

Grade 4 A worked example

- Introduction
- The Language of Grade 4
- Topic
- Conversation

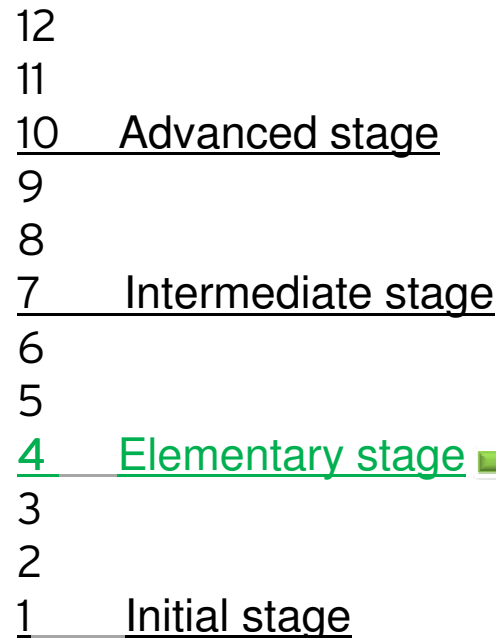
What is Trinity GESE Grade 4?



• Trinity GESE exams are exams of spoken communication in English

• a 1-1 discussion in English only with an English speaking examiner from the UK

• 12 Grades, divided into 4 stages



10 minutes
2 phases
Topic = 50%
Conversation = 50%

Notes: You will see that this short presentation contains an Introduction, notes about the language of Grade 4, information about the Topic - the first TASK - and the Conversation - the second Task.

The slide also gives you a summary of what you already know about the Trinity exams - 12 Grades, divided into 4 Stages with 3 GRADES per STAGE.

Grade 4 lasts 10 minutes, it has 2 phases or Tasks (the Topic and Conversation) and each TASK is worth 50% of the marks.

Grade 4

- Introduction
- **The Language of Grade 4**
- Topic
- Conversation

Language - What must you say?

(Taken from the GESE syllabus)



Functions

- Talking about past events
- Talking about future plans and intentions
- Expressing simple comparisons
- Expressing likes and dislikes
- Describing manner and frequency

Grammar

- Past simple tense of regular and common irregular verbs
- 'Going to' future
- Adverbs of manner and frequency
- Comparatives and superlatives of adjectives
- Link word 'but'

Lexis

- Vocabulary specific to the topic area
- Vocabulary specific to the subject areas
- Adverbs of frequency, e.g. 'sometimes, often, never'
- Adverbial phrases of frequency, e.g. 'every day, once a week'
- Expressions of past time, e.g. 'yesterday, last night'

Phonology

- The correct pronunciation of vocabulary specific to the topic and subject areas
- Appropriate weak forms in connected speech
- Three different ways of pronouncing 'ed' past tense endings, e.g. 'walked, wanted'

Next>

Notes: These notes are taken directly from the GESE syllabus and you can see what Functions, Grammar, Lexis and Phonology.

It is important to note that the student is responsible for demonstrating that s/he can use all or many of these elements - it is NOT the examiner's job to drag them out of the student.

If your student is entering for the right Grade, he or she should be able to use these language items with ease and confidence. S/he should build them into the Topic and Conversation phases naturally and appropriately.

Grade 4

- Introduction
- The Language of Grade 4
- **Topic**
- **Selecting your Topic**
- Planning your Topic
- Questions about your Topic
- Practising your Topic
- Timing
- Materials for your Topic
- Getting a good mark
- More practice
- On the exam day
- Conversation

Selecting your Topic

What can you talk about?



- ✓ YOU can choose your Topic
- ✓ Choose something personal that YOU are interested in
- ✓ Choose a Topic which helps you to use the **Language of Grade 4**
- ✗ Do NOT choose the same Topic as your friends or class

Notes: Here you see a longer menu of what the presentation will include. Essentially this slide is to tell you that your students can choose any Topic they wish, important is that it is of interest to them personally and which they can handle confidently within the language they have and within the language of Grade 4.

It is not helpful to choose a class Topic - it may be easier for the teacher to help 'prepare' students, but it will not be personal, it may force the student to learn the topic and take away the naturalness and enthusiasm for it.

Inevitably some Topics will be repeated in a class as many are interested in sports for example, or holidays - this is not a problem as long the Topic is the individual student's choice!

