

Laura Clyde Shannon West

GESE Grades

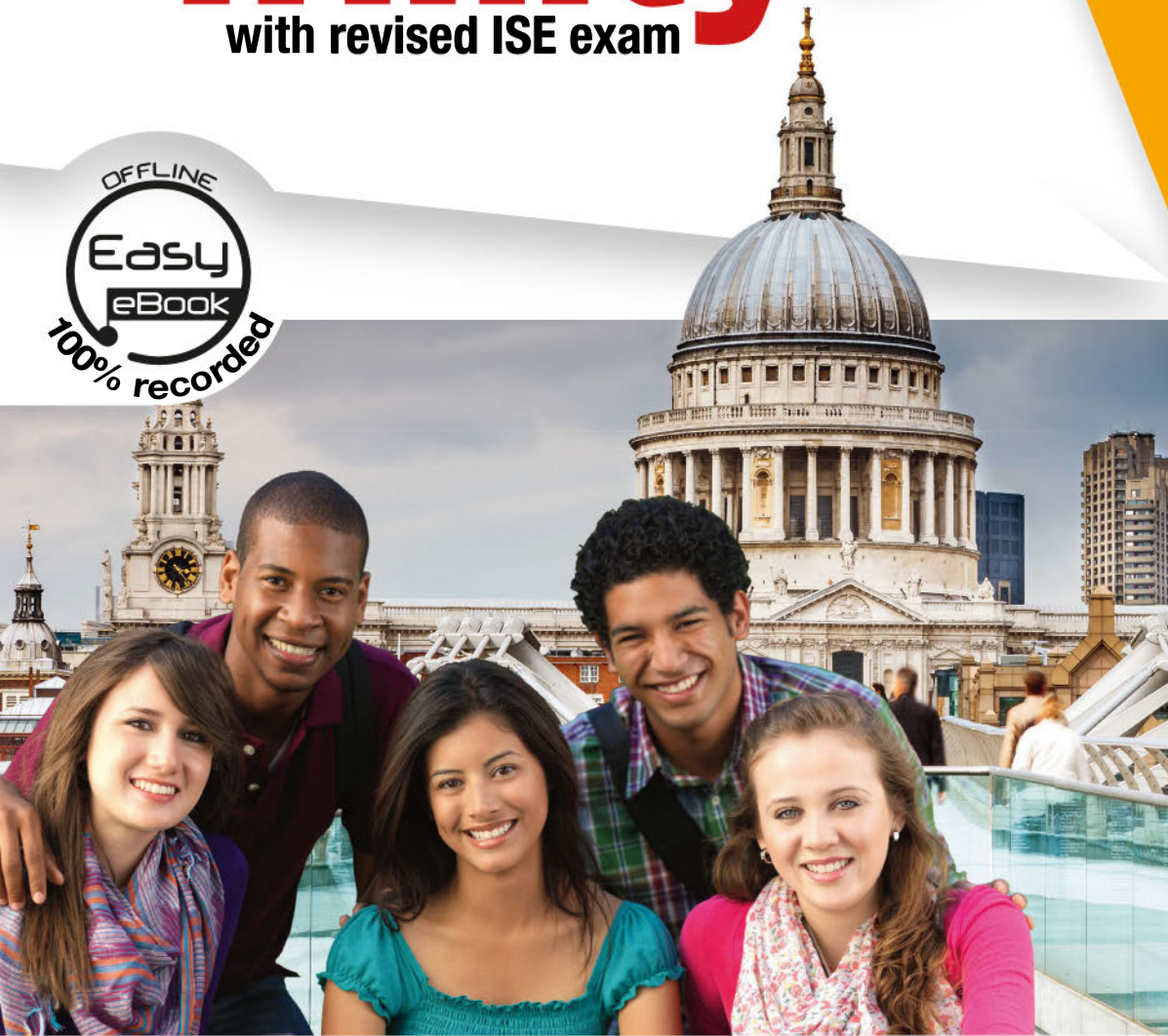
7-8

ISE II

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GESE Grades 7-8
ISE II

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Exam overview

TRINITY GRADED EXAMINATIONS IN SPOKEN ENGLISH (GESE), GRADES 7 AND 8, AND INTEGRATED SKILLS IN ENGLISH (ISE), LEVEL II

GESE Grades 7 & 8 (CEFR B2)

