

Extract from Trinity syllabus 2010-2013

TRINITY COLLEGE LONDON

esol@trinitycollege.co.uk www.trinitycollege.co.uk

SUBJECT: Graded Examinations in Spoken English (GESE): Main information about GESE exams
To : Liceo Fermi Candidates to Trinity GESE Exams to be held in 2011

General introduction : This document is an extract of the Trinity College Syllabus and it has the purpose to:

- ☐ summarise the main points about the exams from grade 5 to 9
- ☐ draw the candidates' attention on what they are requested to do to prepare their topic and on the use of the communicative skills, language functions and grammar for each grade

1. THE EXAM FORMAT

The examinations take the form of a one-to-one, face-to-face oral interview between the candidate and an examiner who is a native speaker of English. The examination at each stage, and with increasing demands at each grade, replicates real-life exchanges in which the candidate and the examiner pass on information, share ideas and opinions and debate topical issues.

The 12 Graded Examinations in Spoken English are organised in four development stages. The four stages are designed to give a framework to the teaching and learning progression and the tasks in the different stages are designed to allow candidates to demonstrate their abilities in a number of different discourse types.

At the **Elementary stage (Grades 4–6)** the candidate introduces a topic of his or her own choice.

The examiner directs the discussion using the points prepared by the candidate. Then the examiner moves on to the Conversation phase, selecting two subject areas for discussion from the list provided.

Examinations at the Elementary stage provide a bridge from the first to the second common reference level (Basic User to Independent User) in the Common European Framework of Reference.

At the **Intermediate stage (Grades 7–9)** the candidate initiates and maintains a discussion on a topic of his or her own choice. This is followed by the Interactive task initiated by the examiner and then maintained by the candidate, and the examination ends with a conversation on two subject areas selected by the examiner from the list provided.

Examinations at the Intermediate stage have been mapped to the second common reference level (Independent User) in the Common European Framework of Reference.

At the **Advanced stage (Grades 10–12)** the examination begins with a formal presentation of a topic leading into a candidate-led discussion of the presentation. The candidate-controlled Interactive task is followed by the Listening task, and the examination ends with a conversation on two subject areas selected by the examiner from one of the lists provided. Examinations at the Advanced stage have been mapped to the third common reference level (Proficient User) in the Common European Framework of Reference.

EXAMINATION summary

Elementary	Intermediate	Advanced
Grades 4–6 (10 minutes)	Grades 7–9 (15 minutes)	Grades 10–12 (25 minutes)
		Topic presentation
		Topic discussion
	Candidate-led discussion of topic	Interactive task
Topic discussion	Interactive task	Listening task
Conversation	Conversation	Conversation

The above timings include time for the candidate to enter and leave the room and for the examiner to complete the individual Examination report form.

2. THE TASK

2.1. The Conversation

This is an opportunity for a realistic exchange of information, ideas and opinions.

The Conversation phase is a meaningful and authentic exchange of information, ideas and opinions, rather than a formal 'question and answer' interview.

The examiner selects two subject areas for discussion as provided in the syllabus for the particular grade.

The subject areas have been carefully selected to offer a progression from the familiar to the less familiar and from the 'concrete' to the 'abstract'.

At each grade, the candidate is expected to take more responsibility for initiating and maintaining the conversation.

The candidate is expected to ask the examiner questions. These questions should arise naturally out of the conversation and will be used to further the interaction.

The assessment of this phase takes into account the ability of the candidate to use the communicative skills, language functions and language items of the grade.

2.2 The Topic

Before the examination, the candidate prepares a topic of his or her own choice and in the examination this is used as a basis for the discussion.

Trinity's philosophy is that candidates should be given every opportunity to demonstrate to the examiner what they can do in English. This includes giving them the opportunity to talk about a topic which is of personal interest to them and which they feel confident talking about.

Candidate choice is important and in selecting their own topic candidates have a degree of autonomy and control over this phase of the examination.

The topic provides the candidate with the opportunity to show they can link sentences together to talk about a subject at some length.

This phase gives the candidate the opportunity to use the communicative skills, language functions and language items of the grade.

2.3. The Interactive task

An initial prompt from the examiner gives rise to an interaction controlled and maintained by the candidate.

All the examination phases are 'interactive', but this is the phase in which the candidate's own initiating skills are of paramount importance in determining the successful outcome of the task.

