

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

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) 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	
	1	LFs	30 mins: Speaking activity which uses the Language Functions of the Grade. Make sure sts 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"> For sts to get to know each other. To introduce the Language Functions of the Grade.
		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 'Spiral Talk' activity and discuss the Language Functions.	*HANDOUT: 'GESE 6 Syllabus (from Exam Booklet)' (2)	<ul style="list-style-type: none"> To give an overview of the structure of the exam and its purposes and requirements.
	2	TP	45 mins: Tell sts 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"> To introduce the idea of a personal topic. For sts to start thinking about choosing their own topic and considering the suitability of their choices.
		LFs	45 mins: Writing a letter – ask sts 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"> To get a sample of sts' ability to use the Language Functions of the Grade in written form as a simple diagnostic tool.
	HW	X	None		

Day	Exam focus	Activities	Material	Aims
Tuesday	1	90 mins: Sts develop their topic ideas from yesterday and see how they might relate to the Language Functions of the Grade.	*ACTIVITY: 'Choosing a Topic – G6' (Sessions 2&3) (3)	<ul style="list-style-type: none"> For sts to understand how they can discuss their chosen topic in the exam. For sts to recognise the link between their topic and demonstrating the Language Functions of the Grade.
	2	90 mins: T to give back sts' writing and cover language issues that emerged.	* Sts' writing from yesterday. *HANDOUT: 'Writing Correction Code' (4)	<ul style="list-style-type: none"> To give personalised and group feedback and to address gaps in knowledge. To enable sts to correct their own errors, individually and/or with peers.
	HW	TPP	Sts come up with three 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 sts can remember (without looking) what the subject areas for the Conversation phase are.	X	<ul style="list-style-type: none"> To encourage engagement with the exam and to introduce the lesson.
		CP	70 mins: Generating vocabulary on posters and then using the posters to have discussions.	*ACTIVITY: 'Lexical Posters – G6' (5)	<ul style="list-style-type: none"> 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.
	2	TP	75 mins: Topic Auction game. This is high energy, engaging, fun and very useful.	*ACTIVITY: 'Topic Auction – G6' (6)	<ul style="list-style-type: none"> For sts to check their provisional chosen topics against the exam requirements.
	HW	TP	<ul style="list-style-type: none"> Reflect on suitability of their topic and change if necessary. 		

Day	Exam focus	Activities	Material	Aims	
Thursday	1	CP	60 mins: This activity looks at phrasal verbs for the six subject areas for the Conversation phase. Sts match up phrasal verbs with their meanings and then use them to create and perform role plays.	*ACTIVITY: 'Spot the Phrasal Verb – G6' (7)	<ul style="list-style-type: none"> To learn/review useful vocabulary for this level. To practise using the language in a contextualised, active and fun way.
		LFs	30 mins: Sts play a game of bingo in small groups.	*ACTIVITY: 'Language Functions Bingo – G6' (8)	<ul style="list-style-type: none"> To quickly review the Language Functions with example sentences which use those Functions.
	2	TP	55 mins: Watch a Trinity video on the Topic phase. T may want to play the video a few times and have further discussion at the end.	*ACTIVITY: 'Using Trinity Videos for Preparation – G6' Session 1 (9)	<ul style="list-style-type: none"> For sts to learn what the exam will be like and to focus their attention on how to achieve a good grade.
		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 – G6' (10)	<ul style="list-style-type: none"> To practise fluency in a fun way.
	HW	TP	<ul style="list-style-type: none"> Write up their role plays using as many phrasal verbs as possible. Continue working on their chosen topic. 		

Week 1 (continued)

Day	Exam focus	Activities	Material	Aims
Friday	1	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. TP	*ACTIVITY: 'Developing a Topic – G6' (11)	► 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.
	2	60 mins: An activity to do with students that uses narrative tense in a context. LFs	*ACTIVITY: 'Alibi – G6' (12)	► To practise past simple and the tricky tense of past continuous in a fun way.
		X	30 mins: Flexi slot.	X
	HW	TP	► Practise discussing their topic with friends/family/host family if possible.	

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 sts 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 sts ' 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 sts be active participants of the Conversation phase by thinking of how the conversation might go.
	HW	X	▶ T's choice		

Week 2 (continued)

Day	Exam focus	Activities	Material	Aims
Tuesday	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 – G6' (17)	<ul style="list-style-type: none"> To remind sts that the exam does not involve giving a speech and is rather a conversation. They get valuable practice of being interrupted while talking on a topic.
		LFs 20 mins: A quick activity to practise using the 1st conditional.	*ACTIVITY: 'Ambitions – G6' (18)	<ul style="list-style-type: none"> To have controlled practice of using the 1st conditional.
	2	CP 45 mins: Watch a Trinity video on the Conversation phase.	*ACTIVITY: 'Using Trinity Videos for Preparation – G6' (Session 2) (9)	<ul style="list-style-type: none"> To deepen sts' understanding of the Language Functions and how they'll be tested.
		CP 30 mins: A quick review of the 'Conversation Fillers' from yesterday and then practice of the Conversation Phase.	*ACTIVITY: 'Preparing the Conversation – G6' (Session 2) (16)	<ul style="list-style-type: none"> To deepen sts' understanding of the Language Functions and how they'll be tested. For sts to have practice at applying the lessons of the video.
	HW	X	<ul style="list-style-type: none"> T's choice. 	

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.	<ul style="list-style-type: none"> *Sts' completed Topic forms *HANDOUT: 'Feedback Guidance for Practice Exam – G6' (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.	<ul style="list-style-type: none"> *As above
	HW	X	<ul style="list-style-type: none"> T's choice 	

Week 2 (continued)

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. OR T can choose one of the Extra Activities eg 'Conversation – Sports - G6 (E4)'.	X	<ul style="list-style-type: none"> ▶ To plug any gaps in sts' knowledge and understanding before the exam tomorrow.
	2	LFs 70 mins: Sts work in pairs to check and develop their understanding of the three main future forms. They then have speaking practice of using them. This can be a nice way to end the course.	*ACTIVITY: 'What's Wrong with these Futures & What's the Difference – G6' (20)	<ul style="list-style-type: none"> ▶ To clarify the differences between 'will', 'be going to' and 'present continuous for the future'. ▶ To have speaking practice of using the tenses in context.
		X	30 mins: T'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
All	15 mins: Class activity to extend short answers into longer ones.	*ACTIVITY: 'Longer & Longer' (E1)	▶ To learn how short answers can be extended.
CP	20 mins: A boardgame to be played in small groups.	*ACTIVITY: 'Conversation Boardgame – G6' (E2)	▶ A game to review the Conversation phase subject areas and Language Functions.
Lfs	20 mins: A speaking activity to review the use of past, present and future tenses.	*ACTIVITY: 'Then and Now Timeline' (E3)	▶ To review the tenses in an integrated way.
CP	50 mins: A lesson which covers lots of vocab related to playing various kinds of sports, followed by a short comedy video of the Two Ronnies talking about squash. Relates to the Conversation phase subject area of 'Health & Fitness'.	*ACTIVITY: 'Conversation (Sports) – G6' (E4)	▶ To increase sts' vocabulary about sports and to have fun with clip from a classic British comedy.
CP	30 mins: Sts share their photos in groups and discuss them using the Language Functions.	*ACTIVITY: 'Picture Chat – G6' (E5)	▶ For sts 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.