Time: 15 minutes

Format and procedure:

- 1** Discussion of a **topic prepared by the candidate** (up to 5 minutes)
 - **Communicate facts and opinions** about a chosen topic and **engage the examiner in discussion** of it.
 - **Ask and answer questions** about the topic, giving explanations or clarifying when requested.
- 2** **Interactive task** (up to 4 minutes)
 - **Take control** over the interaction and **maintain the conversation**.
 - **Use language functions** of the relevant grade when appropriate.
- 3** Conversation on **two subject areas selected by the examiner** (up to 5 minutes)
 - **Answer the examiner appropriately** to show understanding.
 - **Share responsibility for the maintenance of the interaction** with the examiner.

Grade 7 exam syllabus:

Grammar

- second conditional
- simple passive
- *used to*
- relative clauses
- modals and phrases used to give advice and make suggestions, e.g. *should/ought to, could...*
- modals and phrases used to express possibility and uncertainty, e.g. *may, might...*
- discourse connectors, e.g. *because of, due to*

Functions

- giving advice and highlighting advantages and disadvantages
- making suggestions
- describing past habits
- expressing possibility and uncertainty
- eliciting further information and expansion of ideas and opinions
- expressing agreement and disagreement

Subject areas for Conversation phase

- education
- national customs
- village and city life
- national and local produce and products
- early memories
- pollution and recycling

Phonology

- correct pronunciation of words relevant to the vocabulary for this grade
- rising intonation to indicate interest and surprise as appropriate
- falling intonation to indicate the end of a turn
- intonation and features of connected speech beyond sentence level

Grade 8 exam syllabus:**Grammar**

- third conditional
- Present Perfect Continuous tense
- Past Perfect tense
- reported speech
- linking expressions, e.g. *although*....

Subject areas for Conversation phase

- society and living standards
- personal values and ideas
- the world of work
- unexplained phenomena and events
- national environmental concerns
- public figures past and present

Functions

- expressing feelings and emotions
- expressing impossibility
- reporting the conversations of others
- speculating
- persuading and discouraging

Phonology

- correct pronunciation of words relevant to the vocabulary for this grade
- rising and falling intonation to indicate giving up and offering turns
- stress and intonation to indicate emotion
- stress, intonation and pitch relevant to the language functions listed above

ISE II (CEFR B2)**Speaking and Listening****Speaking**

- **Discussion** of a **topic** prepared by the candidate (4 minutes)
- A **collaborative task**, where the examiner expresses a dilemma or opinion and the candidate asks questions to find out more information and keep the conversation going (4 minutes)
- **Conversation** with the examiner about **one subject area** from Grade 8 list (excluding *Strange phenomena and events*) selected by the examiner (2 minutes).

Independent Listening

Candidates listen twice to a recording. They listen once and report the gist of what they have heard. They listen a second time and report the detail. They are encouraged to take notes during the second listen only (8 minutes).

- **Task 1, Long reading:** candidates **read one long text** of approximately 500 words and answer 15 questions (20 minutes).
- **Task 2, Multi-text reading:** candidates **read four texts** of different types related to the same topic and totalling approximately 500 words and **answer 15 questions** (20 minutes).
- **Task 3, Reading into writing:** candidates **write a text** of 150-180 words in response to a prompt, **using information from the four texts in Task 2** (40 minutes).
- **Task 4, Extended writing:** candidates **write a text** of 150-180 words in response to a prompt (40 minutes).

Diagnostic test

 Listen to the examiner asking some questions and choose the best answer, A, B or C. There is only one right answer for each question. You will hear each question only ONCE. Good luck!