The Interactive task provides the opportunity for the candidate to demonstrate his or her ability to take control through the use of questioning techniques and language functions associated with requesting information, seeking clarification and encouraging further detail.

At the Intermediate stage, candidates start to demonstrate their independence as users of English.

This autonomy is further developed at the Advanced stage.

The Interactive task requires the candidate to initiate 'turns' in the conversation and control the direction of the interaction.

This phase requires an authentic exchange of information and opinions, with the language functions listed at each grade arising naturally out of the task.

2.4. The Listening task

Three short spoken passages prompt the use of high level listening skills, such as deduction, prediction and inference.

The listening task is introduced at the Advanced stage only. (grade 10 to 12)

The listening passages are non-specialist and do not relate to the specific subject areas provided for the Conversation phase. It is considered important at this stage to introduce an unknown element into the examination for which the candidate cannot prepare specifically in terms of language content.

The listening task is intended to be solely a test of listening. The candidate is required to give only very brief verbal responses indicating comprehension achieved through the use of high level

The candidate needs to show recognition of the context, participants and register.

3. Candidate assessment

All phases of the examination at each stage are given equal importance in the overall assessment.

The examiner assesses the candidate's performance in each phase of the examination by awarding a letter grade, A B C or D. In simple terms, these levels can be classified as follows:

A — Distinction (reflects an excellent performance)

B — Merit (reflects a good performance)

C — Pass (reflects a satisfactory performance)

D — Fail (reflects an unsatisfactory performance).

Examination report forms

An individual Examination report form is completed by the examiner immediately after the examination has taken place and before the next candidate enters the examination room.

Examination report forms are not issued until all the candidates have been examined.

Certificates

After the results are entered onto Trinity Online the overall result is calculated and checked and a certificate is generated if the candidate has achieved a pass level. The certificate states the level of pass as follows:

Pass with Distinction
Pass with Merit
Pass.

Certificates are sent to centres for distribution and normally arrive six to eight weeks after the examination session.

Grades 4–6 (A2.2–B1.2 CEFR)

Introduction to the Elementary stage

1. Examination format

The examination at each grade consists of the following:

greetings and setting at ease
discussion of a prepared topic
conversation on two subject areas
end of conversation and leave taking.

2. Examination procedure

The examiner begins by greeting the candidate, trying to set him or her at ease and asking to see the candidate's identification (for Grade 5 and above).

The examiner asks the candidate for the **Topic form** and the candidate tells the examiner what he or she is going to talk about.

During the Topic phase, the examiner randomly selects one of the discussion points on the Topic form and asks the candidate questions and makes comments to facilitate a spontaneous discussion about the prepared topic. This continues until at least four points on the Topic form have been covered. **During the Topic phase, the candidate asks the examiner at least one question related to the topic.** This phase lasts up to five minutes.

The examiner then closes this phase of the examination and moves on to the conversation.

During the Conversation phase, the examiner selects one of the subject areas listed for the grade and engages the candidate in genuine conversation. This is repeated with a second subject area chosen by the examiner. During the conversation, the candidate gives information, makes statements and responds as appropriate. In addition, at Grade 5 the candidate must ask the examiner at least one question related to the subject areas being discussed and at Grade 6 the candidate must ask at least two questions. This phase lasts up to five minutes.

The examiner brings the conversation and the examination to an end.

3. Tips to prepare and discuss a topic

1. When choosing the topic for discussion, candidates should prepare the topic on a subject they are personally interested in, knowledgeable about and able to discuss with the examiner.

2. Please note the topic should not be chosen directly from the list of subject areas for the Conversation phase. Instead, candidates should be strongly encouraged to prepare a personalised topic.

3. The personal aspect is an important feature of all Trinity examinations. Therefore, every effort must be made to personalise the content.

4. When preparing the topic, candidates are advised to think carefully about the amount of material necessary for their topic, bearing in mind the time available. They should prepare enough material to sustain a discussion of the topic for up to five minutes, but not more.

5. Candidates must not prepare their topic as a written script, as this will inevitably lead to a memorised recitation and result in the candidate not being prepared to use spontaneous spoken English. **Recitation will have a negative effect on the assessment of this phase.**

6. In preparing their topic, candidates are advised to anticipate questions the examiner might ask. They should be prepared to give further examples, explanations and clarifications as requested by the examiner.

