

## GESE Elementary steps

Guide for teachers, Grades 4-6



## What is Trinity College London?

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Trinity College London is an independent international exams board, fully accredited in England as an awarding body. Trinity provides qualifications in the English language, music and performing arts throughout the world.

Trinity has been examining since the 1870s and now over half a million people each year take one of our exams.

At Trinity, we believe in recognising the achievements of every learner. Each journey starts with a first step – including the journey of learning English. In this booklet, you will learn how Trinity recognises the achievements of learners of English at the Elementary stage of their journey.

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# The Graded Examinations in Spoken English (GESE)

The Graded Examinations in Spoken English are designed for all learners of English. There are 12 grades in total, so whatever your student's level of English there is an exam that they can take.

Learners of English like to know that they are progressing and that the language they have learnt can be used in a real-life situation. Trinity recognises this and values the positive motivational effect of an exam which encourages further learning.

Each GESE exam is conducted in person by a Trinity examiner. All Trinity examiners are highly trained and experienced. They will travel to your country, normally to your school, to meet your students. The exam consists of a one-to-one conversation with the examiner.

The 12 grades of GESE are divided into four stages:

Initial	Elementary	Intermediate	Advanced
Grades 1-3 5-7 minutes	Grades 4-6 10 minutes	Grades 7-9 15 minutes	Grades 10-12 25 minutes
			Topic presentation
			Topic discussion
		Candidate-led discussion of topic	Interactive task
	Topic discussion	Interactive task	Listening task
Conversation	Conversation	Conversation	Conversation

This booklet has been prepared to help teachers prepare their students for the Elementary stage, Grades 4-6 exams.

Full details of all Trinity's ESOL exams can be found in the latest edition of our exam information booklets at [www.trinitycollege.co.uk/esol](http://www.trinitycollege.co.uk/esol)

## Assessment

At the Elementary stage, the examiner assesses the candidate's performance by awarding a letter grade A, B, C or D for Task fulfilment for the Topic and Conversation phases. In simple terms, these levels can be classified as follows:

- A – Distinction (reflects an excellent performance)
- B – Merit (reflects a good performance)
- C – Pass (reflects a satisfactory performance)
- D – Fail (reflects an unsatisfactory performance).

The combination of the two letter grades, i.e. the one awarded for the **topic** and the one awarded for the **conversation** provides the overall level of achievement.

The examiner completes an individual Exam report form immediately after the exam. The Exam report form provides an indication of the result of the exam and identifies key areas for improvement.

The final result is confirmed by the issue of a certificate (or otherwise) six to eight weeks after the exam.

# GESE Elementary stage (Grades 4-6, CEFR A2.2-B1)

## Introduction to the Elementary stage

### Candidate profile

By the end of the Elementary stage, the candidate can:

- ▶ understand the main points of clear speech on familiar matters
- ▶ enter into conversation, express personal opinions and exchange information on familiar subjects of personal interest or related to everyday life
- ▶ demonstrate a sufficient range of language to describe experiences and events and give reasons and explanations for opinions and plans.

This profile is based on the level Independent User, B1, in the Common European Framework of Reference.

### Elementary exam format

		Assessed	Not Assessed
1	Greetings and setting at ease		✓
2	Topic discussion task	✓	
3	Conversation task	✓	
4	End of conversation and leave taking		✓

### Overview of the Elementary stage

The Elementary stage exams have two tasks. Each task lasts up to 5 minutes. In the first task, the **Topic discussion**, the candidate has a conversation with the examiner on a topic of personal interest which they have prepared some weeks before the exam. The candidate gives a completed Topic form to the examiner. The examiner will use the Topic form to ask questions about the topic the candidate has chosen to talk about.

In the second task, the **Conversation**, the examiner and candidate have two short discussions about two of the subject areas listed for the conversation. The examiner will start the conversation and the candidate is encouraged to join in.

## The Topic discussion overview

Candidates begin the exam by talking to the examiner about a topic that they have chosen and prepared.

The purpose of the Topic discussion is to generate a natural exchange of information, ideas and opinions between the candidate and the examiner. By choosing their topic the candidate has something they want to tell the examiner and the examiner is interested to find out. This task allows the candidate to show what they can do in English to the best of their abilities.

A good choice of topic is very important. Candidates should make sure that:

1. it is of personal interest
2. it will allow them to use the communicative skills of the grade, e.g. responding to and asking questions;
3. it will allow them to use the functions and language of the grade.

### 1. Personal interest

Candidates can choose any topic they like but it is best to choose a topic that they are interested in and have some personal involvement with.

It is better to avoid subjects that candidates have only studied in class, e.g. Shakespeare, London. The candidate should have some personal involvement in the subject – acting in a play, a visit to London – because this makes it easier to talk about the topic. If the candidate does not know very much about the topic and they are trying to remember certain facts they may not feel so relaxed in their exam.

If the candidate wants to talk about a subject area from the Conversation phase list for their Topic discussion they should choose a personal aspect of this subject to talk about.

Examples of using the Conversation task subjects for the Topic discussion

	Subject area for the Conversation task	Personal aspect
Grade 4	Hobbies and sport	A particular sport the candidate enjoys
Grade 5	Festivals	A particular festival the candidate was involved in
Grade 6	Fashion	The candidate's interest in designing clothes

## 2. The communicative skills of the grade

Communication skills are very important in a conversation and it is the same in our GESE exams. The candidates are expected to take part in the Topic discussion by asking and answering questions about their topic. At Grades 5 and 6 the candidates are also asked to make comments, give reasons and explanations.

How many questions should candidates ask?

Topic discussion		
Number of questions	at least one (1)	two (2)
Grade 4	✓	
Grade 5	✓	
Grade 6	✓	✓

## 3. The language of the grade

When choosing a topic look at the language of the grade that the candidate needs to use. If candidates choose a topic from the subject areas of a lower grade, they must be careful that their language is not restricted to language below the grade.

### Topics from a lower grade

Grade	2	2
Lexical area	Pets	Family
Sample language	Possessive pronouns, Present simple tense	Do you have, Prepositions
Exam grade	4	6
Problem	Candidates must use Grade 4 not Grade 2 language	Candidates must use Grade 6 not Grade 2 language
Sample language	Manner and frequency, past events, future intentions	Obligations, past actions, certainty

It is better not to choose topics from the subject areas of higher grades, even if the candidate is interested in social and abstract issues. They will not gain credit for language above the grade and the examiner will find it difficult to ask appropriate questions from the grade which the candidate is taking.