- 1 A Because I want to have a certificate.
B Because of a certificate.
C Because I will practise.
- 2 A I was here two years ago.
B I've been here for two years.
C I will be here for two years.
- 3 A Yes, I do.
B I prefer to travel by a car.
C I prefer to travel by car.
- 4 A I won't be sure.
B I thought I like coffee.
C I think I'll go for a coffee.
- 5 A No, I haven't.
B No, I didn't.
C No, I never tasted it.
- 6 A since I was 12
B I want to study for years.
C Because it's useful.
- 7 A I'll teach maths.
B I like to teach maths.
C I'd like to teach maths.
- 8 A on 25 December
B Presents are exchanged and lots of food is eaten!
C For two days!
- 9 A No, I don't like dance music.
B I like music that makes me dance.
C Yes, I love music!
- 10 A I used to live in a small village, too.
B I like villages better.
C Was it nice?
- 11 A I agree.
B They never do in my country.
C No, they should never punish them.
- 12 A Well, natural resources might last longer.
B Well, natural resources can last longer.
C Well, natural resources must last longer.
- 13 A In case I need it in my future career.
B Because I have two lessons every week.
C In case of travelling to England.
- 14 A So what?
B What for?
C Really? What else do you do?
- 15 A So have I.
B I agree completely.
C That's wrong.
- 16 A I'd like to send my friends emails more easily.
B I have wanted to send my friends emails.
C I would have sent a lot of emails to my friends.
- 17 A It used to be very dirty. Now it's cleaner.
B In case it was dirty.
C Yes, it has.
- 18 A I had more free time.
B I will have more free time.
C I might have more free time.
- 19 A Tell something more!
B Go on, tell me more!
C Why did you do that?
- 20 A Do you agree that recycling rubbish is a good idea?
B Have you agree that recycling rubbish is a good idea?
C Must you agreed that recycling rubbish is a good idea?
- 21 A What did your parents do if you'd pass all your exams?
B What will your parents do if you will pass all your exams?
C What would your parents do if you passed all your exams?
- 22 A What do they celebrate St Valentine's Day?
B Is St Valentine's Day celebrated in your country?
C How often do they celebrate St Valentine Day?

- 23** A Well, I guess people would have been poorer.
 B Well, I suppose people will be poorer.
 C Well, I imagine people are poorer.
- 24** A Well, I have improved.
 B Well, I've been studying hard.
 C Well, I will study hard.
- 25** A Not really, she finished studying when she got married.
 B Not really, she finished studying when she had got married.
 C Not really, she had finished studying when she got married.
- 26** A You told me that before.
 B Because of my religion.
 C I said earlier that I didn't believe in ghosts.
- 27** A The Prime Minister – in other words the person who governs the country.
 B I met Nelson Mandela once.
 C probably not
- 28** A I suppose so.
 B They haven't done so.
 C Goodness! That would be wonderful!
- 29** A I wouldn't do that if I were you.
 B When did you give it?
 C Oh, I'm sorry!
- 30** A Of course I did!
 B Yes, twice! But nobody believes me.
 C They are very frightening!
- 31** A You're right, she never performed in Italy before last night.
 B You're right, she was never performing in Italy before last night.
 C You're right, she had never performed in Italy before last night.
- 32** A He is talking about the economy.
 B He had told the truth.
 C He said that living standards had improved in the last 5 years.

- 33** A I don't – unless the crime is really horrible.
 B I don't – except the crime is really horrible.
 C Because some crimes are really horrible.
- 34** A I don't believe it!
 B I won't believe you!
 C That isn't believable!
- 35** A You must not to use your car.
 B I wouldn't use the car if I were you.
 C You shouldn't have used your car.
- 36** A Do you think the next Prime Minister is a woman?
 B Is it likely to have a woman Prime Minister?
 C Might the next Prime Minister be a woman?
- 37** A Has life expectancy become more?
 B Has life expectancy enlarged?
 C Has life expectancy increased?
- 38** A Can you tell me what are your ambitions?
 B Can you tell me what your ambitions are?
 C What ambitions can you have? Tell me.

UNIT 1

National & local produce & products



A



B



C

D



E



Vocabulary

1a Work with a partner. Match the names of the products (1-5) with the photos (A-E).

- | | |
|--------------------|----------|
| 1 maple syrup | 4 caviar |
| 2 tulips | 5 amber |
| 3 balsamic vinegar | |

b Listen to Anna and Tim talking about where they think the products and produce in a) are from. Match the photos (A-E) to the countries (1-8) according to what they say. There are three extra countries.

