

## Scheme of work – GESE Grade 4 (CEFR A2.2)

### 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.

#### 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.

## Additional resources for the Teacher

- ▶ GESE Interview Performance Descriptors - These detail how students will be graded.
- ▶ Finally, if the teacher is new to the exams, they may wish to access resources on the Trinity website ([trinitycollege.com/qualifications/english-language/GESE](http://trinitycollege.com/qualifications/english-language/GESE)) in order to familiarise themselves. Some extracts are already included in the Scheme of Work below. Resources on the website include: the full GESE Syllabus, the Performance Descriptors, videos of candidates taking the exam, and sample exam mark rationales.

## Abbreviations

There is an exam focus for each activity. These are categorised as:

- ▶ **TP** = Topic phase
- ▶ **CP** = Conversation phase
- ▶ **All** = Covering all parts of the exam
- ▶ **LFs** = Language Functions

Other abbreviations used are:

- ▶ **T** = teacher
- ▶ **Sts** = students
- ▶ **HW** = homework

## Week 1

Day	Exam focus	Activities	Material	Aims
Monday	X	10 mins: Start the class, admin, etc.	X	X
	LFs	30 mins: 'Find Someone Who' activity, which uses the Language Functions of the Grade.	*ACTIVITY: 'Find Someone Who – G4' (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 sts the relevant pages from the syllabus. T may want to refer back to the 'Find Someone Who' activity and discuss the Language Functions.	*HANDOUT: 'GESE Grade 4 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>
	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 – G4' (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.
	HW	X	None	

Day	Exam focus	Activities	Material	Aims
Tuesday	TP	90 mins: <b>Sts</b> develop their topic ideas from yesterday and see how they might relate to the Language Functions of the Grade.	*ACTIVITY: 'Choosing a Topic – G4' (Sessions 2&3) (3)	<ul style="list-style-type: none"> <li>For <b>sts</b> to understand how they can discuss their chosen topic in the exam.</li> <li>For <b>sts</b> to recognise the link between their topic and demonstrating the Language Functions of the Grade.</li> </ul>
	LFs	90 mins: T to give back <b>sts'</b> writing and cover language issues that emerged.	* <b>Sts'</b> writing from yesterday. *HANDOUT: 'Writing Correction Code' (4)	<ul style="list-style-type: none"> <li>To give personalised and group feedback and to address gaps in knowledge.</li> <li>To enable <b>sts</b> to correct their own errors, individually and/or with peers.</li> </ul>
	HW	TP	Sts come up with 3 possible topics for themselves for the Topic phase.	

## Week 1 (continued)

Day	Exam focus	Activities	Material	Aims	
Wednesday	1	CP	10 mins: See if the <b>sts</b> can remember (without looking) what the subject areas for the Conversation phase are.	X	<ul style="list-style-type: none"> <li>▶ To encourage engagement with the exam and to introduce the lesson.</li> </ul>
		CP	70 mins: Generating vocab on posters and then using the posters to have discussions.	*ACTIVITY: 'Lexical Posters – G4' (5)	<ul style="list-style-type: none"> <li>▶ To check what language the <b>sts</b> know and for them to learn from each other.</li> <li>▶ To practise talking with each other on the subject areas and using new vocabulary.</li> </ul>
	2	TP	75 mins: Topic Auction game. This is high energy, engaging, fun and very useful.	*ACTIVITY: 'Topic Auction – G4' (6)	<ul style="list-style-type: none"> <li>▶ For <b>sts</b> to check their provisional chosen topics against the exam requirements.</li> </ul>
	HW	TP	▶ Reflect on suitability of their topic and change if necessary.		
		CP	▶ Select photos on their phones / print out, to use in 'Picture Chat' on Thursday.		

Day	Exam focus	Activities	Material	Aims	
Thursday	1	CP	30 mins: <b>Sts</b> share their photos in groups and discuss them using the Language Functions.	*ACTIVITY: 'Picture Chat – G4' (7)	<ul style="list-style-type: none"> <li>▶ For <b>sts</b> to become more familiar with the Conversation phase subject areas in a personalised way and to get to know each other a little more through discussing their own lives.</li> </ul>
		CP	60 mins: A class survey for Conversation Phase practice on the subject of 'food'.	*ACTIVITY: 'Conversation Phase (Food) – G4' (8)	<ul style="list-style-type: none"> <li>▶ To gain practice of using adverbs of frequency, and talking about likes and dislikes.</li> </ul>
	2	TP	80 mins: A review of the 'Topic Auction' concept – identifying which topics lend themselves to the Language Functions. Followed by example exam transcripts.	*ACTIVITY: 'Good Topic Bad Topic – G4.' (9)	<ul style="list-style-type: none"> <li>▶ For <b>sts</b> to see and analyse an example authentic Topic phase conversations in order to inform them of the purpose of the exam.</li> </ul>
	HW	TPs & LFs	▶ <b>Sts</b> do the HW from the 'Good Topic Bad Topic' activity – rewrite the example topic forms to cover as many of the Language Functions as possible.		

