

## Scheme of work – GESE Grade 8 (CEFR B2.2)

### 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 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 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).

#### 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](https://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
- ▶ **IP** = Interactive 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	1	All 10 mins: Start the class, admin, etc.	X	X
		All 30 mins: T's choice to get <b>sts</b> meeting each other.	X	► For <b>sts</b> to get to know each other.
		All 30 mins: Introduce and explain the exam and give <b>sts</b> the relevant pages from the syllabus.	*HANDOUT: 'GESE 8 Syllabus (from Exam Booklet)' (1)	► To give an overview of the structure of the exam and its purposes and requirements.
	2	CP 10 mins: See if the <b>sts</b> 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.
		CP 70 mins: Generating vocab on posters and then using the posters to have discussions.	*ACTIVITY: 'Lexical Posters – G8' (2)	► To check what language the <b>sts</b> know and for them to learn from each other. ► To practise talking with each other on the subject areas and using new vocabulary.
HW	X	► None		

Day	Exam focus	Activities	Material	Aims
Tuesday	1	All 15 mins: Review what <b>sts</b> remember from yesterday about the exam.	X	► To remind <b>sts</b> of the structure and aims of the exam.
		TP 45 mins: Introduce the Topic phase and help <b>sts</b> generate some of their own ideas.	*ACTIVITY: 'Choosing a Topic – G8' (Sessions 1) (3)	► For <b>sts</b> to start thinking about a personal topic and to brainstorm ideas.
		X 30 mins: Flexi slot.	X	X
	2	CP 60 mins: : Predict Conversation phase Language Function questions for all subject areas and then practise the conversations.	*ACTIVITY: 'Preparing the Conversation – G8' (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	X
	HW	TP ► <b>Sts</b> settle on 3 possible topics for themselves for the Topic phase.		

## Week 1 (continued)

Day	Exam focus	Activities	Material	Aims
Wednesday	1	<b>TP</b> <b>45 mins:</b> <b>Sts</b> use a mind map to develop their Topic ideas and then match the best ideas to the Language Functions of the Grade.	<b>*ACTIVITY:</b> 'Choosing a Topic – G8' (Session 2) (4)	<ul style="list-style-type: none"> <li>To generate ideas.</li> <li>To make sure that the ideas will enable the <b>sts</b> to demonstrate the Language Functions of the Grade.</li> </ul>
		<b>All</b> <b>30 mins:</b> A fun game from the TV show <i>Whose Line is it Anyway</i> where <b>sts</b> have to take it in turns to always answer a question with a question.	<b>*ACTIVITY:</b> 'Questions Only' (5)	<ul style="list-style-type: none"> <li>To help <b>sts</b> engage carefully with what each other are saying.</li> <li>To practise asking questions in a fun way.</li> </ul>
	2	<b>All</b> <b>30 mins:</b> Look at phrases that can be used during a conversation to show that a person is listening.	<b>*ACTIVITY:</b> 'Conversation Fillers' (6)	<ul style="list-style-type: none"> <li>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.</li> </ul>
		<b>CP</b> <b>40 mins:</b> <b>Sts</b> have to lead a discussion on a subject area from the Conversation phase with only a few minutes to prepare.	<b>*ACTIVITY:</b> 'Impromptu Discussion Leads – G8' (7)	<ul style="list-style-type: none"> <li>To communicate with spontaneity and to engage the listener.</li> <li>To handle interruptions.</li> </ul>
		X <b>20 mins:</b> Flexi slot.	X	X
	HW	<b>TP</b> Reflect on suitability of their Topic and change if necessary.		

Day	Exam focus	Activities	Material	Aims
Thursday	1	<b>IP</b> <b>90 mins:</b> Introduce the Interactive phase by watching and analysing a Trinity video of a candidate doing this part of the exam. <b>Sts</b> role play for practice. They then see examples of common problems to avoid.	<b>*ACTIVITY:</b> 'Preparing the Interactive Phase – G8' (Sessions 1 & 2) (8)	<ul style="list-style-type: none"> <li>To learn what the Interactive phase is and to see what skills are being tested.</li> <li>To have some initial (brief) practice of doing this part of the exam and the common mistakes to avoid.</li> </ul>
	2	<b>IP</b> <b>45 mins:</b> <b>Sts</b> prepare for and do role plays of the Interactive phase, applying what they learnt in the previous sessions.	<b>*ACTIVITY:</b> 'Preparing the Interactive Phase – G8' (Session 3) (8)	<ul style="list-style-type: none"> <li>Practise the Interactive phase with a partner.</li> <li>Apply what they've learnt from the previous sessions.</li> </ul>
		<b>CP</b> <b>45 mins:</b> A two-part activity where <b>sts</b> learn phrases for interrupting and then share their opinions on various statements.	<b>*ACTIVITY:</b> 'You Must be Joking!' (9)	<ul style="list-style-type: none"> <li>To learn useful phrases for interrupting.</li> <li>To practise sharing and defending their opinions.</li> </ul>
	HW	<b>TP</b> Continue working on their chosen topic.		