### Topics from a higher grade

Grade	8	9
Subject area	Society and living standards	Crime and punishment
Sample language	Speculating, Past perfect	Expressing abstract ideas, Mixed conditionals
Exam grade	4	5
Problem	It is difficult to talk about this subject using Grade 4 language	It is difficult to talk about this subject using Grade 5 language
Sample language	Expressing likes and dislikes	Giving reasons, Present perfect

## Recitation

Candidates must not prepare their topic as a written script to recite. Remember the Topic discussion is a conversation, not a monologue.

Other points about recitation:

- ▶ it is immediately obvious to the examiner that it is not natural spoken language
- ▶ the stress of reciting makes the candidate nervous
- ▶ the intonation and speed of speaking are different when someone recites
- ▶ the examiner will gently interrupt if a candidate recites
- ▶ recitation is taken into account in the assessment.

## The Topic form

The candidate must bring a completed Topic form into the exam room. (This can be completed by a person other than the candidate, as written skills are not assessed in these exams.)

The Topic form (see pages 13, 23 and 33) is very helpful for the candidate, both in preparing the topic and in the exam room.

They can:

- ▶ divide the topic into the 4/5/6 points that they want to talk about
- ▶ make sure there is enough to talk about for up to 5 minutes
- ▶ indicate the language functions, grammar and lexis they are going to use.

Please note that the examiner will not ask questions about the points on the Topic form in any fixed order. The candidate may also bring in photos or other visual aids.

## Topic discussion procedure

The Examiner says

The Topic discussion phase: *We're going to start with your topic. Can I have your Topic form please?*

Then the examiner says: *So, we're going to talk about ...?* The candidate tells the examiner the title of their topic.

At the end of the Topic discussion the examiner says: *Thank you ... and now we're going to talk about something different.*



## The Conversation overview

In this task the candidates have two short conversations with the examiner. The purpose is to give the candidate the opportunity to exchange information, ideas and opinions with the examiner on familiar topics of interest which are listed in the exam information booklet.

### Candidates should:

- ✓ Be familiar with the six subject areas for the conversation
- ✓ Listen and respond to the examiner's questions
- ✓ Tell the examiner their views
- ✓ Ask the examiner a question(s)

### Candidates should not:

- ✗ learn and memorise information about the subject areas
- ✗ recite information they have learnt. See page 6.

### How many questions should candidates ask?

Conversation		
Number of questions	one (1)	two (2)
Grade 4 (no question)		
Grade 5	✓	
Grade 6		✓

### Conversation procedure

- ▶ The examiner chooses one subject from the list in the exam information booklet and says: *'Let's talk about ...'*
- ▶ The examiner begins the conversation by asking a question or making a comment
- ▶ The candidate and examiner have a short conversation about this subject
- ▶ After 2-2.5 minutes the examiner change the subject for discussion by saying: *'Thank you. Now let's talk about ...'*
- ▶ The candidate and examiner have a short conversation about the next subject.
- ▶ After 2-2.5 minutes the examiner brings the conversation and exam to an end.

## GESE Grade 4 – Introduction

At Grade 4 learners talk about their present activities, past experiences and future plans. They can also talk about their likes and dislikes and make simple comparisons. They will use the grammar listed for Grade 4 such as the past tense and 'going to'. The six conversation areas listed for this grade are about personal experiences, so candidates will have the vocabulary needed to talk about familiar subjects: holidays, hobbies, shopping, food, school and work, weekend and seasonal activities.

## Grade 4

A2.2 CEFR

### Exam format

Total exam time: 10 minutes

#### The exam consists of two assessed phases:

- ▶ Discussion of a topic prepared by the candidate (up to 5 minutes)
- ▶ Conversation on two subject areas selected by the examiner (up to 5 minutes).

### Candidate performance

In addition to the items listed for the previous grades, the candidate is expected to demonstrate the following communicative skills and meet the language requirements listed below during the exam.

#### Communicative skills

##### In the Topic phase

- ▶ Give information about the prepared topic in a series of limited long turns about the four discussion points on the Topic form
- ▶ Answer questions on the prepared topic and participate in informal discussion, during which the examiner might request more information, facts or details
- ▶ Ask the examiner at least one question about the topic area
- ▶ Take the opportunity provided to include samples of the language functions and language items listed opposite, where appropriate

##### In the Conversation phase

- ▶ Show understanding of the examiner by responding appropriately to questions
- ▶ Make appropriate contributions with short statements
- ▶ Communicate limited information in simple and direct exchanges

## Language requirements

### Language functions

- ▶ Talking about past events
- ▶ Talking about future plans and intentions
- ▶ Expressing simple comparisons
- ▶ Expressing likes and dislikes
- ▶ Describing manner and frequency

### Grammar

- ▶ Past simple tense of regular and common irregular verbs
- ▶ *Going to* future
- ▶ *Like* + gerund/infinitive, e.g. *I like shopping, I like to read books*
- ▶ Adverbs of manner and frequency
- ▶ Comparatives and superlatives of adjectives
- ▶ Link word *but*

### Lexis

- ▶ Vocabulary specific to the topic area
- ▶ Vocabulary specific to the subject areas
- ▶ Adverbs of frequency, e.g. *sometimes, often, never*
- ▶ Adverbial phrases of frequency, e.g. *every day, once a week*
- ▶ Expressions of past time, e.g. *yesterday, last night*
- ▶ Phrases and expressions relating to the language functions listed above

### Phonology

- ▶ The correct pronunciation of vocabulary specific to the topic and subject areas
- ▶ Appropriate weak forms and intonation in connected speech
- ▶ Three different ways of pronouncing 'ed' past tense endings, e.g. *played, walked, wanted*
- ▶ Avoidance of speech patterns of recitation

## Subject areas for the Conversation phase

Two subject areas will be selected by the examiner from the list below.

- ▶ Holidays
- ▶ Shopping
- ▶ School and work
- ▶ Hobbies and sports
- ▶ Food
- ▶ Weekend and seasonal activities

Grade 4 communicative skills and language requirements have been mapped to A2.2 in the CEFR.

## GESE Grade 4 – Example activities

In the following pages there are some examples of how you can prepare students for a Trinity exam. These activities will show teachers how they can develop their own classroom materials to practise the communicative skills and language needed for Grade 4.

Teachers can find more detailed lesson plans at [www.trinitycollege.co.uk/go/GESElessonplans](http://www.trinitycollege.co.uk/go/GESElessonplans). There are also videos of actual Grade 4 exams, showing how the Trinity exams work in practice. You can access detailed commentaries on the candidates' performance at [www.trinitycollege.co.uk/GESEvideo](http://www.trinitycollege.co.uk/GESEvideo)

Please note the suggestions given in this booklet are only examples of some of the many ways of practising for the real exam. The suggestions are NOT models to be memorised. Examiners will use a range of methods and questions to help the candidates demonstrate the required language of Grade 4.