## Week 1 (continued)

Day	Exam focus	Activities	Material	Aims	
Friday	1	TP	45 mins: Watch a Trinity video on the Topic phase.	*ACTIVITY: 'Using Trinity Videos for Preparation – G4' (Session 1) (10)	► For <b>sts</b> to learn what the exam will be like and to focus their attention on how to achieve a good grade.
		TP	15 mins: Give out blank topic forms for <b>sts</b> to fill in. Ask them to work together to help with ideas and peer check suitability.	*HANDOUT: 'GESE Grade 4 Blank Topic Form' (11)	► To try out a topic and subpoints.
		TP	30 mins: Put <b>sts</b> in pairs and ask them to practise their topics as candidates and examiners.	*Their now completed Topic Forms	► So <b>sts</b> have practice at applying the lessons of the video to their own Topic phases.
	2	CP	60 mins: Practice of asking and answering questions from the Conversation phase on the subject of 'shopping'.	*ACTIVITY: 'Conversation Phase (Shopping) – G4' (12)	► To become familiar with the Conversation phase, its structure and purpose and to have controlled practice with a focus on the tenses.
		X	30 mins: Flexi slot.	X	X
	HW	TP	► Practise discussing their topic with friends/family/host family if possible.		

## Week 2

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Day	Exam focus	Activities	Material	Aims	
Monday	1	LFS	<b>30 mins:</b> A kind of <i>Find Someone Who</i> about mobile phones.	<b>*ACTIVITY:</b> 'My Mobile and Me – G4' (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	<b>30 mins:</b> Vocab review.	<b>*ACTIVITY:</b> 'Colour Board Game' (14)	▶ To review recent vocabulary in a fun game.
		X	<b>30 mins:</b> Flexi slot.	X	X
	2	CP	<b>45 mins:</b> Watch a Trinity video on the Conversation phase.	<b>*ACTIVITY:</b> 'Using Trinity Videos for Preparation' (Session 2) (10)	▶ To deepen <b>sts'</b> understanding of the Language Functions and how they'll be tested.
		CP	<b>30 mins:</b> <b>Sts</b> play a game version of the Conversation phase.	<b>*ACTIVITY:</b> 'Subject Areas Card Game' (15)	▶ To prepare <b>sts</b> for asking and answering questions on the Conversation phase subject areas.
HW	X	▶ T's choice			

Day	Exam focus	Activities	Material	Aims
Tuesday	1	<b>90 mins:</b> Practice of the Topic phase in groups with <b>sts</b> being candidates, examiners and other supporting roles.	<b>*ACTIVITY:</b> 'Draw My Trinity Topic! – G4.' (16)	▶ To involve everyone in an exam practice session and to remind them of the exam requirements.
	2	<b>90 mins:</b> Predict Conversation phase Language Function questions for all subject areas and then practise the conversations.	<b>*ACTIVITY:</b> 'Preparing the Conversation – G4' (17)	▶ To deepen <b>sts'</b> understanding of the Language Functions and how they'll be tested, and to give <b>sts</b> plenty of opportunity to practise the Conversation phase subject areas and in relation to them.
	HW	X	▶ T's choice.	

## Week 2 (continued)

Day	Exam focus	Activities	Material	Aims
Wednesday	1	<b>TP</b> <b>90 mins:</b> Individual exam practice with the <b>T</b> with feedback. Meanwhile, <b>T</b> 's choice of holding activity for the rest of the class.	<b>*Sts'</b> completed Topic forms <b>*HANDOUT:</b> 'Feedback Guidance for Practice Exam – G4' (18)	<ul style="list-style-type: none"> <li>▶ For all <b>sts</b> to have 1-1 exam practice with the <b>T</b>.</li> <li>▶ For <b>sts</b> to get structured, targeted feedback on the exam Communicative Skills.</li> </ul>
	2	<b>TP</b> <b>90 mins:</b> Continue with the individual exam practice and holding activity.	As above	As above
	HW	X	▶ <b>T</b> 's choice	

Day	Exam focus	Activities	Material	Aims
Thursday	1	<b>TP</b> <b>90 mins:</b> <b>T</b> 's choice according to any issues which came up in the exam practice yesterday. OR <b>T</b> can choose one of the Extra Activities.	X	▶ To plug any gaps in <b>sts'</b> knowledge and understanding before the exam tomorrow.
	2	<b>CP</b> <b>60 mins:</b> Final Conversation phase practice.	<b>*ACTIVITY:</b> 'Conversation Challenge – G4' (19)	▶ To review all Conversation phase subject areas and give <b>sts</b> quick review practice.
		X	<b>30 mins:</b> <b>T</b> 's choice to wrap up the course.	X
	HW	X	▶ Practice and prepare for the exam tomorrow.	

Day	Exam focus	Activities	Material	Aims
Friday	1	TEST DAY		
	2	TEST DAY		

## Extra activities

Exam focus	Activities	Material	Aims
CP	<b>20 mins:</b> A simple speaking activity, which uses the Language Functions of the Grade on the topics of 'food' and 'holidays'.	<b>*ACTIVITY:</b> 'Spiral Talk – G4' (E1)	<ul style="list-style-type: none"> <li>For <b>sts</b> to practise asking and answering questions on two of the Conversation phase subject areas, using the Language Functions of the Grade.</li> </ul>
All	<b>15 mins:</b> A class activity to extend short answers into longer ones.	<b>*ACTIVITY:</b> 'Longer and Longer' (E2)	<ul style="list-style-type: none"> <li>To learn how short answers can be extended.</li> </ul>
LFs	<b>20 mins:</b> Continue with the individual exam practice and holding activity.	<b>*ACTIVITY:</b> 'Venn Diagrams – G4' (E3)	<ul style="list-style-type: none"> <li>To practise talking about comparisons and to find out more about each other.</li> </ul>