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- **Watch an exam:** You are going to see a Topic presentation.
- What is the Topic about?
- What are the student's 4 points?

Planning your Topic

Your Topic must contain 4 points that you want to discuss. (5 points for Grade 5, 6 points for Grade 6)



Main points for discussion

1.
2.
3.
4.

Notes: Reminds you that that the Topic must contain 4 main points for discussion. (Grades 5 and 6 require 5 and 6 points respectively)

At this point it is useful to watch the sample exam on the DVD - what Topic has the student chosen? More specifically, what are the 4 main points the student has chosen to talk about? Jot them down if you want.

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Planning your Topic

Imagine that your topic is
'International Travelling'



Organise your ideas into 4 different parts:

- My journey next summer
- What I like and don't like
- The difference between home and other countries
- Past journeys - where and how often

Notes: When your students have chosen their Topic, your job as teacher is to help them organise their Topic into a coherent presentation. You can help them do this by asking them to write down their 4 main points for discussion. These points will be used by the examiner to talk to your student about their Topic.

So, let's suppose the Topic is 'International Travelling'. On the slide you can see some suggestions for the 4 main points. Of course your students are free to choose any four points they wish to talk about.

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Language of the Grade

Think about the Language of Grade 4. What can you say about YOUR experience of 'International Travelling' using the Language of Grade 4?



-
- Likes and dislikes: _____
 - Past simple tense of regular and common irregular verbs: •
 - 'Going to' future: _____
 - Adverbs of manner and frequency: _____
 - Comparatives and superlatives of adjectives: _____
 - Link word 'but': _____
 - Vocabulary specific to the topic area: _____
 - Adverbs of frequency, e.g. 'sometimes, often, never': _____
 - Adverbial phrases of frequency, e.g. 'every day, once a week': _____
 - Expressions of past time, e.g. 'yesterday, last night': _____

Notes: One of the dangers of Topic preparation is that teachers and students FORGET they have to use the language of the Grade they are being examined at. So it's essential to go back to the language items we saw on Slide 3 to remind ourselves of how we can express our ideas on International Travel, using the language of the Grade.

You will usually find that it is not difficult to match the discussion points with some of the language items listed for the Grade. They come to mind naturally from the subject matter. Don't think that you have to use ALL of the items - but practise using as many as helpful to have an interesting conversation on the subject. Remember, the student has to demonstrate that s/he can use the language of the Grade.

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Watch the exam again: Does the student use the Language of Grade 4?

Practice - Language of Grade 4



<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Past simple tense of regular and common irregular verbs
<input type="checkbox"/>	'Going to' future
<input type="checkbox"/>	Adverbs of manner and frequency
<input type="checkbox"/>	Comparatives and superlatives of adjectives
<input type="checkbox"/>	Likes and dislikes
<input type="checkbox"/>	Link word 'but'
<input type="checkbox"/>	Vocabulary specific to the topic area
<input type="checkbox"/>	Adverbs of frequency, e.g. 'sometimes, often, never'
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Next>

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Main points for discussion

1. My journey next summer
2. What I like and don't like
3. The difference between home and other countries
4. Past journeys - where and how often

Using the Language of Grade 4

Your Topic points are important because they help you to use the Language of Grade 4

Look at the 4 Topic points.

- Likes and dislikes _____
- Past simple tense of regular and common irregular verbs ____
- 'Going to' future Next summer, I'm **going to** visit..
- Adverbs of manner and frequency _____
- Comparatives and superlatives of adjectives _____
- Link word 'but' _____
- Vocabulary specific to the topic area _____
- Adverbs of frequency, e.g. 'sometimes, often, never' ____
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Main points for discussion

1. My journey next summer
2. What I like and don't like
3. The difference between home and other countries
- 9 4. Past journeys - where and how often

Questions

The examiner is going to ask you questions about your Topic, AND YOU ask the examiner 1 question.

What questions can the examiner ask about the Topic points which use the Language of Grade 4?

