

# Spoken English for Work examinations

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## **Foreword**

Welcome to the first edition of the syllabus for Trinity Spoken English for Work (SEW) examinations for speakers of other languages.

This new suite of examinations is available to candidates from September 2008, and complements Trinity's other suites of ESOL examinations.

This is a working document which is to be used in the classroom as well as in the examination and it is a very important reference for teachers and learners. Guidance for teachers is provided within this syllabus about preparation for the examination and how it will be conducted.

For further information about SEW examinations, how to become a registered centre for Trinity examinations, and our fees and examination dates, please contact your National/Area Consultant.

Thank you for your interest in Trinity examinations; we wish you a positive and rewarding experience and, of course, every success.

Trinity College London  
September 2008

### General introduction

Trinity College London has been conducting examinations internationally since the 1880s. Trinity is accredited in the United Kingdom by the Qualifications and Curriculum Authority as an independent award-giving body.

#### English language examinations and qualifications

Trinity examinations in English for speakers of other languages (ESOL) are organised into six interrelated suites. These share a common philosophy, and provide different learners with the opportunity to choose a qualification which most suits their individual needs.

- **Spoken English for Work examinations (this syllabus)**
- **Graded Examinations in Spoken English**
- **Integrated Skills in English examinations**
- **ESOL Step 1 and Step 2 examinations for students living in the UK**
- **ESOL Skills for Life examinations for adult students living in the UK**
- **ESOL for Work examinations for adult students living in the UK**

Entry for the Spoken English for Work examination suite is open to people aged 16 and above, who are either in work or seeking employment and whose first language is not English. There is no upper age limit. Candidates do not need to be following a course of study but must enter for the examinations at a registered Trinity centre.

Trinity also provides teaching qualifications for both new and serving teachers. For example, the Trinity Certificate in TESOL is an initial qualification for those wishing to enter the profession, while the Licentiate Diploma in TESOL is for practising teachers wishing to further their career.

### About Trinity's Spoken English for Work (SEW) examinations

#### Aim

Trinity's Spoken English for Work (SEW) examinations provide a reliable and valid scheme of assessment through which candidates, employers and teachers may measure progress and development of English language use in a work context. The four levels provide a measure of linguistic competence from elementary to advanced levels, B1 to C1 in the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

#### Candidate profile

The Spoken English for Work examinations are open to anyone aged 16 and above whose first language is not English. Candidates will either be preparing to enter the world of work or already be working. The SEW examinations are intended to assess a candidate's oral skills in communicating in English in a working environment. The examinations are not profession-specific, although candidates can choose to talk about their job if they wish. The examination content covers a wide range of subject matter and tasks which arise in a variety of real-life working situations. Candidates are assessed on their language abilities and not their knowledge of specific professions. It is assumed that candidates will have studied general English before embarking on these examinations.

#### Framework

This suite of four examinations is designed for speakers of languages other than English and sets realistic objectives in listening to and speaking with other English speakers in a work context. The suite takes the learner from an elementary level of proficiency (SEW 1) to an advanced level of proficiency comparable to that of a highly proficient speaker (SEW 4).

The progress is marked by:

- greater linguistic demands categorised under grammar, lexis and phonology
- increasing evidence of the use of communicative skills and the expression of functions
- an increasing degree of independence which allows the candidate to initiate and take control of the interaction.

#### The four SEW levels

At **SEW 1**, the examination starts with a telephone conversation between the examiner and the candidate. The candidate is provided with a written prompt and, after a brief preparation time, telephones the examiner to discuss and resolve the issue outlined in the prompt. After this the candidate goes to the examination room to meet the examiner and proceed to the Topic discussion. In this phase the candidate introduces a work-related topic of their own choice, which will be related to one of the topic categories listed in this syllabus. The examiner directs the discussion using the points prepared by the candidate. Then the examiner moves on to the Discussion phase, selecting one subject area for discussion from the list provided in this syllabus. Examinations at SEW 1 have been mapped to the **Independent User** level B1 in the *Common European Framework of Reference for Languages* (CEFR).

At **SEW 2**, the examination starts with a telephone conversation between the examiner and the candidate. The candidate is provided with a written prompt and, after a brief preparation time, telephones the examiner to discuss and resolve the issue. Following directly on from this is the Interactive task, also conducted over the telephone. The Interactive task is initiated by an oral prompt from the examiner and then the interaction is maintained by the candidate. Once these tasks have been completed the candidate goes to the examination room to meet the examiner and proceed with the examination. The candidate initiates and maintains a discussion on a topic of their own choice, which will be related to one of the topic categories given in this syllabus, on a work-related subject. The examination ends with a discussion on one subject area selected by the examiner from the list provided in this syllabus. Examinations at SEW 2 have been mapped to the **Independent User** level B2.1 in the *Common European Framework of Reference for Languages*.

At **SEW 3**, the examination also begins with a telephone conversation between the examiner and the candidate. The candidate is provided with a written prompt and, after a brief preparation time, telephones the examiner to discuss and resolve the issue. The Interactive task is also conducted over the phone and follows on directly from the Telephone task. The Interactive task is initiated by an oral prompt from the examiner and after that it is the candidate's responsibility to maintain the interaction with the examiner. Once these tasks have been completed the candidate goes to the examination room to meet the examiner and proceed with the examination. The candidate makes a presentation of a topic of their own choice on a work-related subject, related to one of the topic categories provided in this syllabus, after which the examiner and the candidate discuss points raised in the presentation. The final phase of the examination is a discussion on one subject area selected by the examiner from the list provided. Examinations at SEW 3 have been mapped to the **Independent User** level B2.3 in the *Common European Framework of Reference for Languages*.

At **SEW 4**, the examination starts with a telephone conversation between the examiner and the candidate. The candidate is provided with a written prompt and, after a brief preparation time, telephones the examiner to discuss and resolve the issue. The Interactive task is also conducted over the phone and follows on directly from the Telephone task. The Interactive task is initiated by an oral prompt from the examiner and after that it is the candidate's responsibility to maintain the interaction with the examiner. Once these tasks have been completed the candidate goes to the examination room to meet the examiner and proceed with the examination. The candidate makes a formal presentation on a topic of their own choice, which will be related to one of the topic categories provided in this syllabus, after which the candidate initiates a discussion with the examiner on the presentation. The examiner will ask the candidate to clarify and expand upon points made in the presentation. The examination ends with a discussion on one subject area selected by the examiner from the list provided in this syllabus. Examinations at SEW 4 have been mapped to the **Proficient User** level C1 in the *Common European Framework of Reference for Languages*.

SEW 1	SEW 2	SEW 3	SEW 4
13 minutes	20 minutes	23 minutes	27 minutes
Telephone task	Telephone task	Telephone task	Telephone task
	Interactive task	Interactive task	Interactive task
		Topic presentation	Formal topic presentation
Topic discussion (examiner-led)	Topic discussion (candidate-led)	Topic discussion (examiner-led)	Topic discussion (candidate-led)
Discussion	Discussion	Discussion	Discussion

The above timings include time for the candidate to change rooms after the Telephone task and for the examiner to complete the individual Report form.

## About the tasks

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### About the tasks

#### The Telephone task

At the start of the examination the candidate enters the telephone room and is given a written prompt, presenting the candidate with a situation which needs to be addressed. This phase of the exam requires the candidate and examiner to have a genuine conversation conducted over the telephone while in different rooms.

The prompt gives rise to a telephone conversation which must be initiated by the candidate, leading to a natural interaction between the examiner and the candidate.

The examiner will fulfil their role in the interaction, but it is the responsibility of the candidate to ensure a successful outcome to the situation outlined in the prompt. The candidate is free to be themselves but the examiner assumes a role for the duration of the task. Therefore the candidate will need to observe standard conventions of formal and/or informal interaction depending on the situation.

#### The Interactive task

This task follows directly on from the Telephone task and is also conducted over the telephone. An initial verbal prompt from the examiner gives rise to an interaction maintained and controlled by the candidate. The examiner will remain in role during this task.

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.

This phase provides the opportunity for the candidate to demonstrate their ability to take control of the interaction, for example, through the use of questioning techniques, seeking clarification, politely refusing or expressing reservations.

At SEW 2, candidates start to demonstrate their independence as users of English for the workplace. This autonomy is further developed through SEW 3 and SEW 4. The task requires the candidate to initiate 'turns' in the conversation and control the direction of the interaction. Tasks require an authentic exchange of information and opinions, with the language functions listed at each level arising naturally out of the task.

#### The Topic discussion and Topic presentation at SEW 3 and SEW 4

Before the examination the candidate prepares a topic of their choice which **must** be related to a work situation and correspond to one of the categories provided in this syllabus. The candidate is not assessed on the veracity or accuracy of the information presented in the topic. However, the candidate needs to be familiar with the relevant lexis for their topic. In the examination the topic is used as a basis for the discussion in this phase.

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 in a work context, which is of interest to them and which they feel confident talking about. In this way, candidates have a degree of autonomy and control over this phase of the examination.

This phase allows candidates, at the level they have chosen, to demonstrate the range of structures, functions and lexis at their command. It provides the candidates with the opportunity to show they can link sentences together to talk about a subject at some length.

At all levels candidates must provide the examiner with brief notes, for example bullet points listing areas to be discussed. Clear and simple diagrams or organograms may also be used. At SEW 1 the discussion is initiated by the examiner, and at SEW 2, by the candidate. At SEW 3 the candidate delivers a presentation which is then followed by a discussion, led by the examiner, of points raised during the presentation. At SEW 4 the presentation uses formal language and the post-presentation discussion is led by the candidate.

### **The Discussion**

This is an opportunity for a realistic exchange of information, ideas and opinions which are related to the world of work.

The Discussion phase involves a meaningful and authentic exchange rather than a formal 'question and answer' interview. The examiner selects one of the subject areas provided in the syllabus for the particular level. 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' as candidates move up through the different levels of the suite.

At each SEW level, the candidate is expected to take more responsibility for initiating and maintaining the discussion. One of the ways in which this is expected to be actioned is by the candidate asking the examiner a number of questions. The assessment of this phase takes into account the ability of the candidate to find out relevant information using the language of the level: for example, fact-finding questions at SEW 1 (*How long have you been a sales assistant?*), hypothetical questions at SEW 2 (*How could your workplace be improved?*), and discussion prompts at SEW 4 (*What's your opinion about child labour in the developing world?*). These questions are expected to arise naturally out of the conversation and will be used to further the interaction.

## About this syllabus

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### About this syllabus

#### Layout

The syllabus is divided into the four SEW levels. At the beginning of each level there is an introduction which outlines the candidate profile expected on its successful completion. These profiles relate to the common reference levels in the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (Council of Europe, 2001). The introduction to each level is followed by a detailed description of its requirements. These are set out for ease of use in classrooms and other learning environments.

The contents are organised as follows.

#### Introduction to each SEW level

Candidate profile – describes what the candidate can do on successful completion of the level

Format – outlines the content of the examination

Procedure – describes the way in which the examination is conducted

Assessment – gives general information on the assessment relevant to the level

Guidance – offers advice on preparation for the examination including samples of tasks.

#### Detailed description of examination and linguistic requirements

Format – gives examination phases and timings

Candidate performance – describes what the candidate should demonstrate under these three headings:

- Communicative skills – requirements, subject areas, language functions
- Language production – grammar, lexis and phonology
- Examiner and candidate language – gives examples of the kind of language that might be used by the candidate and the examiner.