## Choosing a topic

This activity will guide students to a topic that they are genuinely interested in and want to talk about with the examiner.

### These are some of my favourite things

Each student makes a 'memory box' or 'treasure chest' at home and brings to the class.

#### Example

pop group	football player/team	playing guitar
last summer holiday	school trip to London	birthday present
my best friend		

In pairs, students ask each other questions about some of the favourite things in the grid:

Who/where/what is it?

Tell me more.

How often do you ...?

When did you ...?

Are you going to ... ?

What was the best ...?

Can you compare ... and ...?

What language of the grade are they practising? Look at Page 9 for functions and grammar.

What subjects do your students feel most comfortable talking about?

Perhaps one of these would be good for their Grade 4 Topic discussion?

## Discussing the topic

*Which language functions below correspond to points on the Topic form on page 13?*

- ▶ Expressing likes
- ▶ Talking about past events
- ▶ Expressing simple comparisons – superlatives
- ▶ Talking about future plans

As they prepare for the exam, students can collect useful vocabulary for specific details, e.g. for the topic form shown:

- ▶ to get an autograph
- ▶ exciting atmosphere
- ▶ crowds of people
- ▶ the stage, costumes, sound effects.

Look at the grammar for Grade 4 on page 9.

Which structures do these points use?

Your students can ask each other questions about these points.

What questions can they ask?

## Graded Examinations in Spoken English Elementary Topic form – Grade 4

### Any Name

Grade 4

Registration no: xxxxxx:xxxxxxxx

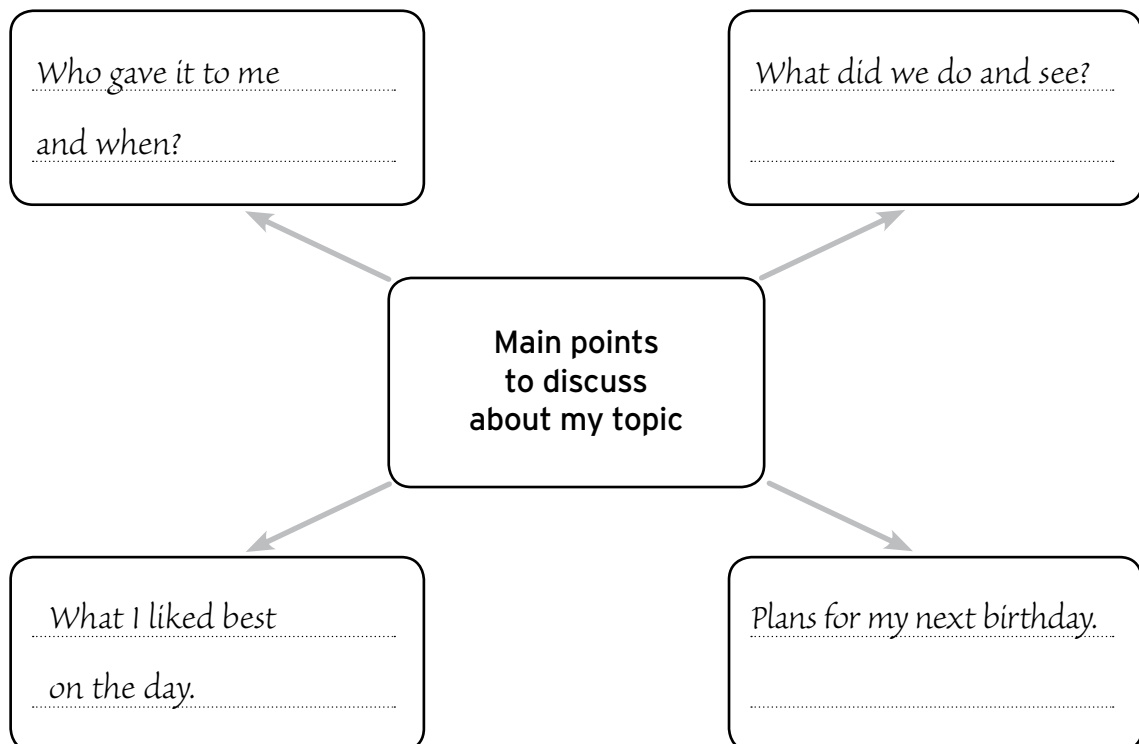
Centre: Any Centre

Session: 52010

Centre no: xxxxxx

Examination date: 21/05/10

Title of topic: *My best birthday present – tickets for a show!*



The information on this form must be presented to the examiner during the examination.

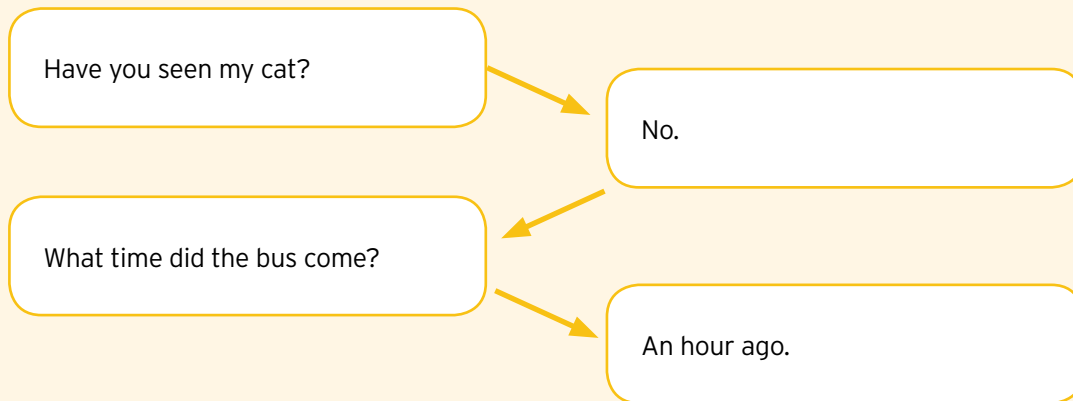
## GESE Grade 4 – The conversation

The best place to start is with the communicative skills for Grade 4.