7. Before the examination, the candidate must complete the Topic form and bring it to the examination room.

8. The candidate must complete the Topic form with the required number of points for discussion

(four discussion points for Grade 4, five for Grade 5, six for Grade 6). One short sentence or phrase will suffice for each point. The candidate should prepare enough material about these points to sustain a discussion of up to five minutes, but no more.

At all Elementary grades, the examiner will ask the candidate to talk about at least four of the discussion points on the Topic form.

9. Candidates may bring pictures, photos, diagrams, or other useful objects into the examination room to illustrate the topic and aid the discussion with the examiner. **However, live animals or dangerous objects such as knives must not be brought into the examination room.**

4. The Conversation phase

The purpose of the Conversation phase is to give candidates the opportunity to participate in a genuine and interesting exchange of information, ideas and opinions, while demonstrating their ability to use the language of the grade.

The Conversation phase consists of a discussion of two of the subject areas listed for the relevant grade. Although the examiner will only select two of the subject areas listed, candidates need to be prepared to talk about all of them.

The examiner may introduce everyday objects or pictures to facilitate the conversation.

Candidates are encouraged to contribute as much as they can to the conversation and make every effort to show the examiner the range and quality of the language required for the particular grade.

At Grade 6, candidates are required to ask the examiner at least two questions related to the subject areas in this phase.

Grade Table

FORMAT GRADE 5 (B1.1. CEFR)	CANDIDATE PERFORMANCE	LANGUAGE	SUBJECT AREAS FOR THE CONVERSATION PHASE
<p>Discussion of a topic prepared by the candidate (up to 5 minutes).</p> <p>Conversation on two subject areas selected by the examiner (up to 5 minutes).</p> <p>TOTAL TIME 10 MINUTES</p>	<p>In the Topic phase</p> <ol style="list-style-type: none"> 1-Show understanding of the examiner by responding appropriately to questions 2- Give information about the prepared topic in a series of linked long turns about the five discussion points on the Topic form 3- Answer questions on the prepared topic, and participate in an informal discussion of the topic, during which the examiner will request more information, facts or details 4- Respond to requests for clarification and give reasons for making particular statements 5- Ask the examiner at least one question about the topic area 6- Take the opportunity provided to use the language functions and language items listed opposite, where appropriate <p>In the Conversation phase</p> <ol style="list-style-type: none"> 1- Show understanding of the examiner by responding appropriately to questions 2- Respond to requests for clarification and give reasons for making particular statements 3- Ask the examiner at least one question about a subject area 	<p>Language functions</p> <ol style="list-style-type: none"> 1-Talking about the future — informing and predicting 2- Expressing preferences 3- Talking about events in the indefinite and recent past 4- Giving reasons 5- Stating the duration of events 6- Quantifying <p>Grammar</p> <ol style="list-style-type: none"> 1- Present perfect tense including use with for, since, ever, never, just 2- Connecting clauses using because 3- Will referring to the future for informing and predicting 4- Adjectives and adverbials of quantity, e.g. a lot (of), not very much, many 5- Expressions of preference, e.g. I prefer, I'd rather <p>Lexis</p> <ol style="list-style-type: none"> 1- Vocabulary specific to the topic area 2- Vocabulary specific to the subject areas 3- Expressions relating to past and future time, e.g. two days ago, in the future 4- Phrases and expressions relating to the language functions listed above <p>Phonology</p> <ol style="list-style-type: none"> 1-The correct pronunciation of vocabulary specific to the topic and subject areas 2-The combination of weak forms and contractions, e.g. I've been to... 3-Avoidance of speech patterns of recitation 	<p>Two subject areas will be selected by the examiner from the list below.</p> <ol style="list-style-type: none"> 1-Festivals 2-Means of transport 3-Special occasions, e.g. birthday celebrations 4-Entertainment, e.g. cinema, television, clubs 5- Music 6- Recent personal experiences <p>Please note Grade 5 candidates should not select their topic from the list of subject areas above</p>