- Likes and dislikes _____
- Past simple tense of regular and common irregular verbs ____
- 'Going to' future Where are you going to visit next year?
- Adverbs of manner and frequency _____
- Comparatives and superlatives of adjectives _____
- Link word 'but' _____
- Vocabulary specific to the topic area _____
- Adverbs of frequency, e.g. 'sometimes, often, never' ____
- Adverbial phrases of frequency, e.g. 'every day, once a week'
- Expressions of past time, e.g. 'yesterday, last night' _____

Next>

Notes: The Topic is not only about the student talking - the examiner will ask questions about the Topic, again using the language of Grade 4. In this Task the student also has to ask the EXAMINER a question related to his or her Topic.

When your students have written their discussion points, you can have some fun ANTICIPATING the sort of questions the examiners might ask about the discussion points. 'Where are you going to visit next year?' is perhaps an obvious question the examiner can ask after hearing about 'My journey next summer' - it is also a good question for the STUDENT to ask the EXAMINER.

It doesn't take too much imagination to come up with Anticipated questions from the examiner or questions that the student can keep ready to ask the examiner!

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Script:

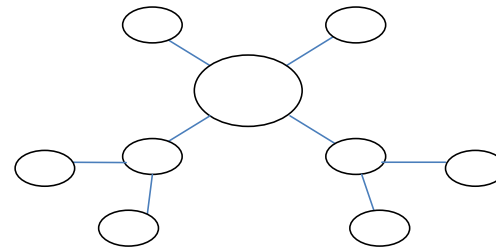
Today I am going to talk about my holidays. Every year I have a holiday on the beach in the south of the country. For me the beach is a very interesting place. There are games to play and people to talk to and you can sunbathe or swim in the sea. The best activity on the beach is playing games with my friends. Every year I go to the beach volleyball or table tennis and I always enjoy playing sports. It doesn't matter if I win or lose.



Practising your Topic

Your Trinity exam is an interactive discussion. You and the examiner will discuss your topic together and you must be flexible. Trinity recommends that you NEVER write and memorise a 'script'.

We suggest you make a **Mind Map**:



- ✗ It makes you nervous
- ✗ It gives you bad pronunciation
- ✗ You are less flexible



Next>

Notes: Unfortunately some teachers allow, even encourage their students to WRITE OUT their Topic. This is usually disastrous because students get nervous trying to remember the next bit of the Topic, or they forget what comes next and 'dry up', they speak too quickly as a recitation and their pronunciation goes out of the window and they are less flexible when the examiner asks them a question.

In fact many don't even HEAR the examiner's question because they are too busy thinking about the next piece of recitation!

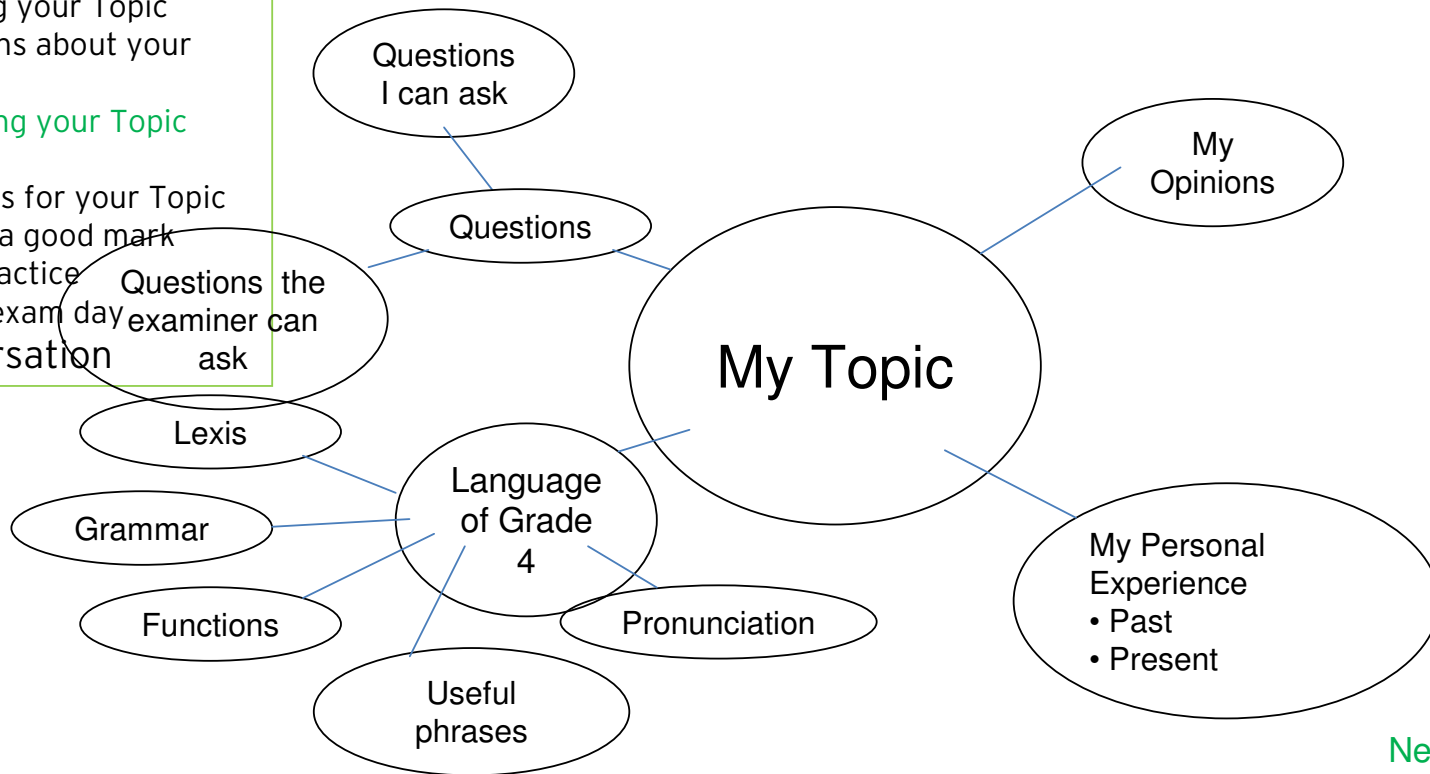
If the Topic is personal and of interest to the student, s/he will not need to learn it by heart - it is part of them, their experience and it will sound more natural and sincere - so please do not allow your students either to write their Topics down or to learn by heart!

