TRINITY
COLLEGE LONDON

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 Advanced Level exams: The Topic Presentation phase, Topic Discussion phase, Interactive phase, Listening phase, and Conversation phase.

Assumptions

◗ The students are proficient speakers of English. They have a full range of sophisticated English at their fingertips and any errors are those which a native-speaker might make.

◗ The 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:

◗ In order to prepare for the Topic Presentation in a short course like this, time needs to be used efficiently. Therefore, students will come up with, draft, peer practise and review their ideas in the first week, then mock practise, redraft and peer practise again in the second week.

◗ There is a very clear exam focus to every activity. Although this can make the timetable quite intense, it allows for each of the five phases of the exam to be covered thoroughly.

◗ Students generally feel less nervous when they know what to expect. Therefore, they will be introduced to all parts of the exam in the first week. They will have the opportunity for further practice during the second week.

◗ Student-led activities draw on their pre-existing knowledge and their own interests.

◗ Activities build rapport within the group (e.g. peer teaching to foster collaboration) and develop confidence of individuals (e.g. 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:

◗ **TPP** = Topic Presentation phase

◗ **TDP** = Topic Discussion phase

◗ **IP** = Interaction phase

◗ **LP** = Listening phase

◗ **CP** = Conversation phase

◗ **All** = covering all parts of the exam

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 & the Performance Descriptors.	***HANDOUT:** 'GESE 12 Syllabus (from Exam Booklet)' (1)	▶ To give an overview of the structure of the exam and its purposes and requirements.
	2	TPP	**65 mins:** An introduction to the Topic Presentation Phase.	***ACTIVITY:** 'Preparing for the Formal Topic Presentation – G12' (2	▶ To inform **sts** of the requirements of the phase. ▶ To help **sts** understand what topics are discursive. ▶ To get **sts** starting to think about their own Topic choice.
		X	**25 mins:** Flexi slot.	X	X
	HW	X	▶ Keep working on their Topic Presentation ideas.		

Day		Exam focus	Activities	Material	Aims
Tuesday	1	TPP	**90 mins:** Hear example extracts of presentations and then work in pairs to create a simple presentation which is discursive in nature.	***ACTIVITY:** 'Pop-up Presentations – G12' (3)	▶ To further understand what makes a presentation discursive in nature. ▶ To apply that understanding to **sts**' own work.
	2	TDP	**75 mins:** Watch a video of a candidate doing the Topic Presentation and Discussion phases at C2 level and then practice the Topic Discussion Phase.	***ACTIVITY:** 'Preparing for the Topic Discussion Phase – G12' (4)	▶ To understand what the phases entail. ▶ To recognise how the phases can provide an opportunity to demonstrate the Language Functions of the Grade.
	HW	TPP	▶ Complete the homework worksheet from 'Pop-up Presentations – G12'		

Day		Exam focus	Activities	Material	Aims
Wednesday	1	TPP & TDP	**70 mins:** Through a series of reflection and discussion tasks, **sts** consider what to include and what to expect in the Topic Presentation and Topic Discussion.	***ACTIVITY:** 'Developing the Presentation' (5)	▶ To decide what content is relevant and appropriate to their presentations. ▶ To learn/review structuring language. ▶ To anticipate examiner questions.
	2	CP	**80 mins:** Review the format and requirements of the Conversation phase through discussion. Create a poster and use it for discussion.	***ACTIVITY:** 'Preparing for the Conversation phase – G12' (6)	▶ To check understanding of what the phase entails. ▶ To learn/review some useful language. ▶ To put into practice the concepts and Language Functions of the Grade.
	HW	TDP	▶ 'Developing the Presentation' – redraft their questions to use the Language Functions of the Grade.		
		CP	▶ Find an article to discuss on an interesting and challenging subject area.		

Day		Exam focus	Activities	Material	Aims
Thursday	1	TPP & TDP	**90 mins:** Sts work in small groups and take turns giving their draft Topic Presentation, doing feedback and doing the Topic Discussion.	***ACTIVITY:** 'Practising the Topic Presentation & Discussion.' (7)	▶ To practise giving a draft presentation. ▶ To practise the Topic Discussion Phase. ▶ To gain ideas for redrafting their presentation.
	2	IP & LP	**70 mins:** Sts watch a video of the Interactive and the Listening phases and discuss related questions.	***ACTIVITY:** 'Using Trinity Videos for Preparation – G12' (8)	▶ To learn what the Interactive and Listening phases entail. ▶ To reflect on the concept of a successful conversation. ▶ To understand the purposes & experience of the Listening Phase.
	HW	TPP	▶ Continue working on their chosen Topic.		

Day	Exam focus		Activities	Material	Aims
Friday	1	LP	**65 mins:** Review and practice of the Listening phase.	*ACTIVITY: 'Preparing for the Listening phase – G12' (9)	▸ To review the format. ▸ To practise the phase. ▸ To learn techniques.
		X	**25 mins:** Flexi slot.	X	X
	2	IP	**65 mins:** Review and practice of the Interactive phase.	*ACTIVITY: 'Preparing for the Interactive phase – G12' (10)	▸ To review the format. ▸ To review the Language Functions of the Grade. ▸ To recognise good and bad examples. ▸ To practise the phase.
		X	**25 mins:** Flexi slot.	X	X
	HW	TPP	▸ Prepare for the full TPP & TDP practice on Monday, including gathering any images/diagrams, etc, making notes for the examiner and practising delivery.		

Week 2

Day	Exam focus		Activities	Material	Aims
Monday	1	TPP & TDP	**90 mins:** Individual practice of the Topic Presentation phase and Topic Discussion phase with the **T** with feedback. Meanwhile, **T**'s choice of holding activity for the rest of the class.	***Sts**' presentation notes and any chosen visual material. ***HANDOUT:** 'Feedback Guidance for Practice Exam – G12' (11)	▶ For all **sts** to have 1-1 exam practice with the **T**. ▶ For **sts** to get structured, targeted feedback which they can use for redrafting their presentations.
	2	TPP & TDP	**90 mins:** Continue with the individual exam practice and holding activities.	As above	As above
	HW	X	▶ **T**'s choice		

Day	Exam focus		Activities	Material	Aims
Tuesday	1	TPP & TDP	**90 mins:** **T**'s choice according to any issues which came up in the exam practice yesterday.	X	▶ To reinforce individual feedback from yesterday and to support **sts** in redrafting their presentations.
	2	IP	**90 mins:** **Sts** review and practise the Interactive Phase. They watch a video of a candidate doing the phase.	***ACTIVITY:** 'Practising the Interactive phase – G12' (12)	▶ To have further practice of the Interactive phase. ▶ To analyse a good/bad performance.
	HW	X	▶ **T**'s choice.		

Day		Exam focus	Activities	Material	Aims
Wednesday	1	LP	**90 mins: Sts** practise the Listening Phase as candidates and as examiners.	***ACTIVITY:** 'Practising the Listening Phase – G12' (13)	▶ To have further practice of the Listening Phase.
	2	TPP & TDP	**90 mins:** Topic Presentation & Discussion peer practice. **T** to organise as suits the class.	***Sts'** own **TPP** materials	▶ To have further practice of the Topic Presentation Phase.
	HW	X	▶ **T**'s choice.		

Day		Exam focus	Activities	Material	Aims
Thursday	1	CP	**90 mins: Sts** practise the Conversation Phase.	***ACTIVITY:** 'Practising the Coversation Phase – G12' (14)	▶ To have further practice of the Listening Phase.
	2	X	**90 mins: T**'s choice to finish the course.	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		