FORMAT GRADE 6 (B1.2 CEFR)	CANDIDATE PERFORMANCE	LANGUAGE	SUBJECT AREAS FOR THE CONVERSATION PHASE
<p>Discussion of a topic prepared by the candidate (up to 5 minutes).</p> <p>Conversation on two subject areas selected by the examiner (up to 5 minutes).</p> <p>TOTAL TIME 10 MINUTES</p>	<p>In the Topic phase</p> <ol style="list-style-type: none"> 1- Show understanding of the examiner by responding appropriately to questions 2- Give information about the prepared topic in a series of linked long turns about the six discussion points on the Topic form 3- Make the sequence of events clear by referring back to previous events and forward to forthcoming events 4- Answer questions on the prepared topic, and participate in an informal discussion of the topic, during which the examiner will request more information, facts or details 5- Ask the examiner at least one question about the topic area 6- Take the opportunity provided to include samples of the language functions and language items listed opposite, where appropriate <p>In the Conversation phase</p> <ol style="list-style-type: none"> 1- Show understanding of the examiner by responding appropriately to questions 2- Provide information and offer opinions where appropriate 3- Start to play a limited part in initiating and maintaining the conversation 4- Ask the examiner at least two questions about a subject area 	<p>Language functions</p> <ol style="list-style-type: none"> 1- Expressing and requesting opinions and impressions 2- Expressing intention and purpose 3- Expressing obligation and necessity 4- Expressing certainty and uncertainty 5- Describing past action over a period of time <p>Grammar</p> <ol style="list-style-type: none"> 1- Zero and first conditionals, using if and when 2- Present continuous tense for future use 3- Past continuous tense 4- Modals connected to the functions listed above, e.g. must, need to, might, don't have to 5- Infinitive of purpose <p>Lexis</p> <ol style="list-style-type: none"> 1- Vocabulary specific to the topic area 2- Vocabulary specific to the subject areas 3- Further expressions relating to future time, e.g. the day after tomorrow, in a year's time, in ... years' time 4- Common phrasal verbs 5- Phrases and expressions relating to the language functions listed above <p>Phonology</p> <ol style="list-style-type: none"> 1- The correct pronunciation of vocabulary specific to the topic and subject areas 2- Sentence stress to clarify meaning 3- Basic intonation and features of connected speech at sentence level 4- Intonation patterns of more complex question forms 5- Avoidance of speech patterns of recitation 	<p><u>Two subject areas will be selected by the examiner from the list below.</u></p> <ol style="list-style-type: none"> 1- Travel 2- Money 3- Fashion 4- Rules and regulations 5- Health and fitness 6- Learning a foreign language <p>Please note Grade 6 candidates <u>should not</u> select their topic from the list of subject areas above</p>

1. Examination format

The examination at each grade consists of the following:

greetings and setting at ease
candidate-led discussion of a prepared topic
interactive task
conversation on two subject areas
end of conversation and leave taking.

2. Examination procedure

The examiner begins by greeting the candidate, trying to set him or her at ease and asking to see the candidate's identification.

The candidate is invited to introduce **the topic** and initiate the discussion by giving information on the topic. During the Topic phase, the discussion is led by the candidate who provides most of the input. This is in the form of sustained long turns. The candidate is responsible for engaging the examiner in discussion of the topic and must be prepared to ask and answer questions, handle interruptions and respond to requests for clarification. This phase lasts no more than five minutes.

The examiner brings the Topic phase to a close and introduces the **Interactive phase** by informing the candidate of what he or she is required to do. The examiner provides an oral prompt to which the candidate has to respond **by questioning** the examiner in order to find out more information and by making comments. Once the examiner has set up the situation, the candidate takes the responsibility for maintaining the interaction. The phase lasts up to four minutes. If the candidate fails to initiate or to maintain the interaction, the phase will not extend to the full four minutes.

The examiner then initiates a conversation on two of the subject areas selected from the list provided. During the **Conversation phase**, the candidate and examiner share responsibility for the maintenance of the interaction. This phase lasts up to five minutes.

3. Tips to prepare and discuss a topic

The purpose of the Topic phase is to give candidates the opportunity to display their command of the language of the grade while talking about self-selected and personally relevant topics.