A mind map is something different - this allows students to create and develop ideas. You can see the outline of a mind map in Slide 10 - it can be fun to see how one idea leads to another - but not too many ideas remember, because this phase of the exam only lasts 5 mins maximum!

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Example Mind Maps 1 Language



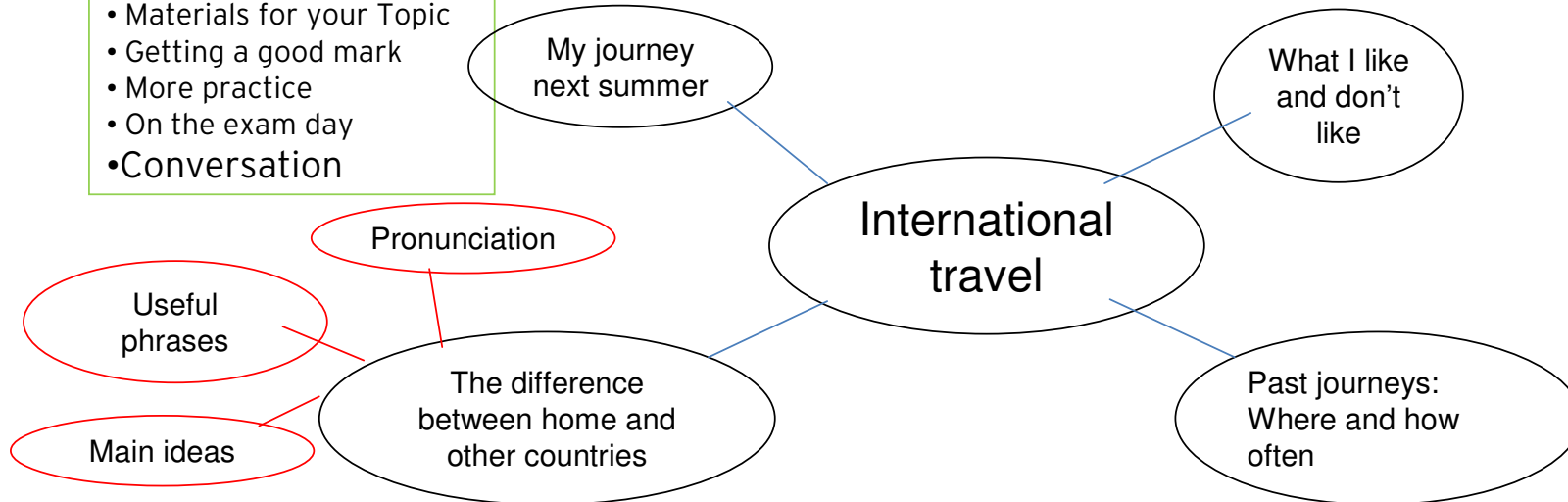
Notes: Here you see an example mind map which gives an overview of the elements for the Task. This is probably something more for the teacher than the student and it helps to summarise the Task and all the elements which make up the Task.

