

**Pre-seminar task for 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 seminar. 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.

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

**General Introduction to the Graded Examinations in Spoken English**

Read the following passage.

**The Graded Examinations in Spoken English**

- Composed of 12 progressive grades divided into 4 stages
- Designed to motivate
- promotes continuity
- uses real life skills.
- Encourages autonomy in English learning.
- mapped to the CEFR from A1-C2

Now consult the GESE syllabus (p. 5 -6) answer the following questions.

- 1 What are the 4 stages?
- 2 How does it help you (the teacher) to motivate your students?
- 3 How do the exams facilitate continuity
- 4 How do the exams encourage real life skills
- 5 What are grades 2 and 4 on 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.

### 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 pages 8 - 9 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

d)	What document does the examiner complete for each exam session?
e)	When are the Report forms completed?
f)	When are the Report forms given to the centre representative?
g)	Is the result indicated on the Report form final or provisional?
h)	What does the examiner do with the mark-sheet?

## 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.	Ask and answer simple questions about personal information and everyday life.	

### Elementary stage (pages 20 - 29)

		T / F?
1.	In the topic phase candidates should 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 should show some ability to initiate and maintain the conversation.	

**Language Requirements** - Please use appendix 6 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: School and work</i>	G4	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.		
Places in the local area		
Expressing likes and dislikes		
Prepositions of time		
Determiners		
Food		
Informing about possessions		
Comparatives and superlatives of adjectives		
Avoidance of speech patterns of recitation.		

**What do you like about Trinity exams?**

**How can preparing for Trinity exams help your students?**