1. When choosing the topic for discussion, candidates should prepare the topic on a subject they are personally interested in, knowledgeable about and able to discuss with the examiner.
2. Please note the topic should not be chosen directly from the list of subject areas for the Conversation phase. Instead, candidates should be strongly encouraged to prepare a personalised topic.
3. The personal aspect is an important feature of all Trinity examinations. Therefore, every effort must be made to personalise the content.
4. The topic should provide candidates with the opportunity to demonstrate the **language requirements of the grade**. Therefore, candidates should be strongly encouraged to **incorporate language items** of the grade into their contributions.
5. When preparing the topic, candidates are advised to think carefully about the amount of material necessary for their topic, bearing in mind the time available. They should prepare enough material to sustain a discussion of the topic for up to five minutes, but not more.
6. Candidates must not prepare their topic as a written script, as this will inevitably lead to a memorised recitation and result in the candidate not being prepared to use spontaneous spoken English. **Recitation will have a negative effect on the assessment of this phase.**
7. In preparing their topic, candidates are advised to anticipate questions the examiner might ask. They should be prepared to give further examples, explanations and clarifications as requested by the examiner.
8. At this stage candidates **are not required** to complete a Topic form. However, candidates are strongly encouraged to produce some **brief notes, mind maps or diagrams** to help them remember what they want to discuss in the examination. **These notes should be brought into the examination room and a copy given to the examiner.** They will facilitate the discussion of the topic and allow the examiner to make relevant contributions. Notes, diagrams, etc. do not form part of the assessment.

4. The Interactive phase

The purpose of the Interactive phase is for candidates to demonstrate their ability to take control over and maintain the interaction while expressing the language functions of the grade.

1. In the Interactive phase, the emphasis is placed upon the candidate's ability to use functional language rather than upon the accurate use of the grammatical structures listed for the grade.
2. In addition to general functions such as requesting information, some of the language functions listed for the particular grade should arise naturally from each task prompt. Therefore, candidates must be able to understand and use the language functions of the grade to take a full part in the exchange.
3. It is important that, once the examiner has set up the situation, the candidate takes responsibility for the interaction by asking questions and commenting on the examiner's responses. The interaction will take the form of multiple turns, with the examiner's turns being much shorter than those of the candidate.
4. In the Interactive phase, **the responsibility for maintaining the interaction is the candidate's**. If a candidate fails to maintain the interaction of this phase, the examiner will not intervene and take control. In such a case, the phase will not extend to the full four minutes and the candidate's performance will not be rated highly.
5. Candidates may ask the examiner to repeat the initial oral prompt if necessary.

5. The Conversation phase

The purpose of the Conversation phase is to give candidates the opportunity to participate in a genuine exchange of information, ideas and opinions, while demonstrating their ability to use the language of the grade.

The Conversation phase consists of a discussion of two of the subject areas listed for the relevant grade. Although the examiner will only select two of the subject areas listed, candidates need to be prepared to talk about all of them.

At the Intermediate stage, candidates will be capable of maintaining and sustaining the conversation.

Candidates will be expected to:

take more responsibility for the content

contribute opinions and ideas as well as information on the subject areas listed for the grade

maintain the flow of the exchange

demonstrate to the examiner the range and quality of the language of the grade at their command.