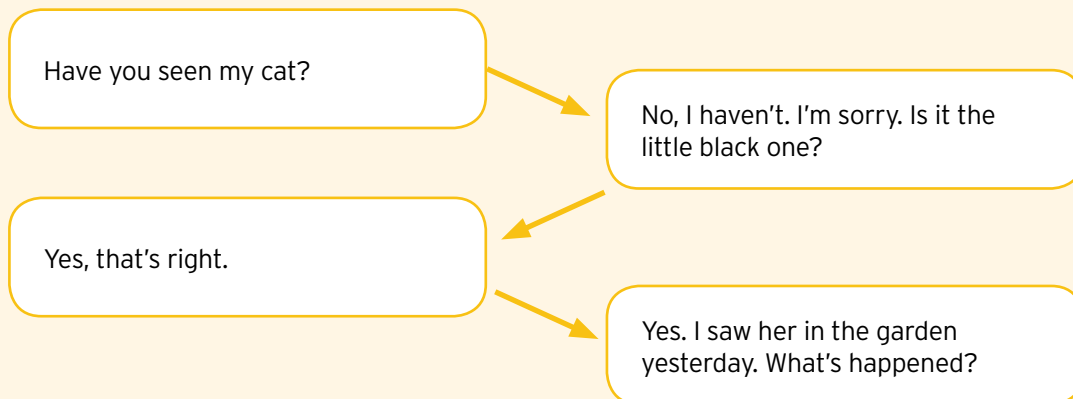
**Simple and direct exchange of questions from the examiner and responses from the candidate.**

In the classroom, you practise question and answer routines with your students. You can adapt these activities very simply, to help the students use this language in a natural conversation.

Does the following sound natural to you?



In a natural conversation, the exchange does not come to a complete stop after one question and answer. Look at the dialogue below:



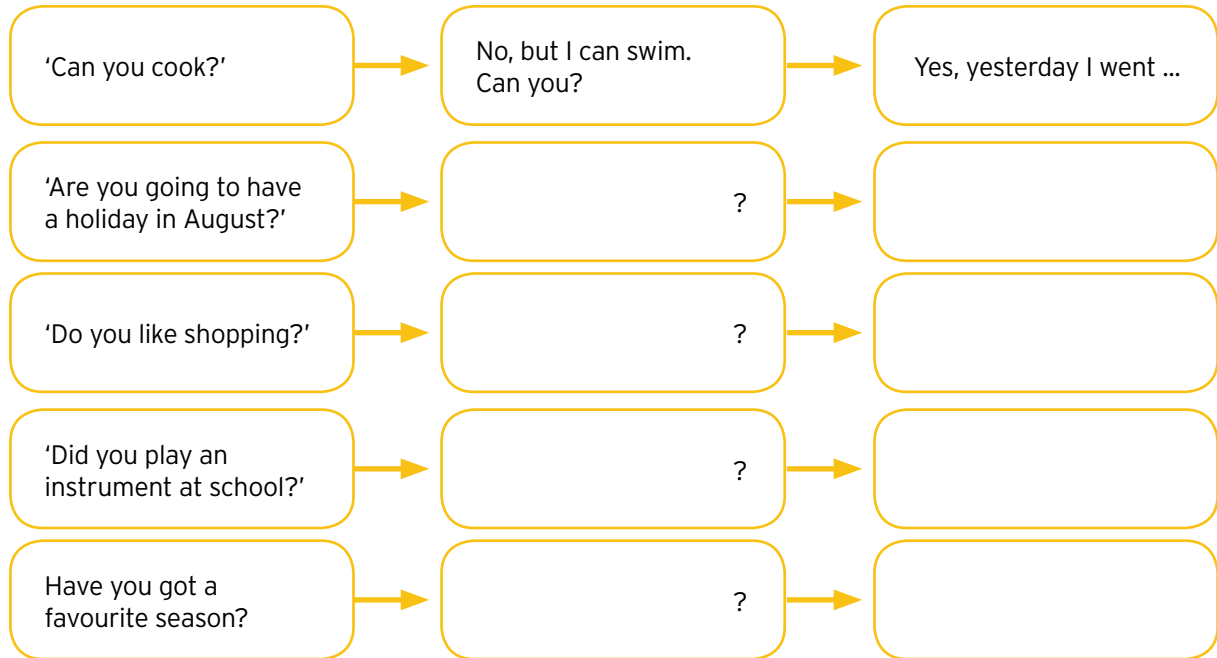
Look at the communicative skills on page 8. The important words in the communicative skills are 'responses', 'contributions' and 'information'.



## Activity 1: Extending very short Yes/No answers into a personal response

The link word 'but' is useful to extend the answer 'No' and change the direction of the conversation.

Prepare Yes/No questions about the conversation subject areas, for example:



Students practise in pairs, responding to questions with more information.

Now look at the language functions on page 9.

If you spend time on each of these, you will find that your students practise the grammar and lexis for the grade.

## Activity 2: Expressing likes and dislikes

This can be a very simple question and answer exchange. (Reasons and 'because' are not required until Grade 5.) Work on vocabulary to develop ways of making a more personal response to simple questions about likes and dislikes.

Give students a grid to collect adjectives for things they like/dislike in each of the conversation areas.

	Holidays	Shopping	School/work	Hobbies & sports	Food	Seasonal
Likes						
Dislikes						

Students practise in pairs, with Student A asking:

'Tell me about ...' or

'What's your favourite ...?'

Student B's response should include an *adjective*.

Talking about likes and dislikes is a good point to practise keeping the exchange going.

Student B can return a question to Student A: 'Do you like ...?'

You can also practise phonology/intonation of short responses to a statement, showing surprise or agreement, e.g. 'Really?', 'Oh!'

As the students are working on adjectives, you can add another language function: Expressing simple comparisons and the related grammar point: comparatives and superlatives of adjectives.

### Activity 3: Preparing for the other language functions

Select another language function and note the related grammar, lexis and phonology.

For example:

Talking about past events

past simple tense

common irregular verbs

three ways of pronouncing 'ed'

Prepare several questions for each conversation subject area.

Students work in pairs. Student A asks a question.

Remind student B to respond and contribute as much information as possible.

Student A can also respond to the answer. One way is to repeat part of the answer with a rising intonation:

We went to Sardinia.

Sardinia?/Did you?



## GESE Grade 5 – Introduction

At Grade 5, candidates have mastered the Grade 4 language and are ready to progress to the next grade. At Grade 5 candidates talk about subjects of general interest – festivals and means of transport – as well as their own personal experiences. Candidates can talk more about their likes and dislikes, by expressing preferences and giving reasons. The grammar used to talk about the topics is expanded and includes the present perfect tense to refer to events in the indefinite and recent past, contrasted with the past simple when talking about specific times. At Grade 5 the candidate asks the examiner questions to find out more about them.

## Grade 5

B1.1 CEFR

### Exam format

Total exam time: 10 minutes

#### The exam consists of two assessed phases:

- ▶ Discussion of a topic prepared by the candidate (up to 5 minutes)
- ▶ Conversation on two subject areas selected by the examiner (up to 5 minutes).

### Candidate performance

In addition to the items listed for the previous grades, the candidate is expected to demonstrate the following communicative skills and meet the language requirements listed below during the exam.

