

Pre- seminar task for all types of teachers with the exception of Primary school teachers.

Italian Conventions - 2009.

Graded Examinations in Spoken English (GESE)

These tasks are intended to help you familiarise yourself with the Graded Examinations in Spoken English (GESE) 2010 syllabus. Please read the Graded Examinations in Spoken English syllabus and complete the tasks before coming to the conference.

All the tasks below relate to the 2010 GESE Syllabus. Please read the relevant pages to help you answer the questions.

You don't need to print out a copy of the syllabus as you will be given one at the seminar. You need however to bring the worked paper copy of this task with you to be granted access to the workshops.

General Introduction to the Graded Examinations in Spoken English

Read the following passages and decide which text best describes the Graded Examinations in Spoken English (pages 5 - 6).

Text A

The **Graded Examinations in Spoken English** are a series of 12 progressively graded examinations which are intended to be a motivational tool to encourage learners to develop and progress in steps. GESE provides a measurement of achievement from post beginner to proficiency. The suite is intended to replicate real-life situations with an examiner.

The exams are divided into 4 stages. Each stage is marked by greater demands placed on the candidate, for example increasing evidence of the use of communication skills. As candidates progress through the examination suite they are required to complete more tasks at each grade.

The exams are taken at registered Trinity centres around the world and open to anyone aged 7 - 65 years.

All the Graded Examinations have CEFR equivalences.

Text B

The **Graded Examinations in Spoken English** are a series of 12 progressively graded examinations which are intended to motivate and encourage learners to develop and progress in achievable steps. GESE provides a continuous measurement of achievement from complete beginner to proficient use. The examinations are intended to replicate real-life situations with an examiner.

The exams are divided into 4 stages. Each stage requires better communicative skills and a greater language range, increasing step by step. Candidates are expected to demonstrate an increasing ability to initiate and take control of the interaction as they move through the grades. At each Stage there are additional tasks requiring more sophisticated language skills.

The exams are taken at registered Trinity centres around the world and open to anyone but we recommend aged 7 and above. The Graded Examinations are mapped to the CEFR.

Tasks (page 7).

Put a tick next to the description that best matches each task.

Topic

a)	This phase allows candidates to demonstrate their abilities in English
b)	Teachers should choose appropriate topics for their candidates.
c)	It doesn't matter if the candidate doesn't know anything about the subject.

Interactive task

a)	Accurate use of the grammatical structures listed for the grade is paramount in this phase.
b)	Responsibility for the successful outcome of this phase lies with the candidate.
c)	The examiner doesn't say anything in this phase.

Conversation

a)	The candidate is expected to ask questions from Grade 1.
b)	The examiner selects two or more of the subject areas provided in the syllabus.
c)	The conversation is expected to replicate a natural exchange as far as possible.

Assessment - Answer the questions below. Use page 8 and any grade pages.

a)	What are the five factors used to measure a candidate's performance? 1. C _____ s _____ 2. F _____ 3. G _____ 4. L _____ 5. P _____
b)	What is the purpose of the 'key areas of improvement'?
c)	What are the four possible letter grades? Where can you find the performance descriptors examiners use to award these grades?

Reporting the assessment

a)	What document does the examiner complete for each exam session?
b)	When are the Examination Report forms completed?
c)	When are the Examination Report forms given to the centre representative?
d)	Is the result indicated on the Examination Report form final or provisional?
e)	What does the examiner do with the marksheet?

Grades

Please read the listed pages and answer the T/F questions.

Initial stage (pages 11 - 19)

		T / F?
1.	Grades 1 - 3 are all 'up to 5 minutes.'	
2.	There is only one assessed phase at Initial stage.	
3.	Candidates are expected to memorise their responses.	
4.	Grades 1 & 2 distinguish between receptive and productive abilities.	
5.	Candidates are expected to use basic sentence patterns and communicate through simple phrases, groups of a few words and formulae about themselves and other people, what they do, places and possessions	
6.	Candidates can ask and answer simple questions about personal information and everyday life.	

Elementary stage (pages 20 - 29)

		T / F?
1.	In the topic phase candidates are expected to talk about something of personal interest to them.	
2.	Grades 4, 5 & 6 are all 10 minutes long.	
3.	Candidates must bring their topic form into the exam.	
4.	Candidates memorising their topic presentation is a useful way to prepare for the exam.	
5.	Topic preparation must help candidates to use the communicative skills, functions and language of the grade.	
6.	By grade 6 candidates are expected to show some ability to initiate and maintain the conversation.	

Intermediate stage (pages 30 - 29)

		T / F?
1.	Candidates are advised to give the examiner notes for the Topic phase.	
2.	Ideally the topic should be selected by the candidate from the list of subject areas.	
3.	Memorisation of the topic will not meet the criteria for assessment.	
4.	All the grades at this stage are equivalent to B2 of the CEFR.	
5.	The communication skills for the interactive task at this stage require the candidate to invite and encourage comments and opinions from the examiner.	
6.	Examiners make up their own prompt at the start of the interactive phase.	

Language Requirements - Please use appendix 3 to grade and categorise the items in the table below (pages 65 - 68).

Item	GESE grade	Category
<i>Example: colours</i>	G1	Lexis
<i>Example: Society and living standards</i>	G8	Conversation subject area.
<i>Example: Simple adjectives</i>	G1	Grammar - understand and use
Expressions of past time		
Talking about events in the indefinite and recent past		
Early memories		
Expressing preferences		
Prepositions of time		
Cohesive devices to recap and recover		
Health and fitness		
Informing about possessions		
Expressing certainty and uncertainty		
Avoidance of speech patterns of recitation		

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