settle on 3 possible topics for themselves for the Topic phase.	

# The GESE Schemes of Work

## Grade 7 - Materials



### Identifying key words – GESI

- Grade: GESE Grade 7 (CEFR B2.1)
- Time: 60 minutes
- Skill focus:
  - Listening for specific information or details (in extensive)
  - To demonstrate an activity that encourages st
  - To support students in 'IDENTIFYING CLUES & achieve comprehension, including listening fo 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.

### Identifying key words

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.

### GESE Grade 7

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

- Giving advice and highlighting advantages and disadvantages
- Making suggestions
- Describing past habits

y're very friendly, but  
stay in [candidate's  
nding it difficult to  
eekends. I'm not sure  
one. I'm not sure if  
... going by myself.  
7. Last week I was offered two very interesting jobs. I can't decide which one I should accept.  
8. My aunt always says that everything was much better when she was a child, but I don't see how



# The GESE Schemes of Work

## Grade 7 - Materials

**TRINITY**  
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Questions Only!  
GESE Grades 7-12 (CEFR B2-C2)

### Questions Only!

Trinity Qualifications type: GESE Grades 7-12 (CEFR B2-C2)

Time: 30 minutes

Exam task focus:

- ▶ To develop questioning skills
- ▶ To interact with a degree of fluency and spontaneity

Materials needed:

- ▶ Buzzer
- ▶ Timer
- ▶ Scenario Cards

### Description of the activity

1. Watch a short video from the 'Questions Only' improvisation game, available at the following link:  
[youtube.com/watch?v=tkxRzV3gtDc](https://www.youtube.com/watch?v=tkxRzV3gtDc)
2. Write the following questions on the board. Now ask students to watch the video again and answer the questions:
  - a. Who asks the questions? [the contestants]
  - b. Who reads out the scene? [the quiz master]
  - c. What do the contestants have to do? [have a conversation using questions only]
  - d. What happens if you answer a question with a statement? [you're buzzed out and another team member steps in to continue the conversation with the contestant on the opposing team]
  - e. Who wins? [the contestant that stays in the longest]
3. Now, tell students they are going to play 'Questions Only' in teams of three.
4. Invite two teams at a time to come to the front of the room and compete against each other.
5. The rest of the class will roleplay the audience.

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#### GESE Grade 7 Scenario Card

This weekend I'd like to do some sightseeing.

#### GESE Grade 7 Scenario Card

Last week I was offered two very interesting jobs.

#### GESE Grade 7 Scenario Card

My friend and I would like to do a hobby together in our free time.

#### GESE Grade 8 Scenario Card

My friend's daughter is a fantastic singer, but she's no longer interested in performing.

#### GESE Grade 8 Scenario Card

My nephew's been doing a lot of training for an international sports event.

#### GESE Grade 8 Scenario Card

I was thinking of changing my job, so I've looked into various courses.

#### GESE Grade 9 Scenario Card

If I'd taken more notice of my teachers when I was growing up, my life would be very different now.

#### GESE Grade 9 Scenario Card

I've been invited to go to a large, outdoor music festival next weekend, but I'm not sure whether to go.

#### GESE Grade 9 Scenario Card

Many years ago, I had a holiday which changed my life.

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# The GESE Schemes of Work

## Grade 7 - Materials

### You must be joking!

Grade: GESE Grade 7 (CEFR B2)

Time: 45 minutes

Aims:

- ▶ To practise vocabulary, asking and answering questions on the Subject Areas of Conversation

Sub-skill focus

- ▶ Initiating the conversation, turn-taking, expressing ideas and opinions

Exam task focus

- ▶ Conversation task at Grades GESE 7, 8, 9

Resources:

- ▶ Language Functions Handout Aims

- ▶ Prompts/Conversation trigger cards

### Procedure

#### Lead-in: Ridiculous legislation

1. Say something outrageous like 'Hunting camels is forbidden by law in Arizona'.
2. Get students to sit in 3s and discuss the statement they've just heard.
3. Put sentence on the board for reference.
4. Teacher monitors and makes note of turn-taking expressions used by students and puts them up on the board

### Preparation

1. Get students to focus on the language produced during the activity.
2. Prepare the students by writing the language functions on the board, and then provide them with the first example. Ask students to decide which function matches the expression.
3. Quickly feed back ideas from the class (there is no right or wrong answer at this stage).
4. In pairs, students match the expressions on the handout to the language functions.