#### Regulations

These give advice on entry requirements, the appeals procedure and arrangements for candidates with special educational needs. In entering candidates for the Spoken English for Work examinations, centres agree to abide by Trinity's regulations and, therefore, they must ensure that they and the candidates are completely familiar with the regulations set out in this syllabus.

#### Appendices

##### 1 – Common European Framework of Reference and Trinity College London examinations

This table provides a summary of how Trinity's SEW examinations are mapped to the Common European Framework of Reference.

##### 2 – Sample Report form

A SEW 3 Report form is provided to show how the form is completed by the examiner.

##### 3 – Summary of language items for each SEW level

##### 4 – Summary of communicative skills for each SEW level

#### Note on Summary of language items for each SEW level

This table provides a summary of the requirements at each level in terms of language functions, grammar, lexis and phonology, and subject areas for discussion. This can be used, along with the lists of communicative skills, to decide which SEW examination candidates should be entered for, and as a checklist to ensure that all required items have been covered before the examination itself is taken.

The outcomes for each SEW level assume mastery of the outcomes of the previous levels. It is therefore important, when preparing candidates for a particular level, that attention is paid to the content and coverage of all previous levels. Although these will not be examined explicitly, the examiner will be looking to the candidate to demonstrate a repertoire of language items which includes items from the current level and all preceding levels.

### About the assessment

#### How the candidate is assessed

The candidate's performance in the examination is measured by means of one overall criterion, Task fulfilment. This is assessed in each phase of the examination.

The assessment of each Task fulfilment criterion is based on the following factors:

- coverage of the communicative skills listed, including the language functions
- coverage of the grammatical, lexical and phonological items listed
- accuracy in the use of the grammatical, lexical and phonological items listed
- appropriacy of the grammatical, lexical and phonological items used
- fluency and promptness of response appropriate for the grade.

The examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade, A B C or D. In simple terms, these levels can be classified as follows:

- A – Distinction
- B – Merit
- C – Pass
- D – Fail

More detailed descriptions of Task fulfilment are available to show how the examiner assesses all examination phases at SEW 1, 2, 3 and 4. These descriptions can be consulted on the Trinity website.

In every examination, the examiner assesses the use made of the language of the particular level and that of all preceding levels.

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

#### Reporting the assessment

##### Report forms

An individual Report form is completed by the examiner immediately after the examination has taken place and before the next examination starts. The Report form gives the following information:

- an assessment of the candidate's overall performance in each phase of the examination under the Task fulfilment criterion
- an indication of the key areas where the candidate could make improvements
- an indication of the overall result of the examination stated simply as Pass or Fail.

The Report forms for all the candidates are given to the Centre Representative at the end of the examination session. In the case of examination sessions lasting more than one day, the Report forms will, therefore, not be issued until all candidates at that session have been examined.

The Report form provides an indication of the result of the examination. This is not a confirmed result and centres should either check their candidates' results on Trinity Online or await the arrival of the actual certificate before making any claims about the result of the examination.

Centres wishing to confirm the examiner's indication of pass or fail or who wish to find out the level of pass may use the look-up tables provided on the Trinity website.

##### Marksheets

The examiner also completes a composite centre marksheet with the Task fulfilment assessments for each candidate. This marksheet is for internal Trinity use only and cannot be issued to centres for reasons of data protection. This marksheet is returned to Trinity College London and the results are entered onto the Trinity database.

##### Confirmation of results

Results are verified and finalised electronically and a certificate is generated if a candidate has achieved a pass level. The certificate states the level of pass as follows:

- Pass with Distinction
- Pass with Merit
- Pass

# SEW 1

## Introduction

### Candidate profile

A candidate who has successfully passed SEW 1 can:

- understand the main points of clear speech on familiar work-related matters
- enter into conversation and exchange information on familiar work-related subjects, of personal interest or related to everyday life
- demonstrate a sufficient range of language to describe experiences and events and give reasons and explanations for plans.

This profile is based on the level Independent User, Threshold, B1 of the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

### Format

The SEW 1 examination consists of the following:

- Telephone task
- Introductions
- Discussion of a prepared topic
- Discussion of one subject area
- End of examination and leave-taking.

### Procedure

The examination begins with the **Telephone task**. The candidate is shown to the telephone room by the supervisor where they are given a written prompt. The candidate has a short time in which to read the prompt and, if they wish, make notes. The candidate then telephones the examiner, who is in another room. It is the responsibility of the candidate to initiate the conversation in order to resolve the issue and bring it to a successful close. This task lasts no more than three minutes.

Once this task is over the candidate goes to the examination room and meets the examiner. The examiner introduces themselves and spends a few moments setting the candidate at ease. The examiner also asks the candidate for their ID and the examination proceeds to the next phase.

The candidate tells the examiner the title of their topic and gives the examiner the notes on their topic. The examiner randomly selects one of the points on this list and asks the candidate to talk about it. The candidate responds with a limited long turn (three or four sentences). The examiner may ask questions about each point. This phase lasts no more than five minutes. During the **Topic discussion**, the candidate asks the examiner at least one question related to the topic.

The examiner selects one of the listed subject areas and engages the candidate in discussion. During the **Discussion**, the candidate gives information, makes statements and responds as appropriate. The candidate must ask the examiner at least one question related to the subject area being discussed. This phase lasts no more than four minutes.

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

## Assessment

The examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade A, B, C or D for Task fulfilment for the Telephone task, Topic discussion and Discussion phases. These levels can be classified as follows:

- A – Distinction
- B – Merit
- C – Pass
- D – Fail

The combination of the three letter grades, i.e. the one awarded for the **Telephone task**, the one awarded for the **Topic discussion** and the one awarded for the **Discussion**, provides the overall level of achievement. The examiner gives a provisional indication on the Report form as to whether the candidate has passed or failed.

Examiners indicate key areas which are in need of improvement by using the appropriate tick boxes provided on the Report form.

## Guidance

### i) Telephone task

The Telephone task provides candidates with the opportunity to demonstrate that they can handle work-related conversations in English over the telephone when there are no other paralinguistic aids such as facial gestures and body language to help them. Since this is the first phase of the examination the candidate has not met the examiner, thus making the interaction more authentic.

At the beginning of this phase of the examination, the candidate is shown to the telephone room by the supervisor and given a written prompt. The candidate has up to five minutes to read the prompt carefully and make any notes they consider necessary. The candidate then initiates the interaction by phoning the examiner. During the telephone conversation, the candidate needs to give information and ask questions as well as answer the examiner's questions to address the situation in the prompt fully and bring the conversation to a satisfactory conclusion. Reading skills are not assessed and candidates should ask for clarification over the phone should they need to do so. Whilst the candidate is free to be themselves, the examiner assumes a role for the duration of the exchange and therefore candidates need to be aware of and use the appropriate register and conventions for this task.

The prompts use, and are designed to elicit, a variety of the language structures and functions of the level and so candidates need to be thoroughly prepared in this regard. When preparing candidates, those responsible should, where possible, ensure that candidates have the opportunity to practise making telephone calls in the same way as in the examination.

This phase of the exam lasts for up to three minutes so candidates need to bear this in mind when looking at the prompt. As this part of the examination resembles a role play to an extent, the examiner will help to extend the interaction in the given role, if necessary, but the candidates should not be looking for a very short resolution to the situation.

Two examples of SEW 1 prompts and the possible development of one of these interactions can be found overleaf.

## **SEW 1**

### **Telephone task prompt – Sample 1**

You ordered 10 new computers for your company. They are one week late. Call the company to find out why they have not arrived.

When ordered: 2 weeks ago  
Date due: 1 week ago  
Order number: CS 347.08

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### **Sample 1 exchange**

**Examiner:** *CompraSwift. Good morning, can I help you?*

**Candidate:** *Good morning. I ordered some computers from your company but they haven't arrived yet, could you help me?*

**Examiner:** *Yes indeed. First of all can you tell me when you ordered them?*

**Candidate:** *Yes, I ordered them two weeks ago.*

**Examiner:** *Let me check the records. Have you got an order number?*

**Candidate:** *Yes, it's CS 347.08.*

**Examiner:** *Can you repeat the number please, I can't see it on the system.*

**Candidate:** *No problem, it's CS 347.08.*

**Examiner:** *Oh yes here it is. Did you say ten days ago?*

**Candidate:** *No, two weeks ago and ten computers. I ordered them myself and now they are one week late. I have a lot of work in my company and we cannot work without the new computers. This contract is very important for my company.*

**Examiner:** *Ah here it is. The order form wasn't completed correctly. Can I take your details again please?*

### **Conversation continues**

**Candidate:** *Now you have all the information can I check when the computers will arrive? And may I have your name as a contact please?*

**Examiner:** *Yes, my name's John Jones. The computers will arrive in three days' time, between 9.00 and 12.00.*

**Candidate:** *Thank you, that's in three days' time between 9.00 and 12.00. I look forward to receiving them and thank you for your help. Goodbye.*

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### **Telephone task prompt – Sample 2**

You were on a business trip abroad. You have left your folder with important documents in the hotel. Call the hotel and ask them to courier it to you.

Folder: Black, A4 size, your name is on the cover  
Document: 100 pages, typed with graphs and tables

Courier not post

**ii) Topic discussion (examiner-led)**

When preparing their topic candidates must select a category they wish to talk about from the topic list provided on page 17. Before the examination, the candidate must compile some brief notes or a diagram to give to the examiner at the start of this phase. A short sentence is sufficient for each point in the notes. Diagrams should be clearly labelled to enable the examiner to ask questions. The notes or diagrams do not form part of the assessment. The candidate should prepare enough material about these points to sustain a discussion of up to five minutes. Although the examiner will refer to the points in no particular order, the topic should be prepared as a unified whole. All of the points should be thematic and should provide an opportunity to discuss different aspects of the topic.

The notes are used in order to promote a spontaneous discussion which must not include or rely on a memorised recitation. Notes should not include such general points as 'Introduction to topic', 'Conclusion to topic' or 'What I do at work...'. In preparing the topic, candidates should be actively discouraged from producing a written text as this will result in the candidate not being prepared to use spontaneous spoken English.

The prepared topic must be on a work-related subject the candidate is interested in, knowledgeable and able to talk readily about, and must relate to one of the topic categories listed in this syllabus. It should also provide the candidate with the opportunity to demonstrate the language requirements of the level. The candidate is not assessed on their knowledge of the topic. However, the candidate needs to be familiar with the appropriate lexis.

The purpose of this phase is to give candidates the opportunity to display their command of the language of the level while talking about personally and professionally relevant topics. This personal aspect is an important feature of Trinity examinations, and therefore learners should be discouraged from selecting exactly the same topic as their peers and encouraged to choose an individual topic for discussion. Instructors should ensure that every effort is made to personalise the content.

Candidates can bring into the examination one or more pictures, photos, organograms, diagrams, models or other suitable objects to illustrate the prepared topic and aid the discussion with the examiner. However, dangerous objects such as knives are not allowed in the examination room.

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. The examiner will bring this phase to a close at the end of five minutes even if all the points have not been discussed.

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. It is a requirement of the examination that candidates ask the examiner questions. Candidates must ask at least one question about the topic area.

N.B. The brief notes for the topic can be written up by a person other than the candidate as written skills in English are not being assessed in these examinations. However, the content of the list should have originated from the candidate.

A successful candidate who has failed to select one of the 12 categories listed for the topic will be issued with an incomplete certificate with a blank space where the topic category should be shown.

A candidate who fails to prepare a topic for discussion cannot be assessed for Task fulfilment for this phase. The phase will be voided and this may result in a fail being awarded for the examination as a whole.

