

Scheme of work – GESE Grade 9 (CEFR B2.3)

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) 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 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 9 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 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.
		CP 70 mins: Generating vocab on posters and then using the posters to have discussions.	*ACTIVITY: 'Lexical Posters – G9' (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	1	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 – G9' (Sessions 1) (3)	► For sts 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 – G9' (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 ► Sts settle on 3 possible Topics for themselves for the Topic phase.		

Week 1 (continued)

Day	Exam focus	Activities	Material	Aims
Wednesday	1	TP 45 mins: Sts use a mind map to develop their Topic ideas and then match the best ideas to the Language Functions of the Grade.	*ACTIVITY: 'Choosing a Topic – G9' (Session 2) (4)	<ul style="list-style-type: none"> To generate ideas. To make sure that the ideas will enable the sts to demonstrate the Language Functions of the Grade.
		All 30 mins: A fun game from the TV show <i>Whose Line is it Anyway</i> where sts have to take it in turns to always answer a question with a question.	*ACTIVITY: 'Questions Only' (5)	<ul style="list-style-type: none"> To help sts engage carefully with what each other are saying. To practise asking questions in a fun way.
	2	All 30 mins: Look at phrases that can be used during a conversation to show that a person is listening.	*ACTIVITY: 'Conversation Fillers' (6)	<ul style="list-style-type: none"> To focus sts' attention on the active role they play in a conversation and to remind them that the exam is not an interrogation.
		CP 40 mins: Sts have to lead a discussion on a subject area from the Conversation phase with only a few minutes to prepare.	*ACTIVITY: 'Impromptu Discussion Leads – G9' (7)	<ul style="list-style-type: none"> To communicate with spontaneity and to engage the listener. To handle interruptions.
		X 20 mins: Flexi slot.	X	X
	HW	TP Reflect on suitability of their Topic and change if necessary.		

Day	Exam focus	Activities	Material	Aims
Thursday	1	IP 90 mins: Introduce the Interactive phase by watching and analysing a Trinity video of a candidate doing this part of the exam. Sts role play for practice. They then see examples of common problems to avoid.	*ACTIVITY: 'Preparing the Interactive Phase – G9' (Sessions 1 & 2) (8)	<ul style="list-style-type: none"> To learn what the Interactive phase is and to see what skills are being tested. To have some initial (brief) practice of doing this part of the exam and the common mistakes to avoid.
	2	IP 45 mins: Sts prepare for and do role plays of the Interactive phase, applying what they learnt in the previous sessions.	*ACTIVITY: 'Preparing the Interactive Phase – G9' (Session 3) (8)	<ul style="list-style-type: none"> Practise the Interactive phase with a partner. Apply what they've learnt from the previous sessions.
		CP 45 mins: A two-part activity where sts learn phrases for interrupting and then share their opinions on various statements.	*ACTIVITY: 'You Must be Joking!' (9)	<ul style="list-style-type: none"> To learn useful phrases for interrupting. To practise sharing and defending their opinions.
	HW	TP 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 – G9' (Session 1) (10)	► For sts to learn what the exam will be like and to focus their attention on how to achieve a good grade.
		All 45 mins: Sts 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 sts 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

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Day	Exam focus	Activities	Material	Aims
Monday	1	TP 50 mins: Play a game in which sts take it in turns to talk about a given topic for a few minutes while being interrupted with questions from other students.	*ACTIVITY: 'Pardon the Interruption' (13)	▶ To remind sts 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.
		TP 30 mins: This activity can be done using the sts' provisional Topics for the Topic phase in order to practise both their Topics and their listening skills.	*ACTIVITY: 'How Well do you Listen' (14)	▶ To apply the skills learnt from watching the video and for sts to practise and check on their own listening skills.
	2	TP 90 mins: A very focused activity in which sts flesh out their personal exam Topic, decide what points to include and have guided exam practice with peers.	*ACTIVITY: 'Developing a Topic – G9' (15)	▶ For sts 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	CP 55 mins: Watch a Trinity video on the <i>Conversation Phase</i> . T may want to play the video a few times and have further discussion at the end.	*ACTIVITY: 'Using Trinity Videos for Preparation – G9' (Session 2) (10)	▶ To deepen sts' understanding of the Language Functions and how they'll be tested.
		All 20 mins: Sts 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.	*ACTIVITY: 'Just a Minute.' (16)	▶ To practise fluency in a fun way.
	2	IP 60 mins: Sts come up with questions and comments for Interactive Phase prompts.	*ACTIVITY: 'Identifying Key Words – G9' (17)	▶ To focus sts on coming up with appropriate questions and comments in the Interactive phase.
		All 30 mins: Vocab review.	*ACTIVITY: '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	All 90 mins: Individual exam practice with the T with feedback. Meanwhile, T 's choice of holding activity for the rest of the class.	*Sts' completed Topic forms *HANDOUT: 'Feedback Guidance for Practice Exam – G9' (19)	<ul style="list-style-type: none"> For all sts to have 1-1 exam practice with the T. For sts to get structured, targeted feedback on the exam Communicative Skills.
	2	All 90 mins: Continue with the individual exam practice and holding activity.	As above	As above
	HW	X ► T 's choice		

Day	Exam focus	Activities	Material	Aims
Thursday	1	All 90 mins: T 's choice according to any issues which came up in the exam practice yesterday.	X	► To plug any gaps in sts' knowledge and understanding before the exam tomorrow.
	2	IP 60 mins: A final practice of the Interactive phase.	*ACTIVITY: 'Think Pair Share' (20)	► To practise Interactive phase prompts and get into the mind of an examiner.
		X 30 mins: Flexi slot.	X	X
	HW	All ► Practise and prepare for the exam tomorrow.		

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