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Example Mind Maps 2 Themes

The example below is for a Topic of 'International travel'. You can organise 4 main ideas for your topic into different groups or themes. It is a good idea to think of 3 or 4 sentences for each point.



Notes: This shows a similar mind map with the 4 points as a separate node or circle in the diagram. For each of the nodes or points you will want to consider the main ideas connected with the point, the appropriate language to use to express those ideas - remember to use the language of the grade.

For each of the main points encourage your students to prepare 3 or 4 sentences to talk about the point. It is not the examiner's job to develop the topic for the student - have something to say about the point and give the examiner something interesting to pick up on and ask your student about as a result of what they have said. The examiner is not there to work hard on the Topic for the student!

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Timing



It is important to think about how much information you present to the examiner. Think about the following questions:

How long is the Topic phase?

5 minutes MAXIMUM

How much must I prepare to say?

Prepare to present at least 2 minutes of material on your Topic

What happens in the rest of the time?

The rest of the 3 minutes is a discussion between you and the examiner. This includes entering the room, saying 'hello', introducing yourself and discussing your Topic points.

Next>

Notes: Many students get disappointed, even angry because the examiner 'didn't let them finish their Topic'. There are 5 mins MAXIMUM for this Task which consists of the student talking about their main points and for the examiner to ask questions and make comments about those points. It is not about the student giving a monologue for 5 mins. So the golden rule is DON'T let your students prepare too much material and become frustrated they cannot get through it all. Equally, prepare enough material to talk at least 2 mins of material on the Topic.

The rest of the time is taken up with the discussion between the examiner and the student on the Topic as well as the time it takes to enter the room, greet the examiner, introduce yourself and discussing the Topic points.

Grade 4 Materials for your Topic

- Introduction
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You must bring with you a Topic Form with your 4 points that you want to talk about.

You can also bring object with you to help you talk about your Topic.

- ✓ Photographs (4 maximum)
- ✓ Souvenirs
- ✓ Pictures
- ✓ Small objects: e.g. sports shirt, a book, etc

You must **NOT** bring:

- ✗ Animals
- ✗ A big photo album
- ✗ Music
- ✗ Anything that takes time to organise (you only have 5 minutes!)

Next>

Candidate name: _____

Centre: _____

Date of examination: _____

Title of Topic: _____

Main points for discussion

1. _____

2. _____

Notes: For Grades 4, 5, and 6 students complete a Topic Form BEFORE they come into the exam. These are the 4 points in the case of Grade 4 that the student wants to talk about and which we have looked at in the previous slides.

If there is no Topic Form, the examiner cannot conduct this part of the examination.

It helps the student also to bring something into the exam room related to their Topic. It can help the conversation, it can add a new dimension to the discussion and also remind the student what s/he wants to say about the Topic.

Bearing in mind that this phase of the exam is only 5 mins, not too much material should be brought into the room. **Examples are:** Photographs - max 4, Souvenirs of a place, Small objects such as a book, a postcard, sports shirt, a medal or small trophy, etc

Students must NOT bring: Live animals, A big photo album with lots of photos which they cannot possibly show in the time available and which does not encourage the student to use the language Music, Anything that takes time to organise such as a computer, or a powerpoint presentation.

Remember - you only have 5 mins!!

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Your Topic Form



You must bring with you a Topic Form with your 4 points that you want to talk about.

Important!

You discuss 4 points, but the EXAMINER chooses the sequence.

For example, the examiner can ask about 3,2,4,1 or 4,1,3,2 etc NOT 1,2,3,4

Notes: Students MUST bring their Topic Forms completed with the 4 main points (5 or 6 for Grades 5 and 6) because these are the points that the examiner will choose AT RANDOM to talk about. Remember what we said about students NOT learning their Topics by heart. By taking the points at random, we encourage students to talk more naturally about their Topic and not turn it into a memory exercise.