FORMAT GRADE 7 (B2.1 CEFR)	CANDIDATE PERFORMANCE	LANGUAGE	SUBJECT AREAS FOR THE CONVERSATION PHASE
<p>Candidate-led discussion of a topic prepared by the candidate (up to 5 minutes).</p> <p>Interactive task (up to 4 minutes)</p> <p>Conversation on two subject areas selected by the examiner (up to 5 minutes).</p> <p>TOTAL TIME 15 MINUTES</p>	<p>In the Topic phase</p> <ol style="list-style-type: none"> 1- Show understanding of the examiner by responding appropriately to questions 2- Communicate a variety of facts, ideas and opinions, and account for these, about a chosen topic linked across a series of extended turns 3- Engage the examiner in discussion of the topic 4- Be prepared to ask and answer questions about the content of the topic 5- Handle interruptions or requests for clarification throughout the discussion of the topic <p>In the Interactive phase</p> <ol style="list-style-type: none"> 1- Take control over the interaction 2- Maintain the discourse by asking for information and making comments 3- Help the discussion along by inviting comment from the examiner 4- Take and give up turns when appropriate to do so 5- Where appropriate to the individual task, make use of the language functions listed opposite <p>In the Conversation phase</p> <ol style="list-style-type: none"> 1- Show understanding of the examiner by responding appropriately to questions 2- Share the responsibility for the maintenance of the interaction with the examiner 3- In case of a breakdown in communication, show awareness and take basic steps to remedy it 	<p>Language functions</p> <ol style="list-style-type: none"> 1- Giving advice and highlighting advantages and disadvantages 2- Making suggestions 3- Describing past habits 4- Expressing possibility and uncertainty 5- Eliciting further information and expansion of ideas and opinions 6- Expressing agreement and disagreement <p>Grammar</p> <ol style="list-style-type: none"> 1- Second conditional 2- Simple passive 3- Used to 4- Relative clauses 5- Modals and phrases used to give advice and make suggestions, e.g. should/ought to, could, you'd better 6- Modals and phrases used to express possibility and uncertainty, e.g. may, might, I'm not sure 7- Discourse connectors, e.g. because of, due to <p>Lexis</p> <ol style="list-style-type: none"> 1- Vocabulary specific to the topic area 2- Vocabulary specific to the subject areas 3- Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. Really? Did you? 4- Simple fillers to give time for thought, e.g. well... um... 5- Phrases and expressions relating to the language functions listed above <p>Phonology</p> <ol style="list-style-type: none"> 1- The correct pronunciation of vocabulary specific to the topic and subject areas 2- Rising intonation to indicate interest and surprise as appropriate 3- Falling intonation to indicate the end of a turn 4- Intonation and features of connected speech beyond sentence level 	<p><u>Two subject areas will be selected by the examiner from the list below.</u></p> <ol style="list-style-type: none"> 1- Education 2- National customs 3- Village and city life 4- National and local produce and products 5- Early memories 6- Pollution and recycling <p>Please note Grade 7 candidates <u>should not</u> select their topic from the list of subject areas above</p>

FORMAT GRADE 8 (B2.2 CEFR)	CANDIDATE PERFORMANCE	LANGUAGE	SUBJECT AREAS FOR THE CONVERSATION PHASE
<p>Candidate-led discussion of a topic prepared by the candidate (up to 5 minutes).</p> <p>Interactive task (up to 4 minutes)</p> <p>Conversation on two subject areas selected by the examiner (up to 5 minutes).</p> <p>TOTAL TIME 15 MINUTES</p>	<p>In the Topic phase 1-Show understanding of the examiner by responding appropriately to questions a series of extended turns 2- Communicate facts, ideas, opinions and explain viewpoints about a chosen topic linked across 3-Maintain coherence and cohesion throughout the phase by organising discourse 4-Engage the examiner in discussion of the topic 5-Be prepared to ask and answer questions about the content of and examiner’s views on the topic 6-Handle interruptions by using recovery strategies 7-Respond to the examiner’s contributions and requests for further information, clarifications and explanations</p> <p>In the Interactive phase 1- Take control over the interaction 2- Maintain the discourse by asking for information and making comments 3- Help the discussion along by inviting comment from the examiner 4- Take and give up and offer turns when appropriate to do so 5- Where appropriate to the individual task, make use of the language functions listed opposite</p> <p>In the Conversation phase 1- Show understanding of the examiner by responding appropriately to questions 2- Share the responsibility for the maintenance of the interaction with the examiner 3- Communicate facts, ideas, opinions and explain viewpoints about a chosen topic linked across 4- In case of a breakdown in communication, show awareness and take basic steps to remedy it</p>	<p>Language functions 1- Expressing feelings and emotions 2- Expressing impossibility 3- Reporting the conversation of others 4- Speculating 5- Persuading and discouraging</p> <p>Grammar 1- Third conditional 2- Present perfect continuous tense 3- Past perfect tense 4- Reported speech 5- Linking expressions, e.g. even though, in spite of, although 6- Cohesive devices, e.g. so to continue, in other words, for example</p> <p>Lexis 1- Vocabulary specific to the topic area 2- Vocabulary specific to the subject areas 3- cohesive devices eg. So to continue, in other words, for example 4- Reporting verbs, e.g. say, tell, ask, report, advise, promise 5- Appropriate words and expressions to encourage further participation 6- Phrases and expressions relating to the language functions listed above</p> <p>Phonology 1- The correct pronunciation of vocabulary specific to the topic and subject areas 2 Rising and falling intonation to indicate giving up and offering turns 3- Stress, intonation and pitch relevant to the language functions listed above 4- Stress and intonation to indicate emotion</p>	<p><u>Two subject areas will be selected by the examiner from the list below.</u> 1- Society and living standards 2- Personal values and ideals 3- The world of work 4- Unexplained phenomena and events 5- National environmental concerns 6- Public figures past and present</p> <p>Please note Grade 8 candidates <u>should not</u> select their topic from the list of subject areas above</p>