- | | |
|------------------------------------|-----------------------------------|
| 1 <input type="checkbox"/> Canada | 5 <input type="checkbox"/> Italy |
| 2 <input type="checkbox"/> China | 6 <input type="checkbox"/> Russia |
| 3 <input type="checkbox"/> Holland | 7 <input type="checkbox"/> France |
| 4 <input type="checkbox"/> Iran | 8 <input type="checkbox"/> USA |

c 03 Anna

and Tim are unsure about some of their answers. Listen again and complete the sentences from their conversation.

- Anna:** Well, I'm , but I think it be Canada.
- Anna:** ...My brother wouldn't know – he have a about things like that!
- Anna:** I'm , but I think they produce it in France. Or, actually, not – it's Italy. What do you think?
- Tim:** Um, I'm not Let's leave that one for now.
- Anna:** ...the amber – I'm not , but it be Iran.
- Tim:** Well, I've no myself, so let's put that!

Grammar focus



Expressing present and future possibility and uncertainty

1 Modal verbs – *could/may/might* + infinitive

*It **could be** Canada.*

*It **may be** the USA.*

*They **might produce** it in France.*

*Do you think it **may/might/could be** Iran?*

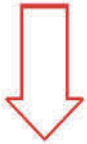
2 Adverbs *maybe* and *perhaps*

*Or, actually, **maybe** not.*

***Perhaps** it's Italy.*

3 Other expressions of uncertainty

uncertain



more uncertain

I'm not sure.

I'm not certain.

I'm not completely sure.

I'm really not sure.

I've got no idea.

He doesn't have a clue about things like that!



2a Work with a partner. Ask and answer questions about where the products in exercise 1a) are from. Use the language for expressing possibility and uncertainty from the Grammar focus.

A: Do you think maple syrup comes from Canada?

B: Maybe, but I'm not certain. It could be the United States. What do you think?

A: I haven't got a clue, actually!

b Check your answers with your teacher.

c Work with a partner. Ask and answer questions about your experience of the products and produce in exercise 1a).

Have you ever tried maple syrup?

What was it like? Did you like it? Why/Why not?

Where did you buy it?

Phonology

Showing uncertainty

3a Listen to the sentences and underline the word with the main stress in the sentences.

0 They could be. ↗

1 They may be.

2 They might be.

3 I'm not sure.

4 I'm not completely sure.

5 I'm really not sure.

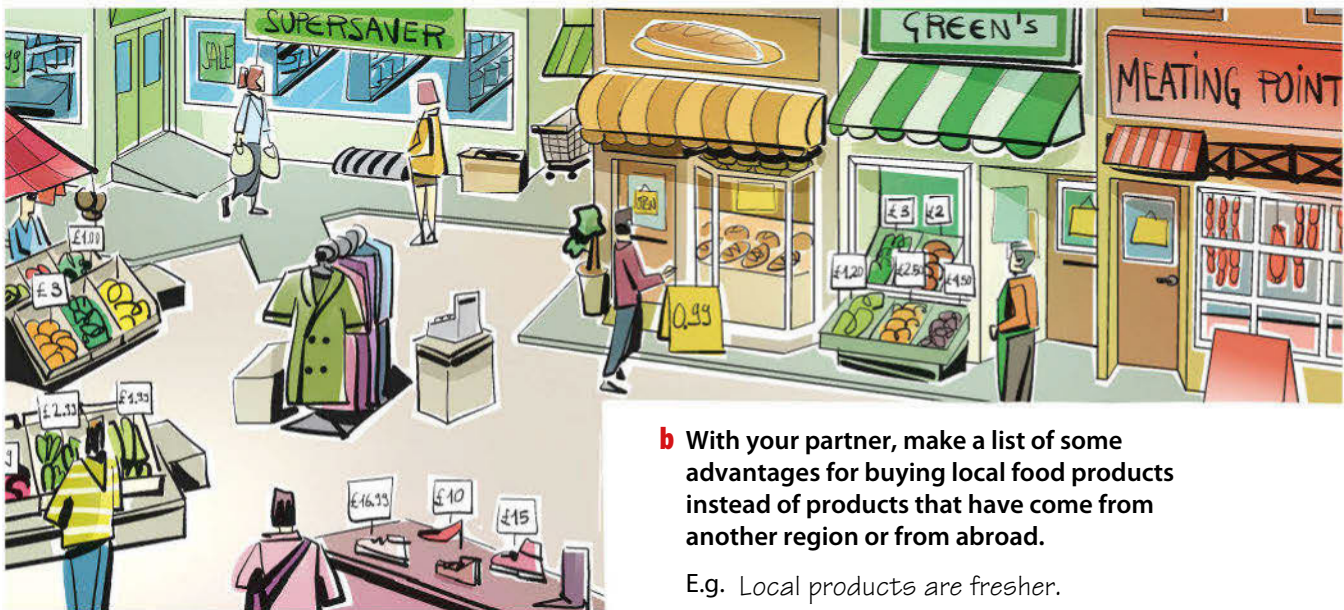
6 I've no idea.