## **SEW 1**

### **iii) Discussion**

The Discussion phase consists of a discussion of one of the subject areas listed for this phase (see page 18). The subject areas for this phase must not be used for the Topic discussion phase of the examination. The overall aim is to set up an exchange which is as genuinely interesting and relaxed as the candidate's interests and ability permit.

Candidates are encouraged to contribute as much as they can to the discussion and make every effort to show the examiner the range and quality of the language required for the particular level. They should be ready to participate in exchanges based on any of the subject areas using the functions and language items listed.

The candidate is expected to perform the language functions and use the language items listed on the relevant pages. Those responsible for preparing candidates for the examination should ensure that candidates are completely familiar with the items listed, can understand their meaning and can use them accurately and appropriately in discussion of all of the subject areas. Although examiners will select only one of the subject areas listed, the candidate needs to be prepared to deal with any of them. Candidates are required to ask the examiner at least one question in this phase.

## **SEW 1 format**

**Total examination time: 13 minutes**

(including 1 minute for room change after the Telephone task)

The examination consists of three assessed phases:

- Telephone task (up to 3 minutes)
- Discussion of a topic prepared by the candidate (up to 5 minutes)
- Discussion of one subject area selected by the examiner (up to 4 minutes)

## **Topic categories**

Candidates **must** select one of the 12 categories listed below on which to base their topic. If a candidate chooses 'Advertising' or 'Media' as their topic, for example, the category 'Advertising & Media' will be shown on the certificate. Failure to choose one of the categories will result in an incomplete certificate.

1. Advertising & Media
2. Design & the Arts
3. Education & Training
4. Health & Public Services
5. Hospitality & Tourism
6. IT & Communications
7. Law & Government
8. Management & Administration
9. Manufacturing & Engineering
10. Marketing & Public Relations
11. Retail & Finance
12. Science & Technology

## **Candidate performance**

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed overleaf.

### **Communicative skills**

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#### **In the Telephone task**

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- Initiate the discourse
  - Use appropriate register and conventions as required by the task
  - Show understanding of the examiner by responding appropriately to verbal prompts
  - Seek clarification of the written prompt if necessary
  - Bring the task to a satisfactory conclusion
  - Take the opportunity provided to use the functions listed below, where appropriate
- 

#### **In the Topic discussion**

---

- Give information about the prepared topic in a series of linked long turns according to the notes given to the examiner
  - Show understanding of the examiner by answering questions on the prepared topic, and participate in informal discussion of the topic, during which the examiner might request more information, facts or details
  - Respond to requests for clarification and give reasons for making particular statements
  - Ask the examiner at least one question about the topic area
  - Take the opportunity provided to use the functions listed below, where appropriate
- 

#### **In the Discussion**

---

- Show understanding of the examiner by responding appropriately to questions
- Respond to requests for clarification and give reasons for making particular statements
- Ask the examiner at least one question about the subject area

**One subject area for conversation will be selected by the examiner from the list below:**

- **After-work activities**
  - **Different workplaces**
  - **Jobs and people**
  - **Recent events at work**
  - **Work experience**
- 

#### **Functions**

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- Exchanging greetings and leave-taking in an appropriate register
  - Giving personal information
  - Describing manner and frequency
  - Describing people and objects
  - Talking about the future – discussing plans and intentions, and informing and predicting
  - Expressing simple comparisons
  - Expressing likes, dislikes and preferences
  - Talking about past events including events in the indefinite and recent past
  - Giving reasons
  - Stating the duration of events
  - Quantifying
-

## Language production

The candidate is expected to demonstrate the ability to use the items listed below.

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### Grammar

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- Present simple tense and present continuous
- Past simple tense (regular and irregular verbs)
- Present perfect tense including use with *for*, *since*, *ever*, *never*, *just*
- *Will* referring to the future for informing and predicting
- *Going to* and present continuous referring to the future
- Expressions of preference, e.g. *I prefer*, *I'd rather*
- Link words, e.g. *and*, *then*, *but* and *because*
- Adjectives (comparatives and superlatives)
- Adverbs of manner and frequency, and adverbials of quantity, e.g. *a lot (of)*, *not very much*, *many*
- Formation of questions and the use of question words

---

### Lexis

---

- Vocabulary specific to the topic category
- Vocabulary specific to the subject areas
- Expressions relating to past and future time, e.g. *two days ago*, *in the future*

---

### Phonology

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- The correct pronunciation of vocabulary specific to the topic category and subject areas
  - The combination of weak forms and contractions, e.g. *I've been to...*
  - The intonation patterns of basic question forms
- 

## Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the examination. These are only examples, not models to be learned.

**Examiner:** *Can I have your Topic notes, please?*

**Candidate:** *Yes, here you are. I've chosen 'Advertising' for my topic.*

**Examiner:** *How long have you been with your company?*

**Candidate:** *I've been there for three years.*

**Examiner:** *Which do you prefer – working alone or with other people?*

**Candidate:** *I prefer working with other people.*

**Examiner:** *Why is that?*

**Candidate:** *Because they can help me when I have a problem. What about you? Do you work alone as an examiner?*

**Examiner:** *Has this town always been famous for making cars?*

**Candidate:** *No, the car factory has only been here for five years.*

**Examiner:** *Do you think you'll change your job soon?*

**Candidate:** *No, I like working here. It's a great company.*

**Examiner:** *What do you do when you finish work?*

**Candidate:** *I'm usually tired, so I go straight home but sometimes I go swimming with my family.*

**Examiner:** *Dino's restaurant. Can I help you?*

**Candidate:** *Yes, I made a reservation but I can't come at that time and there will be more people.*

**Examiner:** *What time was your reservation?*

**Candidate:** *7pm.*

SEW 1 communicative skills and functions have been mapped to B1 in the CEFR.

# SEW 2

## Introduction

### Candidate profile

A candidate who has successfully passed SEW 2 can:

- express personal opinions on familiar work-related subjects of personal interest or related to everyday life and their field of interest
- demonstrate a sufficient range of language to give reasons and explanations for opinions
- understand more complex and relatively long utterances when discussing subjects
- develop conversations on a wide range of general subjects related to their field of interest using some complex sentence forms spontaneously
- initiate, maintain and end discourse using turn-taking techniques.

This profile is based on the level Independent User, B2.1 of the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

### Format

The SEW 2 examination consists of the following:

- Telephone task
- Interactive task
- Introductions
- Candidate-led discussion of a prepared topic
- Discussion on one subject area
- End of examination and leave-taking.

### Procedure

The examination begins with the **Telephone task**. The candidate is shown to the telephone room by the supervisor where they are given a written prompt. The candidate has a short time in which to read the prompt and, if they wish, make notes. The candidate then telephones the examiner, who is in another room. It is the responsibility of the candidate to initiate the conversation in order to resolve the issue and bring it to a successful close. This task lasts no more than three minutes.

When this phase is over the candidate and examiner stay on the phone for the **Interactive task**. The examiner remains in the same role as in the Telephone task and gives the candidate an oral prompt to which the candidate has to respond by questioning the examiner to find out more information and by making comments. Once the examiner has set up the situation the candidate takes responsibility for maintaining the interaction. This phase lasts no more than four minutes. If the candidate fails to initiate or to maintain the interaction the phase will not extend to the full four minutes.

Once this phase is over the candidate will go to the examination room and meet the examiner. The examiner introduces themselves and spends a few moments setting the candidate at ease. The examiner also asks the candidate for their ID and the examination proceeds to the next phase.

The candidate is invited to introduce the topic and initiate the **Topic discussion** by presenting information on the chosen topic. The discussion is led by the candidate who provides most of the input. This is in the form of more sustained long turns than at SEW 1. The candidate is responsible for engaging the examiner in discussion of the topic and must be prepared to ask and answer questions, or handle interruptions or requests for clarification throughout the discussion. This phase lasts no more than seven minutes.

After this, the examiner moves on to the **Discussion**. The examiner selects one of the listed subject areas and engages the candidate in conversation. During the discussion the candidate gives information, makes statements and responds as appropriate. This phase lasts no more than five minutes.

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

## Assessment

The examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade A, B, C or D for Task fulfilment for the Telephone task, Interactive task, Topic discussion and Discussion phases. These levels can be classified as follows:

- A – Distinction
- B – Merit
- C – Pass
- D – Fail

The combination of the four letter grades, i.e. the ones awarded for the **Telephone task, Interactive task, Topic discussion** and **Discussion** provides the overall level of achievement. The examiner gives a provisional indication on the Report form as to whether the candidate has passed or failed.

Examiners indicate key areas which are in need of improvement by using the appropriate tick boxes provided on the Report form.

## Guidance

### i) Telephone task

The Telephone task provides candidates with the opportunity to demonstrate that they can handle work-related conversations in English over the telephone when there are no other paralinguistic aids, such as facial gestures and body language to help them. Since this is the first phase of the examination the candidate has not met the examiner, thus making the interaction more authentic.

At the beginning of this phase, the candidate is shown to the telephone room by the supervisor and given a written prompt. The candidate has five minutes to read the prompt carefully and make any notes they consider necessary. The candidate then initiates the interaction by phoning the examiner. During the telephone conversation the candidate needs to give information and ask questions, as well as answer the examiner's questions to address the situation in the prompt fully and bring the conversation to a satisfactory conclusion. Reading skills are not assessed and candidates should ask for clarification in the actual task should they need to do so. While the candidate is free to be themselves the examiner assumes a role for the duration of the exchange, therefore candidates need to be aware of and use the appropriate register and conventions for this task.

The prompts use, and are designed to elicit, a variety of the language structures and functions of the level and so candidates need to be thoroughly prepared in this regard. When preparing candidates, those responsible should, where possible, ensure that candidates have the opportunity to practise making telephone calls in the same way as in the examination.

This phase of the exam lasts for up to three minutes so candidates need to bear this in mind when looking at the prompt. As this part of the examination resembles a role play, the examiner will help to extend the interaction in the given role if necessary, but the candidates should not be looking for a very short resolution to the situation.

Two examples of SEW 2 prompts and the possible development of one of these interactions can be found overleaf.

## SEW 2

### Telephone task prompt – Sample 1

A meeting has been arranged with clients. You have a problem at work and you need to rearrange the meeting. Call the client to rearrange the meeting and explain the situation.

Meeting: Thursday 9am-12pm  
Location: Your office  
Purpose: Discuss new contract  
Reason for change: Urgent order from another company and your manager is on holiday  
New day: Monday or Tuesday morning  
New time: 11am to 2pm  
Location: Your office or the client's – be flexible

### Sample 1 exchange

**Examiner:** *Stuart Reeve speaking. Can I help?*  
**Candidate:** *Good afternoon. This is Maria Fernandez from Ultratel.*  
**Examiner:** *Hello, Ms Fernandez. How can I help you?*  
**Candidate:** *I believe that you are coming to a meeting here at Head Office on Thursday morning at 10 o'clock.*  
**Examiner:** *Yes that's right, I believe I am. From my notes I'm going to meet you for three hours to discuss the new contract.*  
**Candidate:** *That's correct. However, I'm very sorry Mr Reeve, but we have a problem here and I wonder if you are able to change the time of our meeting?*  
**Examiner:** *Well, I'm not sure, it could be difficult...*  
**Candidate:** *I'll explain the situation, if I may?*  
**Examiner:** *Yes, go ahead.*  
**Candidate:** *The problem is that we've just received an order at very short notice. At this time of year a lot of our staff are on holiday and I'm the most senior person at work until next week.*  
**Examiner:** *Next week did you say?*  
**Candidate:** *Yes that's right, next week. I realise that you are very busy and would like to discuss the contract as soon as possible. Perhaps earlier in the week?*  
**Examiner:** *I have a lot of appointments next week.*

### Conversation continues

**Candidate:** *So to confirm Mr Reeve, we will meet on Tuesday morning from 11am until 2pm and I'll come to your office.*  
**Examiner:** *Yes, that's right, Ms Fernandez. Now while you're on the phone...*

### Telephone task prompt – Sample 2

You have to go to a very important meeting next week. You haven't received some important information from your colleague in another department. Call your colleague and ask for an explanation and resolve the situation.