### Language functions

Match the expressions to the language functions. See the example below.

The handout contains the following expressions in speech bubbles:

- I know it's rude to interrupt, but...
- I've nearly finished.
- But that's enough from me.
- You know more about this than me, so...
- Please go ahead.
- I'd like to hear your opinion before I comment.
- Getting back on track...

At the bottom, there are five language function boxes:

- Interrupting: I know it's rude to interrupt, but...
- Giving-up turn
- Holding turn
- Keeping the conversation going
- Taking back the turn

<p>Only a qualified electrician is allowed to change a light bulb in Victoria, Australia. You can be fined AU\$ 10.00 for not respecting this law.</p>	<p>Flushing the toilet after 10.00 pm in an apartment building is illegal in the country of Switzerland. The Government considers it noise pollution.</p>
<p>In Canada, by law, one out of every five songs on the radio must be sung by a Canadian.</p>	<p>Using animals in medical research helps people.</p>

# The GESE Schemes of Work

## Grade 7 - Materials TRINITY

Scheme of work – GESE Grade 7 (CEFR B2.1)

Topic phase		Practice Exam - GESE Grade 7	
Show understanding by responding appropriately to the examiner			
Communicate a variety of facts, ideas and opinions, and account for these, about a chosen topic linked across a series of extended turns		✓	Suggestions for improvements
Engage the examiner	<b>Interactive phase</b>		
Be prepared to respond to the examiner	Take control over the interaction		
Handle interaction	Maintain the discourse by asking for information and making comments		
	Help the discussion along by inviting comment from the examiner		
	Take and give up turns when appropriate to do so		
Where appropriate	<b>Conversation phase</b>		
	Show understanding by responding appropriately to the examiner		
	Share responsibility for the maintenance of the interaction with the examiner		
In case of a breakdown	<b>General</b>		
Share responsibility for the maintenance of the interaction with the examiner	Was able to have an informal discussion and was not memorising or reciting		
In case of a breakdown	Did the practice exam feel similar to a real conversation?		
<b>General</b>	Did the student ask for clarification if they didn't understand?		
Was able to have an informal discussion and was not memorising or reciting	Was the exam enjoyable?		
Did the practice exam feel similar to a real conversation?			
Did the student ask for clarification if they didn't understand?			
Was the exam enjoyable?			



# Grade 10 (Advanced)

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# The GESE Schemes of Work

## Grade 10 - Materials



Scheme of work – GESE Grade 10 (CEFR C1.1)

### Scheme of work – GESE Grade 10 (CEFR C1.1)

#### Notes

##### The course

- ▶ This syllabus is for a 2-week course consisting of 2 x 90mins per day.
- ▶ Activities can be extracted from the syllabus and used on a stand-alone basis for part-time language instruction or conversation classes.
- ▶ It has activities covering covering all parts of the Advanced Level exams: The Topic Presentation phase, Topic Discussion phase, Interactive phase, Listening phase, and Conversation phase.

##### Assumptions

- ▶ The students are competent, confident speakers of English. They have a wide range of sophisticated English at their fingertips and their errors are non-impeding.
- ▶ The students may have a narrow experience of speaking exams. They may need some time to understand the unique communicative style of the Trinity exams.

##### Course rationale

Activities have been chosen with the following in mind:

- ▶ In order to prepare for the Topic Presentation in a short course like this, time needs to be used efficiently. Therefore, students will come up with, draft, peer practise and review their ideas in the first week, then mock practise, redraft and peer practise again in the second week.
- ▶ There is a very clear exam focus to every activity. Although this can make the timetable quite intense, it allows for each of the five phases of the exam to be covered thoroughly.
- ▶ Students generally feel less nervous when they know what to expect. Therefore, they will be introduced to all parts of the exam in the first week. They will have the opportunity for further practice during the second week.
- ▶ Student-led activities draw on their pre-existing knowledge and their own interests.
- ▶ Activities build rapport within the group (e.g. peer teaching to foster collaboration) and develop confidence of individuals (e.g. personalisation and plenty of speaking practice).