## 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 – G8' (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.
		All 45 mins: <b>Sts</b> look at a variety of natural ways to ask questions in a discussion.	*ACTIVITY: 'Questioning Strategies.' (11)	► To raise awareness of natural ways to ask questions and to help <b>sts</b> avoid mechanical or formulaic questions.
	2	All 60 mins: A fun Friday activity where students work in groups to justify choices.	*ACTIVITY: 'Balloon Debate' (12)	► To practise fluency through defending a position.
		All 30 mins: Flexi slot.	X	X
	HW	TP ► Practise discussing their topic with friends/family/host family if possible.		

## Week 2

## Scheme of work – GESE Grade 8 (CEFR B2.2)

Day	Exam focus	Activities	Material	Aims
Monday	1	<b>TP</b> <b>50 mins:</b> Play a game in which <b>sts</b> take it in turns to talk about a given topic for a few minutes while being interrupted with questions from other students.	<b>*ACTIVITY:</b> 'Pardon the Interruption' (13)	▶ To remind <b>sts</b> that the exam does not involve giving a speech and is instead a conversation. With this activity, they get valuable practice of being interrupted while talking on a topic.
		<b>TP</b> <b>30 mins:</b> This activity can be done using the <b>sts'</b> provisional topics for the Topic phase in order to practise both their topics and their listening skills.	<b>*ACTIVITY:</b> 'How Well do you Listen' (14)	▶ To apply the skills learnt from watching the video and for <b>sts</b> to practise and check on their own listening skills.
	2	<b>TP</b> <b>90 mins:</b> A very focused activity in which <b>sts</b> flesh out their personal exam Topic, decide what points to include and have guided exam practice with peers.	<b>*ACTIVITY:</b> 'Developing a Topic – G8' (15)	▶ For <b>sts</b> to focus on the details of their chosen exam Topic and to have the opportunity to test it out against the Language Functions of the Grade.
	HW	X	▶ T's choice	

Day	Exam focus	Activities	Material	Aims
Tuesday	1	<b>CP</b> <b>55 mins:</b> Watch a Trinity video on the Conversation phase. <b>T</b> may want to play the video a few times and have further discussion at the end.	<b>*ACTIVITY:</b> 'Using Trinity Videos for Preparation – G8' (Session 2) (10)	▶ To deepen <b>sts'</b> understanding of the Language Functions and how they'll be tested.
		<b>All</b> <b>20 mins:</b> <b>Sts</b> play the famous Radio 4 comedy panel game where they are challenged to speak for one minute on a topic without hesitation, repetition or deviation.	<b>*ACTIVITY:</b> 'Just a Minute.' (16)	▶ To practise fluency in a fun way.
	2	<b>IP</b> <b>60 mins:</b> <b>Sts</b> come up with questions and comments for Interactive phase prompts.	<b>*ACTIVITY:</b> 'Identifying Key Words – G8' (17)	▶ To focus <b>sts</b> on coming up with appropriate questions and comments in the Interactive phase.
		<b>All</b> <b>30 mins:</b> Vocabulary review.	<b>*ACTIVITY:</b> 'Colour Board Game' (18)	▶ To review recent vocabulary in a fun game.
	HW	X	▶ T's choice.	

## Week 2 (continued)

Day	Exam focus	Activities	Material	Aims
Wednesday	1	<b>All</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 – G8' (19)	<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>All</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>All</b> <b>90 mins:</b> <b>T</b> 's choice according to any issues which came up in the exam practice yesterday.	X	► To plug any gaps in <b>sts'</b> knowledge and understanding before the exam tomorrow.
	2	<b>All</b> <b>60 mins:</b> An activity to do with students that uses grammar in a context.	<b>*ACTIVITY:</b> 'Alibi – G8' (20)	► To raise awareness of natural ways to ask questions and to help <b>sts</b> avoid mechanical or formulaic questions.
		X <b>30 mins:</b> Flexi slot.	X	X
	HW	<b>All</b> ► Practise and prepare for the exam tomorrow.		

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