Meeting: Annual meeting with the owners of the company – 20 people, including senior management  
Time: In 2 days' time. The meeting is at 9am  
You need: Sales and profit figures for the last 5 years

**ii) Interactive task**

This phase provides the opportunity for candidates to demonstrate their ability to initiate and take control of the interaction. In addition to general functions such as requesting information, the language functions listed for this level should arise naturally from each task prompt. In this 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.

It is important that, once the examiner has set up the situation, the candidate takes responsibility for the interaction. The interaction will take the form of multiple turns, with the examiner's turns being much shorter than those of the candidate.

This phase follows directly on from the Telephone task and is also conducted over the phone. The examiner remains in the same role as in the Telephone task but the candidate is free to be themselves so as to create as authentic an exchange as possible. At the start of this phase the examiner says: *'Now while you're on the phone...'* and then tells the candidate the situation. From that point it is the candidate's responsibility to take control of the exchange by eliciting, for example, further information, making suggestions and expressing possibility.

This phase lasts no more than four minutes. In this phase, the responsibility for maintaining the interaction is the candidate's. If a candidate fails to initiate or 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.

Candidates should be able to understand and use the language functions of the level to take full part in the exchange.

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**Interactive task – Sample 1 exchange**

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**Examiner:** *Now while you're on the phone Ms Fernandez, I have a question to ask you. I wonder if you could help me?*

**Candidate:** *Yes, of course. I'll try my best.*

**Examiner:** *Thank you. The situation is that we are thinking it would be good to invite a member of your team to come and work here for some time. Generally speaking do you think that working away from home is a good idea?*

**Candidate:** *It's an interesting idea. I think if it's for a long time it could be difficult for the whole family. How long did you have in mind?*

**Examiner:** *That's a good question. I was thinking for at least six months.*

**Candidate:** *Oh I see. There could be a problem because a lot of people are married and have families. If you're young and single it's easier.*

**Examiner:** *Yes I did think that it could be a problem for some people. What is a good solution, in your opinion?*

**Candidate:** *If you offer someone the chance to travel home every weekend or month I'm sure they would agree. I would certainly think about it, if you offered it to me. I think that many people are keen to make progress in their careers and would move away from home for a while.*

**Examiner:** *Do you think that they would live in a hotel all the time?*

**Candidate:** *Perhaps, but personally I'd rather live in a flat.*

**Examiner:** *Yes that's an option but...*

*Conversation continues*

---

**Interactive task – Sample 2**

<p><b>Examiner:</b> <i>Now while you're on the phone, my manager has asked me to work on a Saturday. This is the third in a row. It's not usual practice and I'm not sure what I should do. What would you do?</i></p>
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## **SEW 2**

### **iii) Topic discussion (candidate-led)**

When preparing their topic candidates must select a category they wish to talk about from the topic list provided opposite. Before the examination, the candidate must compile some brief notes to give to the examiner at the start of this phase. A short sentence is sufficient for each point in the notes. Diagrams should be clearly labelled to enable the examiner to ask questions. The notes or diagrams do not form part of the assessment. Candidates select a topic and plan the aspects of the topic which they would like to inform the examiner about and discuss. As at SEW 1, candidates should prepare a topic on a work-related subject they are interested in, knowledgeable and able to talk readily about. The topic chosen should also provide the candidate with the opportunity to demonstrate the language requirements of the level. Although the examiner will try to elicit the language items of the level where necessary, it is to the candidate's advantage for these to be incorporated into their own contributions. The topic should not be chosen from the list of subject areas for the Discussion phase – this is to enable the candidate to show the necessary range of language throughout the examination.

As one of the main objectives for the Topic discussion phase is to allow the candidates and examiner to engage in a *spontaneous discussion* about a subject the candidate has chosen and is interested in, candidates must not prepare their topic as a written script. This inevitably results in a memorised recital and this type of interaction will not meet the requirements stated under the Communicative skills heading. 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 seven minutes, but not more. Regardless of the amount of material, the examiner will bring this phase to an end at the allotted time.

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

Candidates can bring into the examination one or more pictures, photos, diagrams, models or other suitable objects to illustrate the prepared topic and aid the discussion with the examiner. However, dangerous objects such as knives are not allowed in the examination room.

N.B. The brief notes for the topic can be written up by a person other than the candidate as written skills in English are not being assessed in these examinations. However, the content of the list should have originated from the candidate.

A successful candidate who has failed to select one of the 12 categories listed for the topic will be issued with an incomplete certificate with a blank space where the topic category should be shown.

A candidate who fails to prepare a topic for discussion cannot be assessed for Task fulfilment for this phase. The phase will be voided and this may result in a fail being awarded for the examination as a whole.

### **iv) Discussion**

The Discussion phase includes discussion of one of the subject areas listed for the level. At this level, the candidate will be capable of initiating and sustaining more conversation than at SEW 1. Although a candidate's interests and abilities may still limit the scope and direction of the discussion, they will be expected to:

- take more responsibility for the content
- contribute opinions and ideas as well as information on the subject areas listed
- maintain the flow of the exchange
- ask for further information, opinions and clarification from the examiner
- demonstrate to the examiner the range and quality of the language of the level at their command.

## **SEW 2 format**

**Total examination time: 20 minutes**

(including 1 minute for room change after the Telephone task)

The examination consists of four assessed phases:

- Telephone task (up to 3 minutes)
- Interactive task (up to 4 minutes)
- Candidate-led discussion of a topic prepared by the candidate (up to 7 minutes)
- Discussion on one subject area selected by the examiner (up to 5 minutes)

## **Topic categories**

Candidates **must** select one of the 12 categories listed below on which to base their topic. If a candidate chooses 'Advertising' or 'Media' as their topic, for example, the category 'Advertising & Media' will be shown on the certificate. Failure to choose one of the categories will result in an incomplete certificate.

1. Advertising & Media
2. Design & the Arts
3. Education & Training
4. Health & Public Services
5. Hospitality & Tourism
6. IT & Communications
7. Law & Government
8. Management & Administration
9. Manufacturing & Engineering
10. Marketing & Public Relations
11. Retail & Finance
12. Science & Technology

## **Candidate performance**

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed overleaf.

### **Communicative skills**

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#### **In the Telephone task**

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- Initiate and maintain the discourse
  - Use appropriate register and conventions as required by the task
  - Seek clarification of the written prompt if necessary
  - Help the discussion along by inviting comment from the examiner
  - Take and give up turns when appropriate to do so
  - Bring the task to a satisfactory conclusion
  - Where appropriate to the individual task, make use of the functions listed below
- 

#### **In the Interactive task**

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- Initiate the discourse
  - Show understanding of the examiner by responding appropriately to verbal prompts
  - Maintain the discourse by asking for and giving information as appropriate
  - Take and give up turns when appropriate to do so
  - Where appropriate to the individual task, make use of the functions listed below
- 

#### **In the Topic discussion**

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- Engage the examiner in discussion of the topic
  - 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
  - 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 Discussion**

---

- Show understanding of the examiner by responding appropriately
- Share the 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

**One subject area for discussion will be selected by the examiner from the list below:**

- **Finding employment**
  - **National industry and local produce**
  - **Rules and regulations at work**
  - **The changing workplace**
  - **Training for work**
- 

#### **Functions**

---

- Expressing and requesting opinions and impressions
  - Expressing obligation, intention and necessity
  - Expressing possibility, certainty and uncertainty
  - Giving advice and highlighting advantages and disadvantages
  - Making suggestions
  - Describing past habits
  - Eliciting further information and expansion of ideas and opinions
  - Expressing agreement and disagreement
-

## Language production

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for the previous level.

---

### Grammar

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- Present continuous for future use
- Open, first and second conditionals
- Past continuous tense
- Infinitive of purpose
- Simple passive
- *Used to*
- Relative clauses
- Modals and phrases used to express obligation and necessity, e.g. *must, have to, need to*
- 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, I'm not sure*
- Discourse connectors *because of, due to*

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### Lexis

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- Vocabulary specific to the topic category and subject areas
- Further expressions relating to future time, e.g. *the day after tomorrow*
- Expressions of agreement and disagreement
- Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. *Really? What good news! How unfortunate*
- Simple fillers to give time for thought, e.g. *Well ... Um...*

---

### Phonology

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- The correct pronunciation of vocabulary specific to the topic category and subject areas
  - Sentence stress to clarify meaning
  - Basic intonation and features of connected speech at sentence level and beyond
  - Intonation patterns of more complex question forms
  - Rising intonation to indicate interest and surprise as appropriate
  - Falling intonation to indicate the end of a turn
- 

## Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the examination. These are only examples, not models to be learned.

**Examiner:** *And what are you going to talk about today?*

**Candidate:** *Today I'd like to tell you about a new product my company is producing. It's going to be very popular.*

**Examiner:** *James Marley, Finance department.*

**Candidate:** *Hello, this is Mandy Rees from Sales. I'm checking an invoice that needs to be paid.*

**Examiner:** *Do you have the date and number please?*

**Candidate:** *Yes it's 12th June but last year! The number is 6798P. I'm sorry but it's very, very late and the company want to be paid immediately.*

**Examiner:** *If you could change something about your work environment, what would it be?*

**Candidate:** *I think I'd change the office furniture. It's so old.*

**Examiner:** *Are training courses held for new employees in your company?*

**Candidate:** *Yes. In fact, I did an IT course last week.*

**Examiner:** *Tell me about the clothes you wear to work.*

**Candidate:** *Well, we usually wear informal clothes, except the managers, who have to wear suits.*

**Examiner:** *If you were unemployed, how would you try to find a job?*

**Candidate:** *I'd probably look in a newspaper or ask my friends if they knew of anything.*

SEW 2 communicative skills and functions have been mapped to B2.1 in the CEFR.

# SEW 3

## Introduction

### Candidate profile

A candidate who has successfully passed SEW 3 can:

- understand complex and extended speech used in the discussion of reasonably familiar subjects
- communicate with some spontaneity and engage in extended conversation by giving clear descriptions and expressing and explaining views on most general subjects
- initiate, maintain and end the discourse with effective turn-taking
- demonstrate a sufficient range of language to produce stretches of discourse, using some complex sentence forms and without much searching for words whilst correcting most of their own mistakes.

This profile is based on the level Independent User, B2.3 of the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

### Format

The SEW 3 examination consists of the following:

- Telephone task
- Interactive task
- Introductions
- Presentation of a topic
- Examiner-led topic discussion
- Discussion on one subject area
- End of examination and leave-taking.

### Procedure

The examination begins with the **Telephone task**. The candidate is shown to the telephone room by the supervisor, where they are given a written prompt. The candidate has a short time in which to read the prompt and, if they wish, make notes. The candidate then telephones the examiner, who is in another room. It is the responsibility of the candidate to initiate the conversation in order to discuss and resolve the issue and bring it to a successful close. This task lasts no more than three minutes.