You can see a small facsimile of the Topic Form on this slide and in your pack there is a full size version which you can photocopy for your students preparing for Grades 4, 5, and 6.

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Getting a good mark



Do you want a good mark?

The good student...

- ✓ Says 'hello', 'how are', etc
- ✓ Speaks confidently and naturally about the Topic
- ✓ Understands **and uses** the **Language of Grade 4**
- ✓ Knows the vocabulary of the Topic and its pronunciation
- ✓ Listens to the examiner, answer the questions
- ✓ Gives FULL answers, in FULL sentences, not just 'yes' and 'no'
- ✓ Asks the examiner a question about the Topic
- ✓ Interacts with the examiner, conversationally
- ✓ Responds when the examiner changes from the Topic to Conversation phases

Notes: Any exam is not just about passing by the skin of your teeth - but passing as well as you can. In Trinity exams, there are 3 levels of passing - a Pass, a Merit and a DISTINCTION.

The key to getting a good mark of course is to be able to handle the language of the Grade and carry out the Task according to what we have talked about so far and what you have seen on DVD.

On Slide 16 you can see a list of things that students can do to squeeze as many marks out of the exam as possible.

Let's look at one or two because they really do make a difference. The exam starts from the moment the student enters the room and includes the greeting and leave-taking. This all adds to the general impression and a confident opening to the exam puts the student in the right frame of mind.

Discourage your students from saying things like 'I'm a little nervous' - most students are and it will only serve to make the student more nervous.

There is no reason why the student can't talk confidently about his or her Topic if it is personal, interesting, prepared and if the student is entering at the right Grade.

Because the Topic is prepared in advance and because it is the student's own choice it is reasonable to expect some knowledge of specialised vocabulary - without it being too technical - and the correct pronunciation.

Although there is not a separate listening phase until Grades 10, 11, and 12 listening is still being tested by the student's response to what the examiner says or comments on in the course of the conversation.

Train your students to LISTEN as well as speak - TRAIN them to pick up not only on examiner's QUESTIONS but on their comments too which the student can respond to appropriately. Trinity exams are NOT about question/answer/question/answer/question/answer!!!

Where appropriate give fuller answers than Yes and NO. Beware FULL SENTENCES where they are not natural, but conversation is more than YES, No, it is about explanation, elaboration, depending on the Grade the student is taking.

Trinity exams are about INTERACTION - all the TASKS at every level are an INTERACTION with the examiner where each party not only talks but LISTENS to the other person and interacts with what they say!

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More practice :



You may want to take some of your students' Topic choices in class and 'workshop' them

Get them to play with the mind maps to develop interesting ideas about their Topic and then decide on their 4 main Discussion Points for their Topic Form.

In pairs or groups they can practise presenting their Topics (not learned by heart, remember) with one as the student and the others playing the role of the examiner to help them ANTICIPATE possible questions and comments from the examiner. This can be lots of fun and you will be preparing your students for MORE than a Trinity exam!

Don't forget to encourage them to think of a question or questions to ask the examiner about the Topic. Encourage them to ask that question naturally and at the appropriate point in the conversation and NOT WAIT for the examiner to invite a question from them. Many students, having talked about their Topic, forget to ask a question, the examiner invites them to ask a question about the Topic and in desperation ask something like 'How old are you, where do you come from etc' which most times has NOTHING TO DO WITH THE TOPIC!

There is nothing wrong with the question but it should relate to the Topic!

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On the exam day

On the exam day, you must think about 5 things:



1. Have you completed your Topic Form?
2. Do you want to bring any materials with you?
3. What time is your exam? Arrive at least 15 minutes BEFORE.
4. Before you enter the room, you must bring your Topic Form, and your teacher gives you a Report Form - 2 pieces of paper. Give both to the examiner.
5. Relax! Trinity exams are very friendly! Enjoy the experience!

Notes: Finally, it's exam day and there are 5 things for your students to think about and for you to check on:

Have they completed their Topic Forms and have they got the Topic Form with them? Why not do a photocopy of their completed forms a few days before just in case?