FORMAT GRADE 9 (B2.3 CEFR)	CANDIDATE PERFORMANCE	LANGUAGE	SUBJECT AREAS FOR THE CONVERSATION PHASE
<p>Candidate-led discussion of a topic prepared by the candidate (up to 5 minutes).</p> <p>Interactive task (up to 4 minutes)</p> <p>Conversation on two subject areas selected by the examiner (up to 5 minutes).</p> <p>TOTAL TIME 15 MINUTES</p>	<p>In the Topic phase</p> <ol style="list-style-type: none"> 1- Show understanding of the examiner by responding appropriately to questions a series of extended turns 2- Communicate facts, ideas, opinions and explain viewpoints about a chosen topic linked across 3- Maintain coherence and cohesion throughout the phase by organising discourse 4- Highlight significant points 5- Paraphrase where necessary in order to maintain the discourse 6- Engage the examiner in discussion of the topic 7- Be prepared to ask and answer questions about the content of and examiner's views on the topic 8- Handle interruptions by using recovery strategies <p>In the Interactive phase</p> <ol style="list-style-type: none"> 1- Take control over the interaction 2- Maintain the discourse by asking for information and expanding on the responses obtained 3- Help the discussion along by inviting comment from the examiner 4- Take, keep, give up and offer turns when appropriate to do so 5- Where appropriate to the individual task, make use of the language functions listed opposite <p>In the Conversation phase</p> <ol style="list-style-type: none"> 1- Show understanding of the examiner by responding appropriately to questions 2- Share the responsibility for the maintenance of the interaction with the examiner 3- Follow up on comments from the examiner in order to develop the conversation 4- In case of a breakdown in communication, use paraphrasing and circumlocution 	<p>Language functions</p> <ol style="list-style-type: none"> 1- Expressing abstract ideas 2- Expressing regrets, wishes and hopes 3- Expressing assumptions 4- Paraphrasing 5- Evaluating options 6- Hypothesising 7- Evaluating past actions or course of events <p>Grammar</p> <ol style="list-style-type: none"> 1- Mixed conditionals 2- Verbs followed by gerund and/or infinitive, e.g. forget, stop, go on, remember 3- More complex forms of the passive with modals 4- Should/must/might/could + perfect infinitive 5- Correct verb patterns after wish and hope <p>Lexis</p> <ol style="list-style-type: none"> 1- Vocabulary specific to the topic area 2- Vocabulary specific to the subject areas 3- Cohesive devices to recap and recover, e.g. as I was saying, anyway... 4- Hesitation fillers, e.g. I mean, you know 5- Stock phrases to gain time for thought and keep the turn, e.g. well, let me think... 6- Phrases and expressions relating to the language functions listed above <p>Phonology</p> <ol style="list-style-type: none"> 1- The correct pronunciation of vocabulary specific to the topic and subject areas 2- Rising and falling intonation for keeping, giving up and offering turns 3- Stress and rhythm to highlight and emphasise main points and ideas 4- Intonation and pitch to convey attitude 	<p><u>Two subject areas will be selected by the examiner from the list below.</u></p> <ol style="list-style-type: none"> 1- Dreams and nightmares 2- Crime and punishment 3- Technology 4- Habits and obsessions 5- Global environmental issues 6- Design <p>Please note Grade 9 candidates <u>should not</u> select their topic from the list of subject areas above</p>

2.3 Preparing Topics: choosing your Topic points - G5 & G6

As the Topic is a vehicle for demonstrating the language of the Grade, the Topic Form should also be GENERATIVE - it should generate the language of the Grade. Here is a suggestion - how effectively does it generate the language of Grade 6?

Title of topic: *Music and modern technology*

Language of the Grade used:

Language of the Grade used:

What music I like

Language of the Grade used:

The future of music technology: what might happen if...