#### Communicative skills

##### In the Topic phase

- ▶ Show understanding of the examiner by responding appropriately to questions
- ▶ Give information about the prepared topic in a series of linked long turns about the five discussion points on the Topic form
- ▶ Answer questions on the prepared topic, and participate in an informal discussion of the topic, during which the examiner will request more information, facts or details
- ▶ Respond to requests for clarification and give reasons for making particular statements
- ▶ Ask the examiner at least one question about the topic area
- ▶ Take the opportunity provided to use the language functions and language items listed opposite, where appropriate

##### In the Conversation phase

- ▶ Show understanding of the examiner by responding appropriately to questions
- ▶ Respond to requests for clarification and give reasons for making particular statements
- ▶ Ask the examiner at least one question about a subject area

## Language requirements

### Language functions

- ▶ Talking about the future – informing and predicting
- ▶ Expressing preferences
- ▶ Talking about events in the indefinite and recent past
- ▶ Giving reasons
- ▶ Stating the duration of events
- ▶ Quantifying

### Grammar

- ▶ Present perfect tense including use with *for, since, ever, never, just*
- ▶ Connecting clauses using *because*
- ▶ *Will* referring to the future for informing and predicting
- ▶ Adjectives and adverbials of quantity, e.g. *a lot (of), not very much, many*
- ▶ Expressions of preference, e.g. *I prefer, I'd rather*

### Lexis

- ▶ Vocabulary specific to the topic area
- ▶ Vocabulary specific to the subject areas
- ▶ Expressions relating to past and future time, e.g. *two days ago, in the future*
- ▶ Phrases and expressions relating to the language functions listed above

### Phonology

- ▶ The correct pronunciation of vocabulary specific to the topic and subject areas
- ▶ The combination of weak forms and contractions, e.g. *I've been to ...*
- ▶ Avoidance of speech patterns of recitation

## Subject areas for the Conversation phase

Two subject areas will be selected by the examiner from the list below.

- ▶ Festivals
- ▶ Means of transport
- ▶ Special occasions, e.g. birthday celebrations
- ▶ Entertainment, e.g. cinema, television, clubs
- ▶ Music
- ▶ Recent personal experiences

Grade 5 communicative skills and language requirements have been mapped to B1.1 in the CEFR.

## GESE Grade 5 – Example activities

In the following pages there are some examples of how you can prepare students for a Trinity exam. These activities will show teachers how they can develop their own classroom materials to practise the communicative skills and language needed for Grade 5.

Teachers can find more detailed lesson plans at [www.trinitycollege.co.uk/go/GESElessonplans](http://www.trinitycollege.co.uk/go/GESElessonplans). There are also videos of actual Grade 5 examinations, showing how the Trinity exams work in practice. You can access detailed commentaries on the candidates' performance at [www.trinitycollege.co.uk/GESEvideo](http://www.trinitycollege.co.uk/GESEvideo)

Please note the suggestions given in this booklet are only examples of some of the many ways of practising for the real exam. The suggestions are NOT models to be memorised. Examiners will use a range of methods and questions to help the candidates demonstrate the required language of Grade 5.

## Choosing a topic

It's important for candidates to use the communicative skills, functions and grammar for Grade 5 in their topic. Now candidates should be able to use 'linked' long turns and 'respond to requests for clarification and give reasons'. The ideal is to find a topic of personal interest, the same as Grade 4, but plan to include some of the language functions and language items listed for Grade 5.

### Activity 1: Memorable experiences

At home, or in class, students fill in each statement with one – or more – ideas:

I prefer \_\_\_\_\_ing to \_\_\_\_\_ing. It's much (more) \_\_\_\_\_(er).

Why is \_\_\_\_\_ so important for me? It's because \_\_\_\_\_.

Since I was \_\_\_\_ years old, I have \_\_\_\_\_.

I've recently \_\_\_\_\_.

I have never \_\_\_\_\_, but I want to!

I will never \_\_\_\_\_.

Add some more statements to the list. What language functions are used? Check on page 19.

In pairs, students say a statement and ask each other questions and ask for more details. Candidates can choose one to develop as their own topic.

## Activity 2: Memorable experiences

Which Grade 5 language functions will the candidate use?

- Talking about indefinite past
- Giving reasons
- Quantifying
- Stating the duration of events
- Expressing preferences
- Talking about the future – informing and predicting

Give each candidate a grid, so they can list:

<i>5-8 points for their topic (I will never forget that trip!)</i>	<i>+ the language functions</i>
*	
*	
*	
*	
*	
*	
*	
*	
*	

Practise talking about the points in the grid in pairs.

Choose the best five points.

Collect useful vocabulary for specific details, for example:

- skyscrapers
- Las Vegas – amazing
- Mexican food – too spicy
- the accent – easy to understand