Do they want to bring any object with them into the exam room - remind them the day before - it's too late to remember it on the day and too stressful to run back home for it!

Do they know what time their exam is - make sure they arrive 15 mins before the allotted time.

Make sure the Topic Form and the individual Report Forms are ready for each student to take into the exam room. Give them to the examiner

It's easy to say relax - but most students come out smiling from a Trinity exam - if they are well prepared, in at the right level, know what the TASKS involve, are prepared to LISTEN and SPEAK and talk spontaneously with the examiner, they should enjoy the experience. Of course accuracy is important but 50% of the assessment is also about the ability to interact - so talk as much as is appropriate and enjoy the experience.

Show the DVD to your students - so they can see that they can do it too!

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Conversation

What is it?

A discussion of 2 subject areas listed for the Grade in the Syllabus

Max time available - 5 mins

Look for the section on the Grade pages:

'In the Conversation phase'

1. You will see the performance criteria by which students are assessed
2. There is a list of subject areas for the conversation



Notes: Again you will need to look closely at the GESE syllabus for each Grade. In this worked example we are looking again at Grade 4 specifically, but the FORMAT of the exam is generally the same for Grades 5 and 6. There is a small but important additional element for Grades 5 and 6 which I will mention later.

In the syllabus you will see a list of subject areas under the section:

'in the Conversation phase'

The examiner will choose any 2 conversation subjects at random to talk about in the last 5 mins of the exam. Listed also are the performance criteria for this phase - such as:

'Show understanding of the examiner by responding appropriately to questions'

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Conversation

Is this the same as the Topic?



Definitely **NOT!**

1. Students must be prepared to deal with ANY two of the subject areas
2. The choice of the 2 subjects is up to the examiner
3. Students do not need to prepare topic-like presentations about these subject areas

Notes: It is important to stress again that your students must be prepared to deal with ANY of the subject areas the examiner chooses to talk about.

Students do not need to prepare these subjects as they would their Topic but in your classes it is helpful to talk about the subjects with your students, listen to their opinions and experiences, likes and dislikes associated with the subjects, and develop and practise vocabulary and structure around the subjects so that they feel comfortable with and have something to say about ANY of them.

In other words it is not another Topic preparation. It is possible that there is some overlap between what the student choose for the Topic and the more general categories of the subject areas - e.g Student Topic football - conversation Topic sports - but the conversation in this case would explore the general subject area.

Equally, the examiner might decide to choose a subject area entirely unrelated to what the student presented in his or her Topic.

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Conversation

Why can't students choose which subjects they want to talk about?



1. The Topic has allowed free choice
2. This phase tests more spontaneous, unprepared conversation although students have the benefit of knowing the subjects in advance
3. The subject areas are similar to those found in course books at this level

Notes: Why can't students choose what they want to talk about? After all some of them know nothing about or are not at all interested in 'shops' for example.

Firstly, this phase tests more spontaneous and unprepared conversation although students have the benefit of knowing the subjects in advance

In your class preparations you will have developed these subjects

The subjects are general enough that everyone will have knowledge and experience of the subjects to some degree. They are subjects that frequently occur in course books at this level.

If a student has absolutely no interest in, say, shopping, then they can say so and it is a legitimate use of language on the subject. Shops on the other hand, like them or not, everyone has some knowledge and experience of and therefore something to say about them!

Grade 4

- Introduction
- The Language of Grade 4
- Topic
- Selecting your Topic
- Planning your Topic
- Questions about your Topic
- Practising your Topic
- Timing
- Materials for your Topic
- Getting a good mark
- More practice
- On the exam day
- Conversation

Conversation

Will the examiner use any special materials?



1. The examiner may use everyday objects or pictures to facilitate the conversation
2. The conversation is intended to be relaxed and genuine and not 'finding out about what the student knows'
3. The candidate is responsible for using the language of the grade to demonstrate his/her range and quality of the language

Notes: The examiner MAY use objects or pictures to aid the conversation. These are meant merely to stimulate and help the discussion and are not of the kind found in some examinations such as 'Tell me about my picture' We do not use this kind of artificial device!

As far as possible in the exam situation, in the time available and with the language available to the student, the conversation is meant to be a relaxed, enjoyable exchange of information, opinions and ideas. It is not about finding out what the student KNOWS about the subject.