When this phase is over the candidate and examiner stay on the phone for the **Interactive task**. The examiner remains in the same role as in the Telephone task and gives the candidate a verbal prompt to which the candidate has to respond by questioning the examiner to find out more information, evaluate options and offer opinions. Once the examiner has set up the situation the candidate takes responsibility for maintaining the interaction. This phase lasts no more than four minutes. If the candidate fails to initiate or to maintain the interaction the phase will not extend to the full four minutes.

Once this phase is over the candidate will go to the examination room and meet the examiner. The examiner introduces themselves and spends a few moments setting the candidate at ease. The examiner also asks the candidate for their ID and the examination proceeds to the next phase.

The examiner invites the candidate to present their work-related topic. The candidate provides the examiner with a written outline of the topic in note form before starting their presentation.

The candidate gives an oral **Topic presentation**. The examiner makes notes during the presentation to inform the following discussion. This phase lasts no more than five minutes.

After bringing the presentation to an end, the examiner initiates the **Topic discussion** by asking for clarification, exemplification and further debate of the issues raised in the presentation. This phase lasts no more than five minutes.

After this, the examiner moves on to the **Discussion**. The examiner selects one of the subject areas listed for this phase (see page 34) and engages the candidate in conversation. During the discussion the candidate gives information, makes statements and responds as appropriate. This phase lasts no more than five minutes.

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

## **Assessment**

The examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade A, B, C or D for Task fulfilment for the Telephone task, Interactive task, Topic presentation, Topic discussion, and Discussion phases. These can be classified as follows:

- A – Distinction
- B – Merit
- C – Pass
- D – Fail

The combination of the five letter grades, i.e. the ones awarded for the **Telephone task, Interactive task, Topic presentation, Topic discussion** and **Discussion**, provides the overall level of achievement. The examiner gives a provisional indication on the Report form as to whether the candidate has passed or failed.

Examiners indicate key areas which are in need of improvement by using the appropriate tick boxes provided on the Report form.

## **Guidance**

### **i) Telephone task**

The Telephone task provides candidates with the opportunity to demonstrate that they can handle work-related conversations in English over the telephone when there are no other paralinguistic aids such as facial gestures and body language to help them. Since this is the first phase of the examination the candidate has not met the examiner, thus making the interaction more authentic.

At the beginning of this phase, the candidate is shown to the telephone room by the supervisor. The candidate is given a written prompt and has five minutes to read the prompt carefully and make any notes they consider necessary. The candidate then initiates the interaction by phoning the examiner. During the telephone conversation, the candidate needs to give information and ask questions as well as answer the examiner's questions to address the situation in the prompt fully and bring the conversation to a satisfactory conclusion. Reading skills are not assessed and candidates should ask for clarification during the telephone conversation should they need to do so. Whilst the candidate is free to be themselves the examiner assumes a role for the duration of the exchange, therefore candidates need to be aware of and use the appropriate register and conventions for this task.

The prompts use, and are designed to elicit, a variety of the language structures and functions of the level and so candidates need to be thoroughly prepared in this regard. When preparing candidates, those responsible should, where possible, ensure that the candidates have the opportunity to practise making telephone calls in the same way as in the examination.

This phase of the exam lasts for up to three minutes so candidates need to bear this in mind when looking at the prompt. As this part of the examination resembles a role play, the examiner will help to extend the interaction in the given role if necessary, but the candidates should not be looking for a very short resolution to the situation.

Two examples of SEW 3 prompts and the possible development of one of these interactions can be found overleaf.

## SEW 3

### Telephone task prompt – Sample 1

Your company wants to be more environmentally friendly. You call your manager with some options for making your workplace greener.

Areas to consider:

Recycling

Use of plastic vs. paper

Heating/air conditioning

Car share for commuters

---

### Sample 1 exchange

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**Examiner:** *Alex King. Human Resources.*

**Candidate:** *Oh hello Alex. This is Tony. Have you got a minute?*

**Examiner:** *Sure. What is it Tony?*

**Candidate:** *Well, you remember you said you wanted some ideas about making the office greener?*

**Examiner:** *Yes.*

**Candidate:** *Well, we've all been discussing this and we think we've got some good ideas.*

**Examiner:** *Excellent. What have you come up with?*

**Candidate:** *First of all, we all think the office is overheated in the winter.*

**Examiner:** *What makes you say that?*

**Candidate:** *Well, sometimes it's freezing cold outside but we're in the office sweating. We have to take off our jackets and jumpers. We could turn the heating down quite a lot. It would be good for the environment and save the company money.*

**Examiner:** *That sounds good. Have you got any other ideas?*

**Candidate:** *Yes, we've thought about our use of paper, plastic cups and...*

### Conversation continues

**Examiner:** *Can we recap? You've given me some good ideas.*

**Candidate:** *Yes, no problem, first was the overheating in winter and then the plastic cups, and lastly recycling bins. Is that okay?*

**Examiner:** *Yes thanks. Now while you're on the phone...*

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### Telephone task prompt – Sample 2

Your company's annual conference is coming up. You'd like to invite a client/associate to speak. You know they are very busy and they might not agree at first. Call and invite the person.

Time: 2 months' time

Location: Your town/city in a hotel with conference facilities

Task: Give a speech in the evening and the following morning. Stay overnight in the hotel.  
Be flexible about the morning speech

Number attending: 200

**ii) Interactive task**

This phase provides the opportunity for candidates to demonstrate their ability to initiate and take control of the interaction. In addition to general functions such as requesting information, the language functions listed for this level should arise naturally from each task prompt. In this 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.

It is important that, once the examiner has set up the situation, the candidate takes responsibility for the interaction. The interaction will take the form of multiple turns, with the examiner's turns being much shorter than those of the candidate.

This phase follows directly on from the Telephone task and is also conducted over the phone. The examiner remains in the same role as in the Telephone task but the candidate is free to be themselves so as to create as authentic an exchange as possible. At the start of this phase the examiner says: '*Now while you're on the phone...*' and then tells the candidate the situation. From that point it is the candidate's responsibility to take control over the exchange by, for example, eliciting further information, hypothesising and evaluating options.

This phase should last no more than four minutes. In this phase the responsibility for maintaining the interaction is the candidate's. If a candidate fails to initiate or to maintain the interaction, 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.

Candidates should be able to understand and use the language functions of the level to take full part in the exchange.

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**Interactive task – Sample 1 exchange**

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**Examiner:** *Now while you're on the phone can I just ask for your thoughts on an issue about staff training?*

**Candidate:** *Yes sure. What can I do to help?*

**Examiner:** *Well, we've been thinking of doing some 'away days' to help team building.*

**Candidate:** *Oh I've heard of these before. Is that where you have to do sports or build something?*

**Examiner:** *Yes that kind of thing. Do you think that they work and are a good idea?*

**Candidate:** *They could be, but the problem is that not everyone likes sport. I've never actually taken part in one myself. What did you have in mind?*

**Examiner:** *We thought that we could go to the countryside and have a range of outdoor activities.*

**Candidate:** *Well, I think it's a good idea to ask the staff what they would like to do before deciding exactly what to do. You can offer choices, don't leave it completely open. Personally I'd be quite happy to go to the country but it doesn't suit everyone.*

**Examiner:** *That's not a bad idea. There is the time issue as well.*

**Candidate:** *Yes, besides work people always have family commitments.*

*Conversation continues*

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**Interactive task – Sample 2**

**Examiner:** *Now while you're on the phone, I'd like to hear what you think, as I'd like to advertise my products at your conference. What do you think of companies advertising their products together, do you think it's good for business?*

### **iii) Topic presentation**

Before the examination, the candidate prepares a five-minute presentation of a topic on a work-related subject of their choice, within the topic categories listed opposite. Candidates are advised to select their topics carefully. Subject knowledge is not being assessed in the examination, but the talk should be informative and presented in such a way as to engage and maintain the examiner's interest. The candidate must compile some brief notes or a diagram to give to the examiner at the start of this phase. A short sentence is sufficient for each point in the notes. Diagrams should be clearly labelled to enable the examiner to ask questions. The notes or diagrams do not form part of the assessment.

Adherence to the timing of this phase is very important and so candidates are strongly advised to ensure that the presentation lasts up to but no longer than five minutes. Presentations which extend beyond the time allocated will be stopped so as to ensure that all other examination phases can proceed according to the stated requirements.

The notes should be given to the examiner before the start of the presentation. These notes will not be taken into account in the assessment of the phase. The candidate may have produced their own brief notes for personal use and these do not have to be shown to the examiner. As the presentation is oral, the use of complete written scripts in the presentation is not allowed.

During the presentation, the examiner will make notes on points which he or she wishes to raise in order to gain clarification or further information about the views and ideas expressed. Candidates need to be reassured that the examiner is not collecting examples of the candidate's language for assessment purposes.

The presentation can be supported by technological aids (e.g. OHP/PowerPoint). Examiners must be notified at the beginning of the examination session if such aids are to be used. All such aids must be set up prior to the examination and be ready for immediate use at the beginning of the examination. There is no time allowed for the setting up or removal of such aids in the actual examination. Candidates who choose to use such aids are advised to have back-up material in case of power or equipment failure. As with the written handouts, skill in the technical preparation and use of such aids will not form part of the assessment. Candidates may stand or sit when delivering their presentations.

A successful candidate who has failed to select one of the 12 categories listed for the topic will be issued with an incomplete certificate with a blank space where the topic category should be shown.

### **iv) Topic discussion (examiner-led)**

When preparing the topic, the candidate should try to anticipate the contributions of the examiner and think of ways of developing the topic beyond the limitations of the presentation. The examiner will initiate the discussion, but as the interaction is intended to be authentic, both parties have equal responsibility for maintaining the flow. There should be a real exchange of ideas and opinions with the candidate being able to challenge the examiner on their opinions. The candidate must be ready to exemplify and elaborate on the ideas and opinions given in the presentation.

The discussion is intended to be about the actual presentation rather than on the theme of the topic. The candidate is expected to be proactive in the discussion and not simply to respond to the contributions of the examiner.

A candidate who fails to prepare a topic cannot be assessed for Task fulfilment for the above two phases. The phases will be voided and this will result in a fail being awarded for the examination as a whole.

### **v) Discussion**

The conversation will include discussion of one of the subject areas listed for the level. At this level, the candidate will be capable of initiating and sustaining more conversation than at SEW 1 and SEW 2. Although a candidate's interests and abilities may still limit the scope and direction of the conversation, they will be expected to:

- take more responsibility for the content
- contribute opinions and ideas as well as information on the subject areas listed
- maintain the flow of the exchange
- demonstrate to the examiner the range and quality of the language of the level at their command.

## **SEW 3 format**

**Total examination time: 23 minutes**

(including 1 minute for room change after the Telephone task)

The examination consists of five assessed phases:

- Telephone task (up to 3 minutes)
- Interactive task (up to 4 minutes)
- Topic presentation (up to 5 minutes)
- Topic discussion – examiner-led (up to 5 minutes)
- Discussion on one subject area selected by the examiner (up to 5 minutes).

## **Topic categories**

Candidates must select one of the 12 categories listed below on which to base their topic. If a candidate chooses 'Advertising' or 'Media' as their topic, for example, the category 'Advertising & Media' will be shown on the certificate. Failure to choose one of the categories will result in an incomplete certificate.