## Graded Examinations in Spoken English Elementary Topic form – Grade 5

**Any Name**

Grade 5

Registration no: xxxxxx:xxxxxxxx

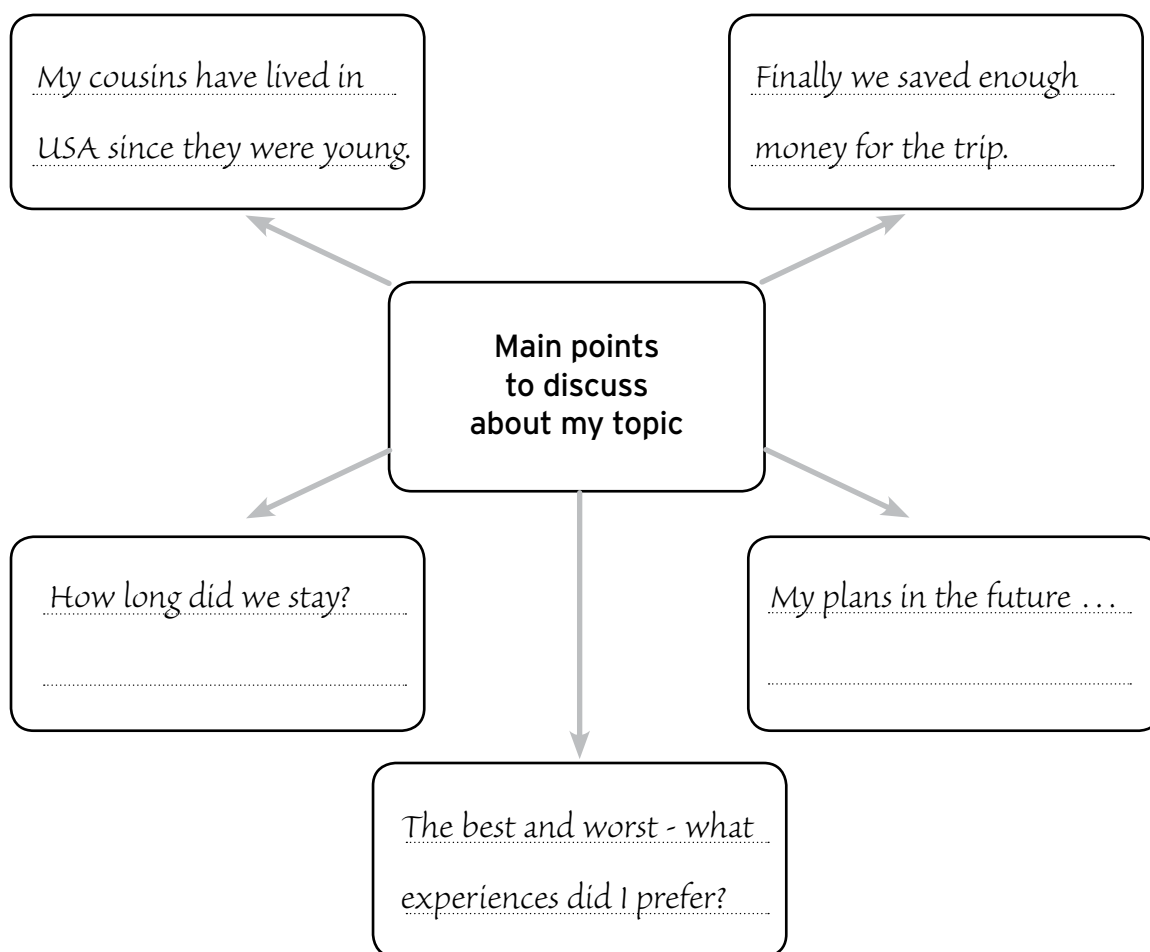
Centre: Any Centre

Session: 52010

Centre no: xxxxxx

Examination date: 21/05/10

Title of topic: *I will never forget that trip!*



Your students can practise making points as questions.

## Preparing for the conversation

Although the subject areas are wider and less personal for Grade 5, the exam is not a test of general knowledge. Candidates do not need to learn, for example, new facts about means of transport. The conversation will still be about their personal experience.

Start with the communicative skills for Grade 5. These ask the candidate to take a more active part in the conversation.

- ▶ Respond to requests for clarification and give reasons for making particular statements.
- ▶ Ask the examiner at least one question about a subject area.

Remember the conversation will end very quickly if the candidate does not fully participate in the conversation with the examiner.

### Activity 1: Keeping a conversation going

Give students a list of Yes/No questions, for example:

Have you ever:

- won a competition
- spoken to an English person
- looked after a baby
- travelled alone
- seen the sun rise?

Students ask each other questions.

If the answer is 'Yes, I have', ask for more details. (When? Where?)

Each student looks at the questions you answered 'No' to. Think of a way to keep the conversation going, for example:

'No, I've never won a competition, but ...'

Practise the pronunciation of contractions in some present perfect forms.

## Activity 2: Example time lines

Now think of special occasions and recent personal experiences to talk about.

Draw a time line for each subject and fill in a few events.

Special occasions

FEBRUARY	JUNE	OCTOBER
Cousin's wedding	birth of brother	Father's birthday

Recent personal experiences

FEBRUARY	MARCH	NOVEMBER
went swimming	exams	played in tournament

Students ask and answer in pairs:

Have you had any special occasions/interesting experiences recently?



## Asking the examiner at least one question

### Activity 1:

Look at the functions 'Expressing preferences' and 'Giving reasons'. In a real conversation, it is usual to ask about personal tastes.

Give each student a grid to fill in vocabulary specific to the subject areas:

Music	Entertainment

If examples are needed, here are some below.

Vocabulary – List as many types as you can think of:

Classical, Folk, Pop, Rock...

Include some specific types:

Heavy Metal, Reggae...

Examiner: *What entertainment is there in your area, apart from television and cinema?*

If you can't think of anything, be ready to talk in detail about what you like to watch on TV and in the cinema.

Add to this list of useful vocabulary:

Television	Cinema
cartoons	cartoons
reality shows	romance

Prepare some questions to ask about preferences and reasons.

- ▶ Students work in pairs.
- ▶ Student A begins the conversation with a question about preferences.
- ▶ Student B responds.
- ▶ Student A asks for more details and/or reasons.
- ▶ Student B responds and then asks Student A a similar question.

## Preparing for other subject areas

### Activity 1:

The remaining subject areas are Festivals and Means of Transport.

Work on Lexis. Help students to think of as many examples as possible from their personal experience.

Think of ways to use the language functions in a natural conversation. Apart from the ones practised above (Talking about events in the indefinite past; Expressing preferences; Giving reasons) you could include, for example:

Stating the duration of events      How long does it (festival/journey) last?

Quantifying      Are there a lot of (festivals/bicycles) in the area?

Talking about the future      Will you go ... next year?

When the students practise a conversation for Grade 5, they will need to use the grammar items (present perfect tense, adverbials of quantity etc.) they have already studied with you. See page 19.



## GESE Grade 6 – Introduction

Grade 6 is the final exam in the Elementary stage. At Grade 6 candidates talk about their opinions, intentions and obligations using conditional forms and modal verbs. They talk about things they did in the past using the past continuous. The six subject areas for discussion are general interest and there is scope for a more complex discussion as candidates ask the examiner more questions and take some responsibility for maintaining the conversation. Candidates are expected to have the vocabulary to be able to talk about travel, money, fashion, rules and regulations, health and fitness and learning a foreign language. The examiner will often ask questions about their personal experience of these, but the candidate should be able to express their opinions and impressions.

## Grade 6

B1.2 CEFR

### Exam format

Total exam time: 10 minutes

#### The exam consists of two assessed phases:

- ▶ Discussion of a topic prepared by the candidate (up to 5 minutes)
- ▶ Conversation on two subject areas selected by the examiner (up to 5 minutes).

### Candidate performance

In addition to the items listed for the previous grades, the candidate is expected to demonstrate the following communicative skills and meet the language requirements listed below during the exam.