As with all TASKS in Trinity examinations, the student is responsible for using language appropriate to the subject, the situation and the grade to demonstrate his or her range and quality of language.

USE THE SYLLABUS to check what language items will be covered. They are the same as those for the Topic phase.

Grade 4

- Introduction
- The Language of Grade 4
- Topic
- Selecting your Topic
- Planning your Topic
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- Timing
- Materials for your Topic
- Getting a good mark
- More practice
- On the exam day
- **Conversation**

Conversation

What special preparation can I do with my students to help them



1. Again, refer to the functions, grammar, lexis and phonology listed on the pages for the grade
2. Talk with your students about the subject areas to develop e.g. vocabulary
3. Similar to the work done in the Topic, make links where possible between the language items and the subject areas

Notes: As we have said all along, the best way you can help your students prepare for the exams is to ensure there are no surprises waiting for them on exam day! They should know what TASKS they are required to do and be able to handle the functions, grammar, lexis and phonology set out on the syllabus pages for the Grade.

So that students are completely at ease with the subjects, you will have taken ALL the subjects listed and worked with your students on ideas, concepts, vocabulary and structure which the subjects lend themselves to.

You can have lots of fun and useful practice with your students by talking about the subjects and developing ways of talking about them which use the language of the Grade. Do not FORCE the language but encourage them to use the language of the Grade naturally.

Grade 4

Conversation

Some examples of linking the target language with the subject areas



Functions:

- Talking about past events → I went to Greece for my holidays last summer
 - Talking about future plans → I am going to work in my parents' shop during the holidays
 - Expressing simple comparisons → I think skiing is more exciting than snowboarding
 - Expressing likes and dislikes → I like Chinese food very much but I don't like curry
 - Describing manner and frequency → I go camping in France every year
- The shops in Barcelona are more crowded than in my small town. End>

Grade 4 Conversation

What are the traps in the Conversation Phase?

Don't forget to watch the DVD samples and show your students!

1. None set by Trinity but if students are not prepared to talk about ANY 2 of the listed subjects that the examiner chooses, it will disadvantage them
2. If students think - 'thank goodness I have got the Topic out of the way, now I can really relax and the rest is not so important
3. The teacher forgets to prepare the students for the subject area
4. Students and teacher must be aware that the student is responsible for using the language of the Grade
5. (at Grade 5 and Grade 6 - the format of the Task is the same, the subject areas and assessment requirements change AND.....
6. At Grade 5 the student must ask the examiner at least ONE question in this phase related to the subject
7. At Grade 6 the student must ask the examiner at least TWO questions in this phase related to the subjects

Notes from Slide 25

Believe it or not, Trinity exams are not about catching students out or finding out what they don't know!

We work on a positive credit model and not a 'points deducted model' for not knowing something or getting something wrong.

However, students and teachers from time to time do themselves no favours by not following the advice, guidance and requirements set out in the syllabus.

Examiners can sense with some students that as soon as they have got their Topic 'off their chests' they relax and think it's just a few more minutes of idle chat with the examiner.

WRONG - there is still 50% of the exam to do and still 50% of the marks to be earned!

Some students seem surprised that the examiner is talking about subjects from the syllabus - almost disbelief and 'where did that come from?' expression on their faces.

Clearly the teacher has not prepared them for this TASK.

Some students may have done their best to demonstrate the language of the Grade in their Topic but now they have relaxed, their language level slips and does not come up to the Grade - did they simply learn their Topic by heart one wonders and now they have come unstuck??

The examiner will encourage and support the student's efforts but he or she is responsible for demonstrating the language and the examiner is not going to drag it out of them!

At Grade 4 the examiner will be pleased if the student asks a relevant question about either or both of the subject areas.

At Grade 5 it is a REQUIREMENT that the student asks at least ONE question related to ONE of the subjects.

At Grade 6 it is a REQUIREMENT that the student asks at least TWO questions related to the subjects, ideally at least ONE to each of the two subject areas.

Finally, you can pull all your preparations together by looking again at the relevant Grade on the DVD. The samples here are NOT model answers nor are they always the best students but they are indicative of the procedures of the exams and typical of the student performances at the level.

You can use the DVD and the notes to reassure your students that they can be successful in the exam too - with the benefit of seeing others who have done this already, your students can go on and be EVEN BETTER.

That would make everyone smile, surely??