7 I haven't got a clue.

8 Perhaps you're right.

b Now mark where the speaker's voice goes up (↗) or down (↘).

c Listen again and repeat the sentences using the same stress and intonation.



Vocabulary

5a Work with a partner. Make a list of the different types of places for going food shopping.

E.g. supermarkets

b Using your list from a), tell your partner which is your favourite and least favourite type of place for food shopping.

I really like going to the market near my house – it has lots of fruit and vegetables and they're really fresh and cheap.

I hate going to big supermarkets outside town. They're too big and there's too much to choose from!

Reading

6a Work with a partner. Which countries do you associate with these food products?

- 0 beef USA, Argentina.....
- 1 tomatoes
- 2 potatoes
- 3 broccoli
- 4 bananas
- 5 carrots
- 6 lamb

b With your partner, make a list of some advantages for buying local food products instead of products that have come from another region or from abroad.

E.g. Local products are fresher.

c Read the article. Check your answers to a) and compare your list from b) with the information given in the text.

d Work with a partner. Ask and answer these questions about food products.

- 1 What food items are produced in your area? Are these products exported to other regions and/or abroad?
- 2 Which local food products do you/your family buy?
- 3 Is it possible to buy out-of-season food products where you live? Do you/your family ever buy them? Why/Why not?
- 4 Do you/your family worry about food miles when shopping?

Writing

ISE → See ISE file on pages 110-111.

7 Write a report (150-180 words) for an online magazine for young people explaining in your own words what the text says about food miles and ways to reduce them. Suggest ways of educating people about the problem.

LONG-DISTANCE FOOD

How many 'food miles' have you consumed today? Or, to put it another way, how much air pollution has been created by getting the food to your table? These statistics about food imports to the UK – all of which, apart from bananas, can be produced in Britain – might cause a few surprises.

- Two thirds of tomatoes consumed in the UK are imported from Saudi Arabia – **3,100 food miles**.
- 350,000 tonnes of potatoes are imported into Britain every year, many of them from Israel – **2,200 food miles**.
- Broccoli grows in the UK from February to April, but it is available there all year round. It is imported mainly from Spain – **730 food miles**.
- India is one of the main producers of bananas, along with Ecuador, Costa Rica, the Philippines, and Colombia. India to UK: **5,106 food miles**.
- China is one of the world's largest producers of carrots, followed by Russia and the USA. However, in the UK, most of the carrots come from South Africa – **6,000 food miles**.
- The UK is the biggest importer of lamb from New Zealand – **11,700 food miles**.

Bringing food such long distances is bad for the environment – and it's not good news for our health, either. Food that has come this far may be days or weeks old, and the older the fruit or vegetables, the fewer vitamins remain in them.


So what can we do to reduce our food miles? Here are some simple steps you can take:

- Buy foods that are grown and produced locally whenever you can, including meat and dairy products.
- Do your food shopping at farm shops and farmers' markets.
- Eat seasonal foods – don't expect to be able to eat everything all year round.




Interactive task

Introduction to the task

8a  Listen to the candidate describing the Interactive task to a friend and choose the correct answers in the sentences.