#### Communicative skills

##### In the Topic phase

- ▶ Show understanding of the examiner by responding appropriately to questions
- ▶ Give information about the prepared topic in a series of sustained turns about the six discussion points on the Topic form
- ▶ Make the sequence of events clear by referring back to previous events and forward to forthcoming events
- ▶ Answer questions on the prepared topic, and participate in informal discussion of the topic, responding to the examiner's requests for more information, facts or details
- ▶ Ask the examiner at least one question about the topic area
- ▶ Take the opportunity provided to include samples of the language functions and language items listed opposite, where appropriate

##### In the Conversation phase

- ▶ Show understanding of the examiner by responding appropriately to questions
- ▶ Provide information and offer opinions where appropriate
- ▶ Start to play a limited part in initiating and maintaining the conversation
- ▶ Ask the examiner at least two questions about the subject areas

## Language requirements

### Language functions

- ▶ Expressing and requesting opinions and impressions
- ▶ Expressing intention and purpose
- ▶ Expressing obligation and necessity
- ▶ Expressing certainty and uncertainty
- ▶ Describing past actions over a period of time

### Grammar

- ▶ Zero and first conditionals, using *if* and *when*
- ▶ Present continuous tense for future use
- ▶ Past continuous tense
- ▶ Modals connected to the functions listed above, e.g. *must*, *need to*, *might*, *don't have to*
- ▶ Infinitive of purpose

### Lexis

- ▶ Vocabulary specific to the topic area
- ▶ Vocabulary specific to the subject areas
- ▶ Further expressions relating to future time, e.g. *the day after tomorrow*, *in a year's time*, *in ... years' time*
- ▶ Common phrasal verbs
- ▶ Phrases and expressions relating to the language functions listed above

### Phonology

- ▶ The correct pronunciation of vocabulary specific to the topic and subject areas
- ▶ Sentence stress to clarify meaning
- ▶ Basic intonation and features of connected speech at sentence level
- ▶ Intonation patterns of more complex question forms
- ▶ Avoidance of speech patterns of recitation

## Subject areas for the Conversation phase

Two subject areas will be selected by the examiner from the list below.

- ▶ Travel
- ▶ Money
- ▶ Fashion
- ▶ Rules and regulations
- ▶ Health and fitness
- ▶ Learning a foreign language

Grade 6 communicative skills and language requirements have been mapped to B1.2 in the CEFR.

## GESE Grade 6 – Example activities

In the following pages there are some examples of how you can prepare students for a Trinity Grade 6 exam. These activities will show teachers how they can develop their own classroom materials to practise the communicative skills needed for Grade 6.

Teachers can find more detailed lesson plans at [www.trinitycollege.co.uk/go/GESElessonplans](http://www.trinitycollege.co.uk/go/GESElessonplans)

There are also videos of Grade 6 exams, showing how the Trinity exams work in practice at [www.trinitycollege.co.uk/GESEvideo](http://www.trinitycollege.co.uk/GESEvideo). You can also read detailed commentaries on the candidates' performance.

Please note the suggestions given in this booklet are only examples of some of the many ways of practising for the real exam. The suggestions are NOT models to be memorised. Examiners will use a range of methods and questions to help the candidates demonstrate the required language of Grade 6.



## Choosing a topic

Using language of Grade 6

### Activity 1: What makes you 'tick'?

Fill in this Fact file about your opinions and impressions

When I hear my favourite song, I \_\_\_\_\_

I often feel happy, when \_\_\_\_\_

I could never \_\_\_\_\_

I think it's crazy for people to \_\_\_\_\_

It's important to \_\_\_\_\_

When I leave this school/job, I'll \_\_\_\_\_

Where will I be in 5 years' time? I think I'll \_\_\_\_\_

### Activity 2: Imagine...

Imagine you are now 10 years older. Give advice to your younger self:

Imagine you are the leader of your town/school council. Suggest some changes.

What language is being used? Look at page 29 for functions and grammar.

## Preparing the topic form

After this activity, candidates should choose something that they have strong feelings about as the theme for their topic. It may seem like a simple subject from lower grades, but candidates can give it a Grade 6 focus. For example 'Pets' at Grade 2 can become 'Keeping Pets' at Grade 6.

### Which Grade 6 language functions will the candidate use?

Give each candidate a grid, so they can list:

<i>5-8 points for their topic (Keeping Pets)</i>	<i>+ the language functions</i>
*	
*	
*	
*	
*	
*	
*	
*	
*	

Practise talking about the topic in pairs.

Cut it down to six main points.

Collect useful vocabulary for specific details, for example:

diet and exercise

responsibilities

it's calming to stroke a pet

Remember to find some natural points in the topic to ask the examiner questions.