How many mp3 players I've had

Main points to discuss about my topic

Illegal downloading: we don't have to pay to get music any more

The iPod I'm getting for my next birthday

Language of the Grade used:

What I think of modern music technology

Language of the Grade used:

Language of the Grade used:

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Graded Examinations in Spoken English Elementary Topic form – Grade 6

Any Name

Grade 6

Registration no: xxxxxx:xxxxxxxx

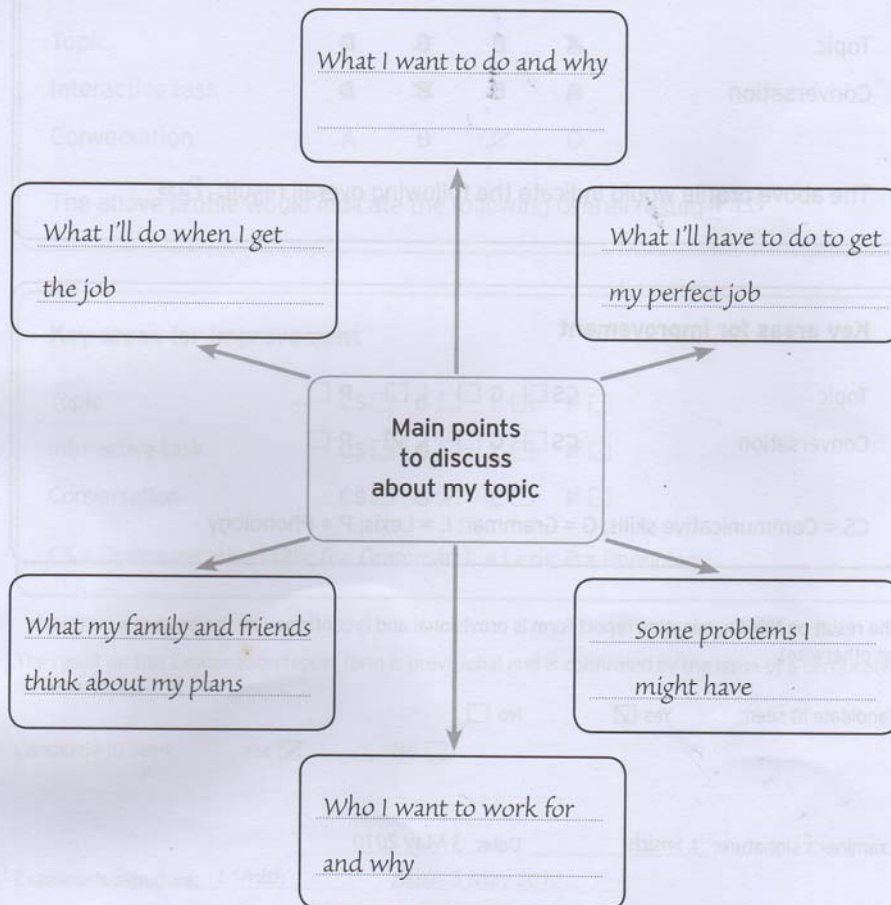
Centre: Any Centre

Session: 52010

Centre no: xxxxxx

Examination date: 21/05/10

Title of topic: *My future career*



The information on this form must be presented to the examiner during the examination

3.1 Grade 7: language of the Grade

simple passive <i>Really? Oh dear! Did you?</i> <i>should/ought to, could, you'd better</i> making suggestions giving advice express agreement/disagreement simple fillers, e.g. <i>well, um..</i> phrases for possibility and uncertainty, <i>may, might, I'm not sure</i>	highlighting advantages/disadvantages second conditional used to describing past habits elicit further information <i>because of, due to</i>
Grammar & Lexis	Functions

3.2 Grade 7: Interactive phase



- Grade 7 is an example of a B2 exam.
- According to the CEFR, B2 speakers should have the linguistic skills of an 'independent user', and should show how they can take control of and maintain a conversation.
- As students progress, they need to stop being 'passive recipients' of English from teachers and become 'active participants' in conversation, as they are in their L1.
- Interactive tasks give students the opportunity to start taking control of and responsibility for conversations in English, engaging in 'conversation tennis'.

Example prompt 1:

Someone's told me I can choose something very expensive for my next birthday and I really ought to think carefully about this.

Example prompt 2:

When I first started school, I used to get into a lot of trouble but then I had one particular teacher who made me change my ways.