Trinity GESE 5
External Exam Booklet
Teacher’s version
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Exam preparation with Ace! 4

The language and skills practice in Ace! has been specifically designed for high-level learning contexts and is therefore best suited for state bilingual school programmes. Its comprehensive syllabus and communicative methodology will benefit children preparing to sit external exams that, like Trinity’s GESE, focus mainly on assessing the children’s communicative competence.

Trinity GESE 5 will consist of two phases, up to 5 minutes each: the discussion of a topic chosen and prepared by the student and a conversation on two subject areas selected by the examiner from the Grade 5 syllabus. Possible subject areas at Grade 5 include festivals, means of transport, special occasions and celebrations, entertainment and music and children’s personal experiences, all of them fully covered throughout the Ace! 3 and 4, so any student working well in class will succeed.

Although the exam does not call for specific in-class preparation, daily and systematic classroom practice of the key vocabulary and required structures through specifically designed materials, such as the Ace! 4 External Exam Booklet, will guarantee that they are experienced enough to take and pass the exam.

Ace! 4 External Exam Booklet

The Ace! 4 External Exam Booklet forms part of the wide range of Ace! components and has been specially developed based on the fresh and motivating concept of Ace! to help teachers in the Madrid region prepare their students for Trinity GESE 5.

The Ace! 4 External Exam Booklet consists of five modules that present and practise grammar points from the Trinity GESE 5 syllabus within communicative situations, following the clear methodology of Ace!. Each module starts by presenting a Trinity GESE 5 grammar point and a set of vocabulary, followed by a communicative activity similar to the ones used throughout Ace! 4. The second page of the module includes a writing activity, to help the child internalise the grammatical structures used in the module, and an exam practice activity that simulates an exam conversation and encourages oral interaction. At the end of the module, there is a vocabulary review page with suggestions for choosing their exam topic.

This version of the booklet, designed for use by the teacher, includes teaching notes providing useful advice on how to make the most of the activities in the booklet. At the end of the teaching notes for each module, the Trinity practice section compiles real exam questions and tips on how to help children choose their own topic and complete a mind map.

The final section of the Teacher’s version contains cut-out cards and templates you can photocopy, cut out and laminate:

- Use the cut-out cards for support in communicative pair-work activities and games. Each card contains a question followed by an answer prompt that will enable students to become increasingly confident when discussing Trinity subject areas.
- Let children play unscrambling and matching activities to review and consolidate key language.

Photocopy and help them complete the mind map template included at the end of the booklet, using the prompts and suggestions provided.

Useful exam tips

A formal exam situation or the prospect of having a real conversation with a native English speaker might seem daunting for some of the children. In addition to ensuring that your children know all of the Trinity GESE 5 language items, it is important that you help your students familiarise themselves with the dynamics of the exam and the behaviour of the examiners beforehand so that they feel confident when taking the exam:

- Ask students to knock on the door, request permission to go into the exam room (e.g. May I come in?) and for sitting down (e.g. May I have a seat?). Remind them to say Thank you and Goodbye at the end.
- Teach children polite ways to ask the examiner to repeat when something is not clear enough (e.g. Sorry? Could you repeat that, please?) and even some useful time fillers (e.g. Let me see! Well, I think …).
- Practise the questions and answers from the Trinity GESE 5 syllabus daily as part of your classes’ morning routines or even organise games to motivate children to use the language. Systematic revision gives students confidence and a full mastery of the structures.
- Avoid complex answers and complex grammar structures that are not natural.
- Teach and reinforce as much vocabulary in English as possible. Remind your students that the examiners will not understand any Spanish and that they should address them exclusively in English. Tell them, however, that the examiners will speak slowly and clearly.
- If you have the opportunity, do mock exams with English language assistants, with individual students or in pairs; it will help them to gain confidence.
- Encourage students and try to reduce anxiety about the exam. Praise children’s English production; remember that in the exam they don't need to give perfect grammatical answers, and that the goal is fluency, rather than accuracy.