Example

**Any Name**

**Grade 6**

Registration no: xxxxxx:xxxxxxxx

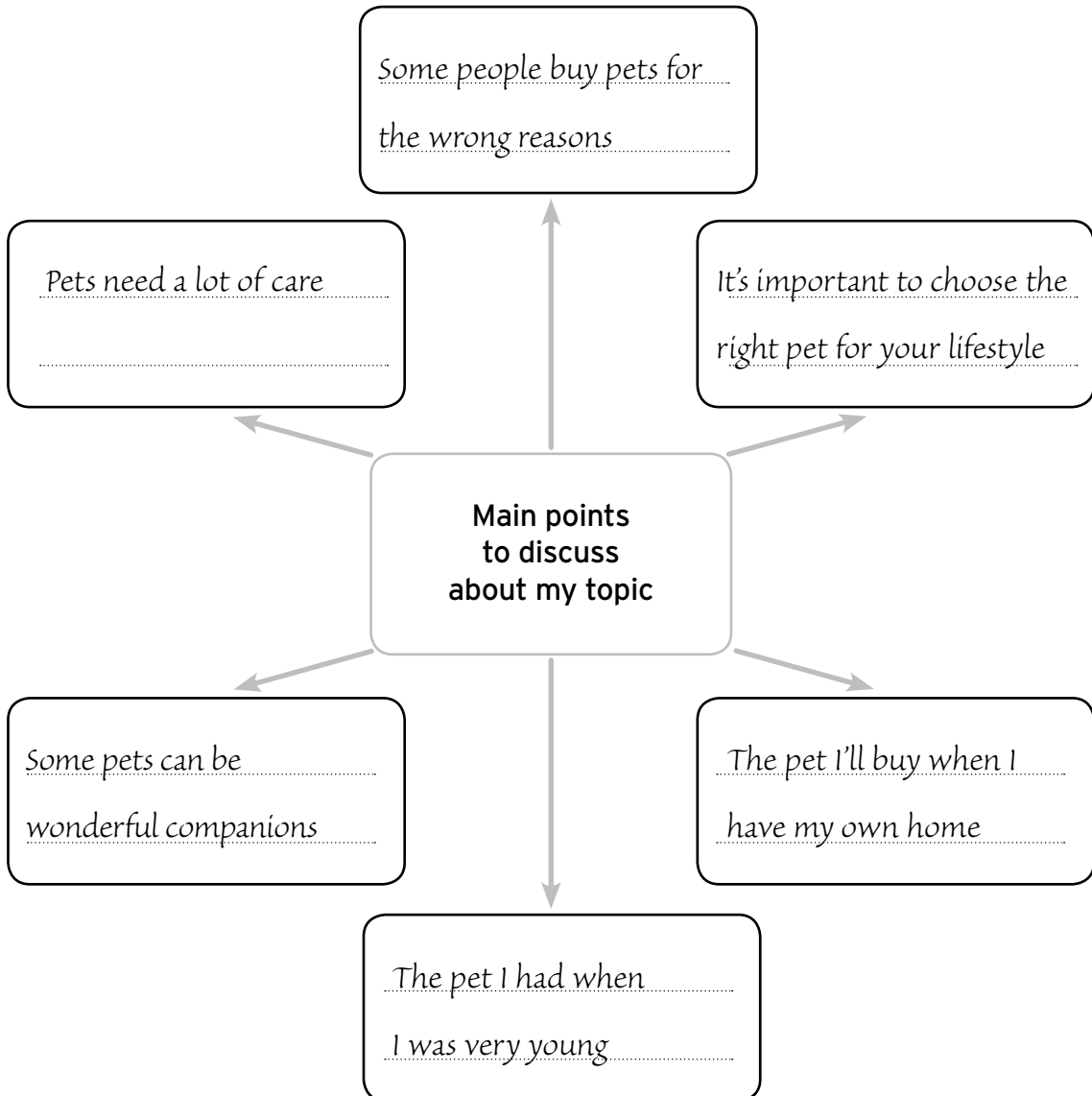
Centre: Any Centre

Session: 52010

Centre no: xxxxxx

Examination date: 21/05/10

Title of topic: *Keeping pets*



The information on this form must be presented to the examiner during the examination

What language functions and grammar will the candidate use? Look at page 29

## Preparing for the conversation

Begin with the communicative skills for Grade 6. There are two extra requirements, as the candidate now has a more equal role in the conversation:

- ▶ offer opinions where appropriate
- ▶ play a part in initiating and maintaining the conversation.

### Activity 1: Offering opinions

Begin by writing simple Dos and Don'ts in note form.

For example, **Learning a foreign language**

Do ✓	Don't ✗
Listen to songs, films	worry about making mistakes
practise speaking	try to translate

Students tell each other their points. Ask for more details and reasons.

You can improve your understanding, if you listen to songs in English

You must practise speaking in English as much as possible.

You shouldn't try to translate from your language.

If you make a mistake, don't worry about it.

What language functions and grammar are the students using? See page 29.

Students can do this activity with each of the subject areas in turn.

### Activity 2: Initiating the conversation

Students should practise taking a more active part in the conversation.

The first way is to ask (the examiner) a question.

Ask a student to be the examiner.

Tell the other students they may ask the 'examiner' questions about each of the subject areas.

The aim is to find out interesting things about the examiner's opinions, and experiences.

Repeat with a different student and different questions.

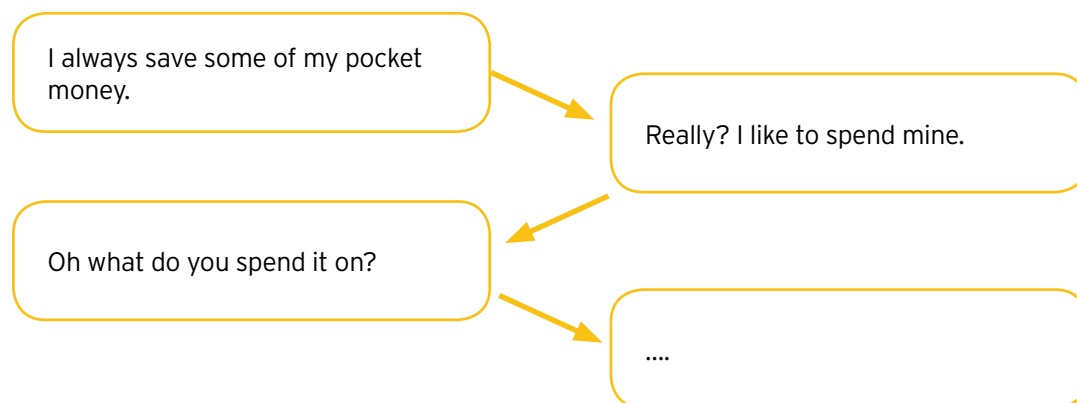
### Activity 3: Maintaining the conversation

The first activity practised one turn, the second activity practised a series of question and answer sequences. A natural conversation is often difficult to divide up into turns: after the question and answer, the first person will naturally add a comment, and so on.

Students work in pairs and see how long they can keep the conversation going.

Work on each conversation area in turn, beginning with a strong opinion or impression.

**For example: Money**



Remember, in the Grade 6 conversation the candidate is expected to ask the examiner at least two questions.

This is the end of the Elementary stage of the GESE exams. Now your students are ready to move onto the Intermediate stage. See the Intermediate stage overview on page 36.

# GESE Intermediate stage overview

## Introduction to the Intermediate stage

### Candidate profile

By the end of the Intermediate stage, the candidate can:

- ▶ understand complex and extended speech used in the discussion of reasonably familiar subjects
- ▶ communicate with some spontaneity and engage in extended conversation by giving clear descriptions and expressing and explaining views on most general subjects
- ▶ initiate, maintain and end the discourse with effective turn-taking
- ▶ demonstrate a sufficient range of language to produce stretches of discourse, using some complex sentence forms and without much searching for words, while correcting most of his or her mistakes.

### Exam format

		Assessed	Not Assessed
1	Greetings and setting at ease		✓
2	Candidate-led discussion of a prepared topic	✓	
3	Interactive task	✓	
4	Conversation on two subject areas	✓	
5	End of conversation and leave taking		✓

### Overview of the Intermediate stage

The Intermediate stage exams have three tasks and the exam lasts 15 minutes. In the first task, the **Topic discussion**, the candidate has a conversation with the examiner on a topic of personal interest which they have prepared some weeks before the exam. The candidate prepares some short notes to give to the examiner. The examiner will use these notes to ask questions about the topic the candidate has chosen to talk about.

In the second task the **Interactive task**, the examiner starts by reading out a prompt about a situation. From that point the candidate is expected to take responsibility for the interaction by asking questions and making comments.

In the third task, the **Conversation**, the examiner and candidate have two short discussions about two of the subject areas listed for the conversation. The examiner will choose the subject areas for discussion but the candidate is expected to maintain and keep the conversation going.

Grades 7, 8 and 9 are all CEFR B2 level. The Trinity graded system marks progress in small steps which is why there are three Trinity levels in the CEFR B2 band.

Please see [www.trinitycollege.co.uk/esol/GradedExaminationsinSpokenEnglish\(GESE\)](http://www.trinitycollege.co.uk/esol/GradedExaminationsinSpokenEnglish(GESE)) for more information.