##### Additional notes for the Teacher

- ▶ Timings of activities don't necessarily add up to the full 90 minutes, allowing teachers to extend activities if needed or to add extras in. There is a small bank of 'Extra Activities' at the end of the syllabus.
- ▶ There is also a regular 'Flexi Slot' at points in the week when the teacher may want to do a review or respond to specific needs of the class.
- ▶ Homework is usually the teacher's choice. A few homework activities are suggested.
- ▶ Each class of students will be different, and it is recognised that needs will vary. The teacher should feel free to add in, take out, substitute and re-order activities if they feel it is best for their students. The key is that the students understand the underlying principle of the Trinity exams: to have genuine communication between the candidate and the examiner.

# The GESE Schemes of Work

## Grade 10 - Materials

Scheme of work – GESE Grade 10 (CEFR C1.1)

Week 1 (continued)

Day	Exam focus	Activities	Material	Aims
Wednesday	1	70 mins: Through a series of reflection and discussion tasks, sts consider what to include and what to expect in the Topic Presentation and Topic Discussion.	*ACTIVITY: 'Developing the Presentation' (5)	<ul style="list-style-type: none"> <li>To decide what content is relevant and appropriate to their presentations.</li> <li>To learn/review structuring language.</li> <li>To anticipate examiner questions.</li> </ul>
	2	80 mins: Review the format and requirements of the Conversation phase through discussion and an example video. Have peer discussion on a subject area.	*ACTIVITY: 'Preparing for the Conversation Phase – G10' (6)	<ul style="list-style-type: none"> <li>To check understanding of what the phase entails.</li> <li>To learn/review some useful language.</li> <li>To put into practice the concepts and Language Functions of the Grade.</li> </ul>
	HW	TDP	▶ 'Developing the Presentation' – redraft their questions to use the Language Functions of the Grade.	
	HW	CP	▶ Find an article to discuss on a Grade 10 Conversation subject area.	

Day	Exam focus	Activities	Material	Aims
Thursday	1	90 mins: Sts work in small groups and take turns giving their draft Topic Presentation, doing feedback and doing the Topic Discussion.	*ACTIVITY: 'Practising the Topic Presentation & Discussion.' (7)	<ul style="list-style-type: none"> <li>To practise the Topic Discussion phase.</li> <li>To gain ideas for redrafting their presentation.</li> </ul>
		70 mins: Sts watch a video of the Interactive and the Listening phases and discuss related questions	*ACTIVITY: 'Using Trinity Videos for Preparation – G10' (8)	<ul style="list-style-type: none"> <li>To learn what the Interactive and Listening phases entail.</li> <li>To reflect on the concept of a successful conversation.</li> <li>To understand the purposes &amp; experience of the Listening phase.</li> </ul>
	HW	TPP	▶ Continue working on their chosen Topic.	

# The GESE Schemes of Work

## Grade 10 - Materials



Preparing for the Formal Topic Presentation phase  
GESE Grade 10 (CEFR C1.1)

### Preparing for the Formal Topic Presentation phase – GESE Grade 10

Grade: GESE Grade 10 (CEFR C1.1)  
 Focus: The Formal Topic Presentation phase  
 Time: 65 minutes  
 Aims:  
 ▶ To review the functions of GESE Grade 10  
 ▶ To review the exam format  
 ▶ To raise students' awareness of discursive topics  
 ▶ To focus on using the functions in the topic presentation  
 ▶ To identify what a discursive topic is  
 ▶ To match GESE Grade 10 functions to example sentences  
 ▶ To start thinking about a suitable topic choice  
 Materials needed:  
 ▶ A copy of Worksheets 1, 2 and 3 for each student

#### Preparation

1. Make copies of Worksheet 1 and 2 for all students.
2. Cut up Worksheet 3 so that each box is an individual card. Make a set for each group of three or four students.

#### In class

##### What do you know about the topic presentation? (5 minutes)

1. Tell the students you are going to focus on how to prepare for the topic presentation.
2. Give them 2 minutes to discuss in pairs or small groups what they know about this phase.
3. 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. Make sure they understand what discursive means.
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.