1. Advertising & Media
2. Design & the Arts
3. Education & Training
4. Health & Public Services
5. Hospitality & Tourism
6. IT & Communications
7. Law & Government
8. Management & Administration
9. Manufacturing & Engineering
10. Marketing & Public Relations
11. Retail & Finance
12. Science & Technology

## **Candidate performance**

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed overleaf.

### Communicative skills

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#### In the **Telephone task**

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- Initiate and maintain the discourse
  - Use appropriate register and conventions as required by the task
  - Show understanding of the examiner by responding appropriately
  - Seek clarification of the written prompt if necessary
  - Take, keep, give up and offer turns when appropriate to do so
  - Where appropriate to the individual task, include exponents of the functions listed below
- 

#### In the **Interactive task**

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- Initiate the discourse
  - Maintain the discourse by asking for information, and commenting and elaborating on the responses obtained
  - Develop the discussion by encouraging comment and opinion from the examiner
  - Take, keep, give up and offer turns when appropriate to do so
  - Where appropriate to the individual task, include exponents of the functions listed below
- 

#### In the **Topic presentation**

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- Give an informative presentation on a chosen subject, with an identifiable structure, using discourse connectors and cohesive devices, highlighting significant points
  - Introduce the presentation, develop and support particular points of view and conclude
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#### In the **Topic discussion**

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- Show understanding of the examiner by responding appropriately
  - Handle interruptions by recapping and recovering
  - Engage the examiner in discussion of the topic by inviting questions and commenting on the ideas in the presentation
- 

#### In the **Discussion**

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- Show understanding of the examiner by responding appropriately
- Take more responsibility for the maintenance of the interaction with the examiner
- Follow up on comments from the examiner in order to develop the conversation
- In case of a breakdown in communication, use paraphrasing and circumlocution

**One subject area for discussion will be selected by the examiner from the list below:**

- **Advertisers and consumers**
  - **Conditions of employment**
  - **Environmental issues in business**
  - **Relationships at work**
  - **Technology and communication**
- 

#### **Functions**

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- Expressing abstract ideas
  - Expressing feelings and emotions such as regrets, wishes and hopes
  - Expressing assumptions and speculating
  - Expressing impossibility
  - Reporting the conversation of others
  - Persuading and discouraging
  - Evaluating options
  - Hypothesising
  - Evaluating past actions or course of events
-

## Language production

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for the previous SEW levels.

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### Grammar

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- Present perfect continuous tense
- Past perfect tense (including continuous form)
- Reported speech
- Third and mixed conditionals
- *Should/must/might/could* + present perfect tense
- More complex forms of the passive with modals
- Verbs followed by gerund and/or infinitive, e.g. *forget, stop, go on, remember*
- Correct verb patterns after *wish* and *hope*
- Linking expressions, e.g. *even though, in spite of, unless, although*
- Cohesive devices, e.g. *so to continue, in other words, for example*

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### Lexis

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- Vocabulary specific to the topic category and subject areas
- Reporting verbs, e.g. *say, tell, ask, report, advise, promise*
- Appropriate words and expressions to encourage further participation, e.g. *And then? And what about you?*
- Cohesive devices to recap and recover, e.g. *As I was saying, anyway...*
- Hesitation fillers, e.g. *I mean, you know*
- Stock phrases to gain time for thought and keep the turn, e.g. *Well, let me think...*

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### Phonology

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- The correct pronunciation of vocabulary specific to the topic category and subject areas
- Rising and falling intonation for keeping, giving up and offering turns
- Stress, intonation and pitch relevant to the functions listed above
- Stress and rhythm to highlight and emphasise main points and ideas
- Stress, intonation and pitch to convey emotion and attitude

## Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the examination. These are only examples, not models to be learned.

**Examiner:** *Well, I've never worn a uniform to work.*

**Candidate:** *Neither have I, but if I had to, it wouldn't worry me. I think it's important to look formal in some situations.*

**Examiner:** *Human Resources, Pat speaking.*

**Candidate:** *Hello Pat, my name's Clara and I work in the International department. Can I have a few words with you about my last appraisal?*

**Examiner:** *Without research and development the sector will fail.*

**Candidate:** *Yes, I can understand that. There simply isn't enough interest in developing new technology for heavy industry. Isn't there something we can do to lobby government?*

**Examiner:** *You said your company had recently introduced some new technology. What exactly have they done?*

**Candidate:** *Well, everyone's been given a laptop. It means we can take work home with us if we have to get a job finished.*

**Examiner:** *How much paid holiday do your employees get?*

**Candidate:** *Well, compared with our competitors, it's not bad, but the factory workers have been asking for more recently. Unfortunately, it's not possible to give more at the moment.*

**Examiner:** *What do you think of your company's safety record?*

**Candidate:** *To be honest, there was a bad accident in the factory last year. In my opinion, it could have been avoided if we had had better lights.*

**Examiner:** *I think some companies don't care enough for their customers.*

**Candidate:** *I agree and that's why I hope the new government will introduce stronger laws to protect consumers.*

SEW 3 communicative skills and functions have been mapped to B2.3 in the CEFR.

# SEW 4

## Introduction

### Candidate profile

A candidate who has successfully passed SEW 4:

- can express themselves fluently and spontaneously, almost effortlessly
- can expand and develop the point being discussed without any support and can handle interjections well
- has a good command of a wide range of complex language structures, vocabulary and functions
- can use language flexibly and effectively for social, academic and professional purposes
- can recognise and appreciate different registers and degrees of formality.

This profile is based on the level Independent User, C1 of the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

### Format

The examination at each grade consists of the following:

- Telephone task
- Interactive task
- Introductions
- Formal presentation of a topic prepared by the candidate
- Candidate-led discussion of the topic presentation with the examiner
- Discussion on one subject area selected by the examiner
- End of examination and leave-taking.

### Procedure

The examination begins with the **Telephone task**. The candidate is shown to the telephone room by the supervisor where they are given a written prompt. The candidate has a short time in which to read the prompt and, if they wish, make notes. The candidate then telephones the examiner, who is in another room. It is the responsibility of the candidate to initiate the conversation in order to resolve the issue and bring it to a successful close. This task lasts no more than four minutes.

When this phase is over the candidate and examiner stay on the phone for the **Interactive task**. The examiner remains in the same role as in the Telephone task and gives the candidate an oral prompt to which the candidate has to respond by questioning the examiner, for example, to find out more information, soften and downplay propositions and express reservations. Once the examiner has set up the situation the candidate takes responsibility for maintaining the interaction. This phase lasts no more than four minutes. If the candidate fails to initiate or to maintain the interaction, the phase will not extend to the full four minutes.

Once this phase is over the candidate will go to the examination room and meet the examiner. The examiner introduces themselves and spends a few moments setting the candidate at ease. The examiner also asks the candidate for their ID and the examination proceeds to the next phase.

The examiner invites the candidate to present their work-related topic. The candidate provides the examiner with a written outline of the topic in note form before starting their presentation.

The candidate gives an oral **Formal topic presentation**. The examiner makes notes during the presentation to inform the following discussion. This phase lasts no more than eight minutes.

After bringing the presentation to an end, the candidate initiates the **Topic discussion** by asking whether the examiner would like to comment on any specific points raised in the presentation. The examiner may ask for clarification, and/or justification whilst engaging in further debate of the issues raised in the presentation. This phase lasts no more than five minutes.

After this, the examiner moves on to the **Discussion**. The examiner selects one of the listed subject areas and

engages the candidate in conversation. During the discussion the candidate gives information, makes statements and responds as appropriate. This phase lasts no more than five minutes.

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

## **Assessment**

The examiner assesses the candidate's performance by selecting one of four levels of performance and awards a letter grade A, B, C or D for Task fulfilment for the Telephone task, Interactive task, Topic presentation, Topic discussion, and Discussion phases. These can be classified as follows:

- A – Distinction
- B – Merit
- C – Pass
- D – Fail

The combination of the five letter grades awarded for Task fulfilment, i.e. one each for the **Telephone task**, **Interactive task**, **Formal topic presentation**, **Topic discussion** and the **Discussion**, provides the overall level of achievement. The examiner gives a provisional indication on the Report form as to whether the candidate has passed or failed.

## **Guidance**

Examinations at this level demand a much higher level of language proficiency and communication skills than is required at the lower levels. Candidates will need to be well motivated and be able to handle abstract concepts and to contribute to high level discussion of complex issues.

### **i) Telephone task**

The Telephone task provides candidates with the opportunity to demonstrate that they can handle work-related conversations in English over the telephone when there are no other paralinguistic aids such as facial gestures and body language to help them. Since this is the first phase of the examination the candidate has not met the examiner, thus making the interaction more authentic.

At the beginning of this phase of the examination, the candidate is shown to the telephone room by the supervisor and given a written prompt. The candidate has five minutes to read the prompt carefully and make any notes they consider necessary. The candidate then initiates the interaction by calling the examiner. During the telephone conversation, the candidate needs to give information and ask questions as well as answer the examiner's questions to address the situation in the prompt fully and bring the conversation to a satisfactory conclusion. Reading skills are not assessed and candidates should ask for clarification over the phone should they need to do so. Whilst the candidate is free to be themselves the examiner assumes a role for the duration of the exchange therefore candidates need to be aware of and use the appropriate register and conventions for this task.

The prompts use, and are designed to elicit, a variety of the language structures and functions of the level and so candidates need to be thoroughly prepared in this regard. When preparing candidates, those responsible should, where possible, ensure that the candidates have the opportunity to practise making telephone calls in the same way as in the examination.

This phase lasts for up to four minutes so candidates need to bear this in mind when looking at the prompt. As this part of the examination resembles a role play, the examiner will help to extend the interaction in the given role if necessary, but the candidates should not be looking for a very short resolution to the situation.

Two examples of SEW 4 prompts and the possible development of one of these interactions can be found overleaf.

## SEW 4

### Telephone task prompt – Sample 1

You have been overcharged for some equipment. Unfortunately the finance department has already paid the invoice. Call the company and ask for a refund.

Order: 2 large photocopiers, 2 wireless printers, 3 scanners  
Order number: QW 77F 08  
Invoice: €10,000  
Refund requested: €5,000

### Sample 1 exchange

**Examiner:** *Good morning QuickWrite, John speaking.*

**Candidate:** *Good morning this is Mr Salis from JP Productions. I'm calling about a problem with the last invoice for the order we received two weeks ago.*

**Examiner:** *Okay I'll do what I can to help. Can you tell me what the problem is?*

**Candidate:** *The invoice is for 10,000 Euros for all the equipment we ordered but according to my calculations you have overcharged us. Unfortunately, the finance department has already paid the invoice.*

**Examiner:** *I see. Can you tell me the order number please?*

**Candidate:** *Yes it's QW 77F 08. We ordered two photocopiers, two wireless printers and three scanners.*

**Examiner:** *Ah yes, I've got the order on screen now. We have received full payment.*

**Candidate:** *Yes I know, that's not the problem. The issue is that we've been overcharged by 5,000 Euros.*

**Examiner:** *Oh dear. Are you sure you checked this year's catalogue. The prices have gone up considerably.*

**Candidate:** *Yes, I have checked. The price quoted for the scanner is half the amount in the invoice, which is quite considerable.*

### Conversation continues

**Candidate:** *Can I just confirm that the refund will be paid at the end of the month? And one final check – the amount is for 5,000 Euros and not for 10,000 Euros. Good, thank you for your help.*

**Examiner:** *Thanks Mr Salis. While you're on the phone...*

### Telephone task prompt – Sample 2

On safety grounds, you have just refused to work with a certain colleague. You call your manager to explain the situation and defend your action.