- 1 It tests the candidate's ability to *maintain/finish* conversations.
- 2 It lasts for about 4/6 minutes.
- 3 It is started by the examiner *asking a question/making a statement*.
- 4 The *examiner/candidate* is responsible for keeping the conversation going.
- 5 If the candidate does not participate, the examiner *will/won't* help keep the conversation going.
- 6 After the examiner starts talking the conversation *can go in any direction the candidates chooses/will need to be linked to the examiner's responses*.

b  Look at these strategies for keeping a conversation going. Listen to the examples (1-4) of the candidate keeping different conversations going. Write the number of the example next to the correct strategy (A-E).

- A 1 Checking that you have understood.
- B Summarising what the person has said.
- C Showing interest in what the person is saying.
- D Asking questions to find out more information.

c Work with a partner. One of you is Student A, the other Student B. Follow the instructions.



Student A

Stage 1 You're the examiner, Student B is the candidate. Start the Interactive task with the following statement: *I have to go to a wedding next weekend, but I have nothing to wear.*

Stage 2 You're the candidate, Student B is the examiner. Listen to the examiner's statement, then respond by using the strategies from b). Try and keep the conversation going for four minutes. Try and use some language of the level to help the examiner with the problem, for example highlighting advantages and disadvantages, making suggestions, expressing possibility and uncertainty, and so on. (See p. 4)

Stage 3 Decide with Student B what went well in the conversations and what you could improve. Your teacher will also give you some ideas.

Stage 4 Repeat Stage 1 with the following statement: *I have so much work to do. My boss gives me too much to do. I work late every evening.*

Stage 5 Repeat Stage 2.

Student B

Stage 1 You're the candidate, Student A is the examiner. Listen to the examiner's statement, then respond by using the strategies from b). Try and keep the conversation going for four minutes. Try and use some language of the level to help the examiner with the problem, for example highlighting advantages and disadvantages, making suggestions, expressing possibility and uncertainty, and so on. (See p. 4)

Stage 2 You're the examiner, Student A is the candidate. Start the Interactive task with the following statement: *I have to take a really difficult exam next week.*

Stage 3 Decide with Student A what went well in the conversations and what you could improve. Your teacher will also give you some ideas.

Stage 4 Repeat Stage 1.

Stage 5 Repeat Stage 2 with the following statement: *I'm really bored where I live. There's nothing to do.*

d Change roles and repeat stages 1-2.

Topic task

Exam advice

9a Complete the advice (1-8) about the Topic phase with *do* or *don't*.

- 0 *Do* choose a topic that you are interested in and know a lot about.
- 1 choose a topic from the Subject areas for your grade.
- 2 prepare a speech – this phase should involve a **discussion** about the topic between you and the examiner.
- 3 prepare enough material to discuss for up to five minutes for the graded exams (four minutes for ISE II).
- 4 use a plan and/or diagrams to help you.
- 5 let the examiner have a copy of your plan (but the plan is not assessed).
- 6 anticipate questions the examiner might ask you about your topic, and think about possible answers.
- 7 be prepared to explain in more detail what you have said if the examiner asks you to.
- 8 bring anything that's alive to the exam, e.g. insects or animals!

b Think about a presentation you have seen in the past, e.g. at school, at work, on TV, and make notes in answer to these questions.

- 1 What was the presentation about?
- 2 Was it well organised?
- 3 Was it interesting? Why/Why not?
- 4 Did the presenter use notes and/or diagrams to explain things?
- 5 Did the presenter ask the audience questions?
- 6 What could the presenter have done to improve their presentation?

- c** Work with a partner. Tell each other about the presentation that you made notes on in b), then decide on the two most important things to do in a presentation, and the two most important things not to do.

Writing

ISE → See ISE file on pages 103-104/107-108.

10 Choose one, or more, of these writing tasks.

A formal email

A television company wants to make a documentary about local products. Write an email (150-180 words) to the producer of the programme telling her about a famous product from your area. Explain how it is made and say how it would benefit your area if it was featured on the programme.

Article

Write an article (150-180 words) for an online magazine explaining why people in your area are starting to buy more locally produced food products.



Trinity TAKEAWAY

Examiner: Do you think that in the future we'll only eat fruit and vegetables grown in our own country?

Candidate: I'm not sure but we may eat *more* local produce in the future than we do now. It **might** be difficult to change people's eating habits though.

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