

# Factsheet

## GESE 7

### Exam Phases

- Candidate-led discussion of a topic prepared by the candidate (up to 5 mins)
- Interactive phase (up to 4 minutes)
- Conversation on two subject areas selected by the examiner (up to 5 mins)

### Communicative Skills

#### In the Topic phase

- Show understanding by responding appropriately to the examiner
- Communicate a variety of facts, ideas and opinions, and account for these, about a chosen topic linked across a series of extended turns
- Engage the examiner in discussion of the topic
- Be prepared to ask and answer questions about the content of the topic
- Handle interruptions or requests for clarification throughout the discussion of the topic

#### In the Interactive phase

- Take control over the interaction
- Maintain the discourse by asking for information and

making comments

- Help the discussion along by inviting comment from the examiner
- Take and give up turns when appropriate to do so
- Where appropriate to the individual task, make use of the language functions listed opposite

#### In the Conversation phase

- Show understanding by responding appropriately to the examiner
- Share responsibility for the maintenance of the interaction with the examiner
- In case of a breakdown in communication, show awareness and take basic steps to remedy it

### Language 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

### Lexis

- Vocabulary specific to the topic area
- Vocabulary specific to the subject areas
- Appropriate words and expressions to indicate interest and show awareness of the speaker, eg Really? Oh dear! Did you?
- Simple fillers to give time for thought, eg well..., um...
- Phrases and expressions relating to the language functions listed above

### Subject Areas

- Education
- National customs
- Village and city life
- National and local produce and products
- Early memories
- Pollution and recycling

### Grammar

- Second conditional
- Simple passive
- Used to
- Relative clauses
- Modals and phrases used to give advice and make suggestions, eg should/ought to, could,, you'd better
- Modals and phrases used to express possibility and uncertainty, eg may, might, I'm not sure
- Discourse connectors, eg because of, due to

### Phonology

- The correct pronunciation of vocabulary specific to the topic and subject areas
- 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