The modules that follow have been specifically designed to cover the requirements of Trinity GESE Grade 5 syllabus. Use this booklet as well as all Ace! 4 materials and resources, including the Ace! External Exams Practice CD-ROM, to carry out extensive classroom practice and ensure the successful performance of your class on the exam.

We wish your students every success in their Trinity exams!
1 Let’s learn to talk about our free time!

**Have you ever made a cake?**

- Yes, I have.
- No, I haven’t.

**Grammar**

<table>
<thead>
<tr>
<th>Have</th>
<th>you</th>
<th>ever</th>
<th>been to a museum?</th>
<th>Yes, I have.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>made a cake?</td>
<td>No, I haven’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>They’ve</th>
<th>just</th>
<th>been to a museum.</th>
<th>I’ve</th>
<th>never</th>
<th>been to a museum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She’s</td>
<td></td>
<td>made a cake.</td>
<td>He’s</td>
<td></td>
<td>made a cake.</td>
</tr>
</tbody>
</table>

2 Ask and answer.

- **Have you ever made a cake?**
  - Yes, I have. I’ve just been to the Prado museum.
  - No I haven’t.

- **Have you ever been to a museum?**
3 Look at the pictures and write sentences with *just*.

1. paint / picture
   He’s just painted a picture.

2. buy / ice cream
   She

3. finish / homework
   

4. make / sandwich
   

4 Look, read and write. Then ask and answer in pairs.

Exam practice!

1. Have you ever *gone skiing?* Yes, I have.

2. Have you ever *done ballet?* No, I’ve never done ballet.

3. Have you ever

4. Have you

5.

My Work

☐ I can say what I have or haven’t done in the past.

☐ I can say what I’ve just done.

☐ I can talk about my free time.
1 Let’s learn to say how long something has lasted!

Remember: I have = I’ve

Infinitive → Past participle
have → had  feel → felt

cough  sore throat  sick  stomach ache  toothache

dizzy  headache  broken leg  earache  cut  cold

cough  sore throat  sick  stomach ache  toothache

dizzy  headache  broken leg  earache  cut  cold

Grammar

How long have you felt sick?

I’ve felt sick for two days. since yesterday.

Monday  Tuesday  Wednesday

Today is Wednesday.

2 Ask and answer.

What’s the matter?

How long have you felt sick?

OK! Your turn.

I feel sick.

I’ve felt sick for two days.
3 Write the sentences in the correct order.

How long have you ... ?

Monday
Tuesday
Wednesday
Thursday
Friday

Today is Friday.

1 for broken . five I’ve leg a days had

I’ve had a broken leg for five days.

2 had I’ve . cold Tuesday a since

3 days dizzy for felt three . I’ve

4 Choose the correct option. Then ask and answer in pairs.

1 What’s the matter?
   a I’ve got / I feel a cold.
   b I’ve got / I feel sick.
   c I’ve got / I feel a bruise.

2 How long have you had ... ?
   a I’ve had a cold for / since Monday.
   b I’ve had a sore throat for / since a week.

3 How long have you felt ... ?
   a I’ve felt sick for / since Tuesday.
   b I’ve felt dizzy for / since three days.

My Work

☐ I can talk about recent personal experiences.
☐ I can say how long something has lasted.
☐ I can talk about common health problems.
1 Let’s learn to talk about the future!

**Grammar**

<table>
<thead>
<tr>
<th>Will</th>
<th>cars</th>
<th>fly</th>
<th>in the future?</th>
<th>Yes, they / I will.</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>go to school by plane</td>
<td>No, they / I won’t.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How will you go to school in the future?**

- I’ll go to school by plane.
- I won’t go to school on foot.

2 Ask and answer.

- **Will cars fly in the future?**
  - Yes, they will.

- **How will you go to school in the future?**
  - I’ll go to school by plane.