Areas to consider: Equipment – not maintained  
Clothing – inadequate  
Safety procedures – not followed

**ii) Interactive task**

This phase provides the opportunity for candidates to demonstrate their ability to initiate and take control of the interaction. At this level of SEW the tasks have been designed to provide candidates with the opportunity of demonstrating not only their ability to express the functions of the level but also their control over the grammatical items listed for all the SEW levels up to and including SEW 3.

It is important that, once the examiner has set up the situation, the candidate takes responsibility for the interaction. The interaction will take the form of multiple turns, with the examiner's turns being much shorter than those of the candidate.

This phase follows directly on from the Telephone task and is also conducted over the phone. The examiner remains in the same role as in the Telephone task but the candidate is free to be themselves so as to create as authentic an exchange as possible. At the start of this phase the examiner says: '*While you're on the phone...*' and then tells the candidate the situation. From that point it is the candidate's responsibility to take control over the exchange by eliciting, for example, further information, expressing caution, politely refusing and deducing.

This phase should last no more than four minutes. In this phase, the responsibility for maintaining the interaction is the candidate's. If a candidate fails to initiate or 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.

Candidates should be able to understand and use the language functions of the level to take full part in the exchange.

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**Interactive task – Sample 1 exchange**

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- Examiner:** *While you're on the phone, Mr Salis, can I ask you a few questions on your opinion about staff working from home. We're considering whether to develop more all-inclusive wireless equipment for home working. What do you think about working from home?*
- Candidate:** *There are definite merits to it. However, it doesn't suit everyone, does it? People like going into work to catch up with their colleagues. It gets them out of the house too.*
- Examiner:** *A lot of offices are open plan and some people say it's easier to work at home. It cuts down on the commuting time too.*
- Candidate:** *Well, yes, there are a couple of good points there. But if you have a family you might not get peace and quiet at home. Particularly if you have children under five.*
- Examiner:** *This is where the technology comes in though. With an integrated system it's possible to work in a small space, you don't need a large office area.*
- Candidate:** *Well you do have a point, but I still think that even with the most integrated and advanced system you'll never replace the office environment. How many important conversations take place in a coffee break? That's far better than writing endless emails, isn't it?*
- Examiner:** *Well, yes. Personal contact is irreplaceable. However, I was thinking more of part-time working from home and not taking away the office culture completely.*
- Candidate:** *No you couldn't do that, as I was saying, face-to-face contact is far better. But to go to your next point; not all jobs are suited to home working.*
- Examiner:** *Yes, but that's where the technology comes in...*

*Conversation continues*

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**Interactive task – Sample 2**

- |   |
|---|
| <p><b>Examiner:</b> <i>While you're on the phone, we've got some issues around stress management at work. Do you believe in confronting colleagues with a problem or going about it in a different way?</i></p> |
|---|

### **iii) Formal topic presentation**

Before the examination, the candidate prepares an eight-minute formal presentation of a topic on a work-related subject of their choice, within the topic categories listed opposite. Candidates are advised to select their topics carefully. Subject knowledge is not being assessed in the examination, but the talk should be informative and presented in such a way as to engage and maintain the examiner's interest.

Adherence to the timing of this phase is very important and so candidates are strongly advised to ensure that the presentation lasts up to but no longer than eight minutes. Presentations which extend beyond the time allocated will be stopped so as to ensure that all other examination phases can proceed according to the stated requirements.

The candidate must give a set of brief notes to the examiner before the start of the presentation. These notes will not be taken into account in the assessment of the phase as it is a candidate's oral skills which are being assessed and not their writing skills. The candidate may have produced their own brief notes for personal use and these do not have to be shown to the examiner. As the presentation is oral, the use of complete written scripts in the presentation is not allowed.

During the presentation, the examiner will make notes on points which he or she wishes to raise in order to gain clarification or further information about the views and ideas expressed. Candidates need to be reassured that the examiner is not collecting examples of the candidate's language for assessment purposes.

The presentation can be supported by technological aids (e.g. OHP/PowerPoint). Examiners must be notified at the beginning of the examination session if such aids are to be used. All such aids must be set up prior to the examination and be ready for immediate use at the beginning of the examination. There is no time allowed for the setting up or removal of such aids in the actual examination. Candidates who choose to use such aids are advised to have back-up material in case of power or equipment failure. As with the written handouts, skill in the technical preparation and use of such aids will not form part of the assessment. Candidates may stand or sit when delivering their presentations.

### **iv) Topic discussion (candidate-led)**

When preparing the topic, the candidate should try to anticipate the contributions of the examiner and think of ways of developing the topic beyond the limitations of the formal presentation. The interaction is intended to be an authentic discussion with both parties having equal responsibility for maintaining the flow. There should be a real exchange of ideas and opinions with the candidate being able to challenge the examiner on their opinions. The candidate must be ready to justify, exemplify and elaborate on the ideas and opinions given in the presentation.

The discussion is intended to be about the actual presentation rather than on the theme of the topic. The candidate is expected to be proactive by starting the discussion and not simply responding to the contributions of the examiner throughout this phase.

A candidate who fails to prepare a topic cannot be assessed for Task fulfilment for the above two phases. The phases will be voided and this will result in a fail being awarded for the examination as a whole.

### **v) Discussion**

The discussion will include debate of one of the subject areas listed for the level (see page 42). At this level, the candidate will be fully capable of initiating and sustaining the discussion. Candidates will be expected to:

- take a large degree of responsibility for the content
- contribute carefully considered opinions and ideas on the subject areas listed
- maintain and influence the flow of the exchange
- demonstrate to the examiner a very wide range of language accurately used.

## **SEW 4 format**

**Total examination time: 27 minutes**

(including 1 minute for room change after the Telephone task)

The examination consists of five assessed phases:

- Telephone task (up to 4 minutes)
- Interactive task (up to 4 minutes)
- Formal presentation of a topic prepared by the candidate (up to 8 minutes)
- Candidate-led discussion of the topic presentation with the examiner (up to 5 minutes)
- Discussion on one subject area selected by the examiner (up to 5 minutes)

## **Topic categories**

Candidates must select one of the 12 categories listed below on which to base their topic. If a candidate chooses 'Advertising' or 'Media' as their topic, for example, the category 'Advertising & Media' will be shown on the certificate. Failure to choose one of the categories will result in an incomplete certificate.

1. Advertising & Media
2. Design & the Arts
3. Education & Training
4. Health & Public Services
5. Hospitality & Tourism
6. IT & Communications
7. Law & Government
8. Management & Administration
9. Manufacturing & Engineering
10. Marketing & Public Relations
11. Retail & Finance
12. Science & Technology

## **Candidate performance**

In performing the required tasks, the candidate is expected to demonstrate the following communicative skills and use the language items listed overleaf.

### **Communicative skills**

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#### **In the Telephone task**

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- Initiate the discourse
  - Use appropriate register and conventions as required by the task
  - Seek clarification of the written prompt if necessary
  - Show understanding of the examiner by responding appropriately to verbal prompts
  - Maintain and control the discourse by asking for and giving information and elaborating as appropriate
  - Where appropriate to the individual task, include exponents of the functions listed below
- 

#### **In the Interactive task**

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- Take full responsibility for maintaining the flow of conversation by changing the direction of the conversation when necessary
  - Use turn-taking conventions to facilitate a successful conclusion to the interaction
  - Relate their own contributions to the prompt
- 

#### **In the Formal topic presentation**

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- Give a formal presentation, informative and partly discursive in nature, on a chosen subject, with an identifiable structure, using discourse connectors and cohesive devices with evidence of some controlled use of organisational patterns
  - Introduce the presentation, develop and support particular points of view with subsidiary points and conclude
- 

#### **In the Topic discussion**

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- Be prepared to justify the ideas and opinions given in the presentation
  - Engage the examiner by inviting questions and encouraging comment on the ideas etc. provided in the presentation
  - Respond to challenges made by the examiner
- 

#### **In the Discussion**

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- Anticipate the direction of the conversation and cope with change of direction
- Demonstrate the ability to infer and extract meaning from vague or imprecise language
- Evaluate and challenge statements and arguments made by the examiner
- Participate fully without much obvious searching for expressions

**One subject area for conversation will be selected by the examiner from the list below:**

- **Current trends in business**
  - **Equal opportunities**
  - **Ethics in business**
  - **Unemployment**
  - **Workers' rights**
- 

#### **Functions**

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- Developing and justifying an argument
  - Deducing
  - Softening and downplaying propositions
  - Expressing caution
  - Challenging arguments and opinions
  - Evaluating different standpoints
  - Defending a point of view
  - Summarising information, ideas and arguments
  - Expressing reservations and politely refusing
-

## Language production

The candidate is expected to demonstrate the ability to use the items listed below, in addition to the items listed for the previous levels.

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### Grammar

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- All the basic structures specified for SEW 1, exercising complete control
- The more complex structures of SEW 2 and SEW 3, used in combination and contrast, with only very occasional lapses

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### Lexis

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- Vocabulary specific to the topic category and subject areas
- Expressions used before challenging, e.g. *That's a good point but..., Perhaps I didn't explain my point clearly...*
- Expressions for downplaying and softening, e.g. *It's quite difficult, If I could just ask...*
- Signposting expressions, e.g. *I'd like to begin with..., On the other hand..., So to sum up...*
- Tentative expressions, e.g. *I may be wrong but... Don't you think it might be...*
- Language of caution, e.g. *It tends to be, It seems as if...*
- Vague and imprecise language, e.g. *a bit more, a hundred people or so*

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### Phonology

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- The correct pronunciation of topic-category and subject-area specific vocabulary
  - Various features of pronunciation which only occasionally deviate from an internationally intelligible model. Minimal L1 interference at word and sentence level
  - A range of stress and intonation patterns, pitch and volume to convey shifts in meaning and attitude
- 

## Examiner and candidate language

The sample exchanges below show some ways in which examiners and candidates might express themselves during the examination. These are only examples, not models to be learned.

**Candidate:** *Now I'd be happy to answer any questions you may have about any of the points I've raised.*

**Examiner:** *It's clear that not everyone agrees on this. Whose arguments are closest to your own?*

**Candidate:** *I don't think any of the arguments are very convincing but if I had to side with someone, it would be the man who thinks we should protect the weak in society.*

**Examiner:** *What could be inferred from the finance minister's decision to reduce benefits for the unemployed?*

**Candidate:** *Well, I suppose he could be suggesting that the unemployed aren't trying to find work. Or maybe he's just trying to save money.*

**Examiner:** *Telesales, Mark speaking, can I help?*

**Candidate:** *Yes, I asked for two new phone lines to be installed in my company. The engineer was supposed to come yesterday but he didn't and he didn't call either. Can you help?*

**Examiner:** *I'm concerned about the amount of overtime some of the staff are doing.*

**Candidate:** *Is it on a permanent or temporary basis? Long term it can really affect someone's physical health, not to mention their family life.*

**Examiner:** *For me, it's totally unacceptable that we buy goods produced by children in the poorer countries of the world. It's immoral. Don't you think so?*

**Candidate:** *Well, yes, but there are two sides to this issue. With the money the children earn producing these goods their families are able to afford the things we take for granted, like food, clothes and shelter.*

**Examiner:** *What action would you take if you felt you were being discriminated against in the workplace?*

**Candidate:** *Actually I have been in this position before. Last year I was told I was too young to become a supervisor, so I made an appointment with my boss and complained. But it didn't work, I'm still not a supervisor.*

SEW 4 communicative skills and functions have been mapped to C1 in the CEFR.