### Worksheet 1 – The topic presentation

Tick the correct sentences

1. You choose your topic from the list of subject areas for GESE Grade 10.
2. This phase lasts for up to 5 minutes.
3. The examiner will ask you questions about your topic in this phase.
4. You need to make sure you use the language of GESE Grade 10 in your presentation.
5. The topic needs to be discursive.
6. You need to give the examiner a written copy of your full presentation.
7. The examiner will make some notes during your presentation.

✓


### Worksheet 2 – Discursive or not?

Decide which topics are discursive in nature in your opinion?

1. My wonderful family
2. Testing on animals
3. Mixing business with politics
4. My job – being a teacher
5. Vitamin supplements – are they worth it?

✓




### Worksheet 3 – Functions of Grade 10

 GESE Grade 10 Function Developing an argument	 Example sentence This is just one small example of the possible benefits. There is also some evidence to suggest that couples who share the load are less likely to argue, have lower stress levels.
 GESE Grade 10 Function Defending a point of view	 Example sentence Of course, there are always going to be people who accuse women like me of being a man-hater but I won't be silenced by them. I really don't believe any man should assume their partner will clean up after them.
 GESE Grade 10 Function Expressing beliefs	 Example sentence I'm convinced that in my lifetime we'll get as close to equality between genders as is possible.

# The GESE Schemes of Work

## Grade 10 - Materials



The Listening phase  
GESE Grade 10 (CEFR C1.1)

### Practising the Listening phase – GESE Grade 10

Grade: GESE Grade 10 (CEFR C1.1)

Focus: The Listening phase

Time: 75 minutes

Aims:

- ▶ To review the format and grading of the phase
- ▶ To practise the phase

Materials needed:

- ▶ Worksheet 1 – Type 1 listen and check
- ▶ Worksheet 2 – Type 1 read out / answer
- ▶ Worksheet 3 – Type 2 listen and check
- ▶ Worksheet 4 – Type 2 read out / answer
- ▶ GESE Interview Performance Descriptors

#### Preparation

1. Make copies of Worksheet 1 and 3 (one for each student). Make copies of Worksheet 2 and 4 (to cut up into As and Bs).
2. Practising reading out the prompts to ensure natural delivery.

#### In class

##### Type 1 practice – listen & check (20 minutes)

1. Review the format and grading of the Listening phase (see 'GESE Interview Performance Descriptors' for the grading).
2. Tell the students you're going to read them four Type 1 tasks. They should listen to each and write down the expected response.



The Listening phase  
GESE Grade 10 (CEFR C1.1)

### Worksheet – Type 1 listen & check

#### Grade 10

The examiner will introduce the Interactive phase by saying:

I'm going to read you three short passages and after I've finished each one, I'd like you to either suggest a suitable ending or answer a question. I'll then move on to the next passage. Are you ready? These two passages are incomplete. When I stop, I'd like you to tell me in just a few words how you think the passage finishes.

#### Grade 10 Type 1 listening tasks

1. Although we're very close, my sister and I aren't alike. We've been going on holiday together for ages at least twice a year, and once the date's fixed we follow the same old pattern. Well before departure, she's washed and ironed her clothes, bought her foreign currency and guidebook and packed her stuff, whereas I never get ready until...  
Expected response:
2. You can do almost anything with mobile phones nowadays. So much so that some people never seem to take their eyes off them. I quite often see people wandering down the street or even crossing the road, tapping away at them, completely oblivious of what's happening around them. I'm just surprised that this doesn't lead to more...  
Expected response:
3. A lot of people have claimed that computer games stifle the imagination and are bad for the development of our brains. However, new evidence shows that they help people problem-solve as the games constantly challenge you. They also help you think creatively and you can even network whilst playing. So in fact, computer games can actually be...  
Expected response:
4. As an actor, I definitely respond to conceptually interesting films, especially science fiction ones, with their escape from the life we know on Earth. Being involved in something so different, that's thrilling. If I come across a script that is original. I go after it. It's really exciting being part of a film which creates an entirely new...  
Expected response:



# Summary

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Questions?

Learn more at:

[www.trinitycollege.com/GESE](http://www.trinitycollege.com/GESE)