### Regulations

#### Age and entry requirements

Trinity's Spoken English for Work examinations are for learners whose native language is not English. Anyone aged 16 years and above at the time of examination is eligible. There is no upper age limit.

Candidates may enter at any level without having previously taken any other Trinity examination at a higher or lower level, although it is recommended that candidates have studied English for a reasonable length of time before taking a SEW examination.

Applications for examination will be accepted by Trinity on the condition that candidates will be examined according to the requirements of the current syllabus. It is the responsibility of the centre to ensure that they and the candidate are following the current syllabus and regulations.

Candidates cannot enter for more than one level in the same session.

Candidates can be substituted under the following conditions:

- the substitution is at the same level (or lower)
- the substitution does not involve special needs candidates
- the candidates involved in the substitutions are new candidates to Trinity and have not performed any examinations with Trinity in the past
- the administration of the substitution is performed by the centre using Trinity's administration system Trinity Online<sup>1</sup>
- a photocopier is provided at the examination venue for the examiner to photocopy documentation after the examination session.

If a candidate does not reach the level required to pass and wishes to re-sit an examination, a minimum of one month must elapse before the candidate may enter again.

Candidate entries received after the relevant closing date cannot be guaranteed and will be subject to a surcharge. These dates can be obtained from National/Area Consultants and Trinity's Head Office.

Details of how to register candidates for examination are available at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

Trinity Online gives approved individuals and centres in the Trinity network worldwide direct access to their own candidate information held on Trinity's central database. This award-winning website is available 24 hours a day, 365 days a year. It will make your examination administration quicker and easier, and you can view, analyse and print out your results for quality assurance and reporting.

#### Results and certificates

Each candidate for Spoken English for Work receives an examination report, evaluating performance in the form of letter grades and highlighting areas in need of improvement. A provisional final overall statement of Pass or Fail is given on the Report form which will be given to the Centre Representative immediately after the examination session finishes. The letter grade profiles can be converted into the four overall levels of attainment by using the Results look-up tables which can be found on the Trinity website [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

The four levels are:

Pass with Distinction

Pass with Merit

Pass

Fail

The results issued at the end of the session are provisional and are only intended to provide an indication of the likely outcome of the examination. Centres are strongly advised to check any borderline results by using the Results look-up tables provided on the website. The final result will be confirmed by the issue of a certificate or otherwise. The provisional nature of the results provided on the Report form is clearly stated and only the final results, i.e. those issued by Trinity's Head Office in the form of a certificate or otherwise, are valid. Examiners issue Report forms only to the teacher in charge or the Centre Representative. Examiners are not allowed to give details of results in any other way or to any other person.

<sup>1</sup> Trinity Online is available in English and in a range of languages: you can select the default language of your choice. Check availability for your location.

Successful candidates will receive a certificate showing the subject, SEW level, topic category and level of pass, i.e. Pass, Merit or Distinction, as well as the name of their teacher or school if requested at the time of registration. After moderation of the results, certificates are sent to centres for distribution and normally arrive within eight weeks of the completion of the examination session.

Replacement certificates are available, although an administration fee will be charged for replacing a certificate. All replacement certificates issued later than six months after the date of the examination will be marked 'Duplicate'. Exact candidate details must be provided prior to a certificate being replaced. The Trinity website contains more details on how to obtain a replacement certificate.

### **Candidates with special educational needs/disabilities**

Trinity welcomes entries from candidates with special educational needs and disabilities. Adjustments are implemented according to individuals' disabilities reflecting their usual method of working, the assessment requirements and the guidelines stipulated by the regulatory authorities as well as the Joint Council for Qualifications.

The same standard of assessment applies to all candidates, regardless of any disability, and allowances will only be made to the conduct of the examination if appropriate.

The following procedures must be followed when requesting consideration of special needs.

#### **Enrolment on Trinity Online**

Full details of the special needs must be received on or before the closing date for the examination. The specific condition and request for special needs dispensation should be inputted on the candidate's record on Trinity Online. Details of how to indicate special needs are explained in the candidate enrolment instructions available via Trinity Online. No alteration to the special needs candidate's details can take place after registration.

Owing to the extra preparation time required to provide individual tests for disabled candidates, late entries or entries which do not contain full details of the nature of the disability will not normally be accepted. If a late entry has been accepted but the examination cannot take place, the fee will be refunded (at the discretion of Trinity) but the surcharge will be retained to cover costs of administration of the late entry.

In order to prepare Braille tests for candidates, centres are required to give a minimum of two months' notice.

Braille certificates are available for visually impaired candidates at no extra charge. Requests for Braille certificates should be made at the time of entry.

#### **Evidence to Trinity's Head Office**

All provision for special needs candidates is adjusted to the particular needs of each candidate. To be most beneficial to candidates, as full an explanation as possible of the nature of the special needs and potential modification to the procedure of the examination is required.

Appropriate documentary evidence of special assessment needs must be supplied at the time of enrolment. Special provision will not be given without this information. This must be a current medical certificate or, in the case of dyslexic candidates, a report from an education psychologist (a chartered educational psychologist, a full or affiliate member of the Association of Educational Psychologists or a person employed by a local education authority as an educational psychologist). Reports from psychologists of other disciplines (e.g. clinical) are not acceptable. Details of medical and psychological reports are not disclosed to anyone, including examiners.

Trinity College London reserves the right to turn down requests for provision if sufficient information is not provided.

Candidates who require wheelchair access to centres should notify the centre.

#### **Equal opportunities policy for examination candidates**

Trinity is committed to equality of access to examinations. This commitment applies to all candidates, regardless of gender, age (above the minimum age of 16 years), racial origin, nationality, creed, sexual orientation, marital status or employment status. Trinity endeavours to provide examinations for candidates with disabilities but owing to the nature of the examination, some disabilities, such as the inability to speak, will prevent the candidate from fulfilling the requirements of the examinations.

## **Regulations**

Trinity seeks to ensure that:

- the content and assessment of its examinations are non-discriminatory and are appropriate to the knowledge and skills specified
- the style and language of its documentation are readily understood and do not reflect stereotyped or biased attitudes
- its examiners and all associated with its examinations apply a fair and just process.

### **Candidate identification policy**

Candidates entered for Spoken English for Work examinations are required to provide a photographic form of identification. Candidates will be asked by the examiner to provide ID at the start of the examination.

Centre Representatives will be reminded of this policy by the examiner on arrival at the centre. Where no ID has been provided, the examiner will inform the Centre Representative or teacher during the feedback session.

### **Absence through sickness**

A candidate who is sick and cannot take the examination may apply to Trinity's Head Office for a half-fee re-entry permit, enclosing a medical certificate. Applications for re-entry permits must be made within 30 days of the examination date. Trinity will issue a re-entry permit for an examination at the same level, which can be used for an examination within 12 months of the original examination date on payment of half the current entry fee. If a re-entry permit is used towards entry for a higher-level examination, the difference in fee is also payable, i.e. the full fee of the higher-level examination less half the fee of the lower level examination.

Examiners are not permitted to accept either notice of withdrawal or medical certificates.

Trinity reserves the right to consider other special cases for absence on their individual merits.

### **Exceptional circumstances**

All examinations are assessed on the basis of the performance given on the day of the examination without regard to any external circumstances.

When a candidate infringes examination regulations, the examination will continue without comment by the examiner so that candidate performance in other parts of the examination is unaffected, wherever possible. The Report form will normally be returned by the examiner to Trinity at the end of the examination, rather than being issued to the Centre Representative, so that a decision can be taken about the validity of the examination. Trinity reserves the right to award no marks for invalid parts of an examination. The outcome of referred examination reports will be reported to the Centre Representative as soon as possible after the matter has been considered.

### **Examination monitoring**

Trinity reserves the right for Trinity examiners to audio record examinations for monitoring purposes. The examiner will inform the centre at the start of the session that the examinations will be recorded. Trinity also reserves the right to allow Trinity monitors into the examination room while the examination is in progress in order to observe the conduct of the examinations.

These procedures are an essential feature of Trinity's commitment to the consistency of marking and administration by its examiners and are in no way detrimental to the candidate. Every effort will be made to give advance notice of such monitoring sessions and arrangements will be discussed with the Registered Centre involved, wherever possible. Entrance for the Trinity examinations constitutes acceptance of all the quality assurance procedures.

In normal circumstances, no other person is permitted to be present in the examination room. Special arrangements apply, with prior authorisation, in cases where disabled candidates require assistance.

Candidate privacy and data are protected under the UK Data Protection Act 1998. Please see page 50 for more information.

### **Examination delivery**

Trinity works with the centre to ensure that the examination session is delivered at the mutual convenience of the centre and the examiner. During the planning process, the centre may be approached regarding alternative dates for delivery.

Trinity reserves the right not to conduct an examination session in the following circumstances:

- examination entries are not received prior to the specified closing dates. Closing dates are available from your National/Area Consultant or Trinity's Head Office
- examination fees are not paid in full by the closing date
- the minimum fee required by Trinity in order to cover the costs of an examiner visiting an examination venue is not met. Details of the minimum fee required can be obtained from your National/Area Consultant or Trinity's Head Office
- centres have not used the correct fees for their examination session.

Trinity takes every effort to ensure the delivery of its examinations on the dates and at the locations planned. However, there may on occasion be exceptional circumstances that mean we are not able to meet our commitment. This would include, for example, lack of examiner availability, national strikes, labour disputes or industrial disruption, natural disasters, widespread disruption of international travel, terrorist attacks or acts of war.

### **Appeals procedure**

Entry for Trinity examinations constitutes acceptance of the professional judgement of the examiners.

Teachers, schools, parents and candidates who wish to question the outcome of Spoken English for Work examinations should use the following procedure. In any other dispute concerning the conduct of any examination, the decision of Trinity's Chief Executive shall be final.

#### **Allowable grounds for appeal**

Appeals will not be accepted which simply question assessments made by the examiner. The two broad categories of appeal which will be considered are:

- claims of irregular procedure on the part of the examiner which is believed to have disadvantaged the candidate
- a mis-match between the letter grades awarded and the final result declared.

#### **First level of appeal**

Appeals must be made on the official appeals procedure documents available from National and Area Consultants and Trinity's Head Office. These documents must be completed in English by the nominated academic representative and sent to the Head of International ESOL. An appeal can be made either on behalf of an individual candidate or a group of candidates. The grounds of appeal should be set out, and the original (not a photocopy) of the Report form(s) should be sent by post. Appeals which are lodged by email are not acceptable. Appeals will not be considered until the Report form is provided. Delays in sending in the necessary documentation will increase the length of time needed to deal with the appeal.

Appeals must be postmarked not later than 14 days after the issue of results to the Centre Representative.

Trinity will send an acknowledgement within seven days and the appeal will be referred to the examiner(s) for comment as appropriate.

The Head of International ESOL will reach a decision after considering the grounds of appeal and any report either oral or written provided by the examiner(s). The target time for resolving appeals is 20 working days from the date of receipt.

The outcome of a successful appeal may be the opportunity of a free re-examination, usually at the same centre. In the event of a re-examination being offered, a time limit will normally be prescribed in the interests of all concerned. Any such offer of a re-examination will terminate the appeals procedure. In the case of a mis-match between the letter grades awarded and the final result declared, there may be a revision to the letter grades awarded and/or the final result declared.

## **Regulations**

### **Second level of appeal**

Those who are not satisfied with the decision of the Head of International ESOL and to whom a re-examination is not offered, may proceed to a second level of appeal to the Director of Language Examinations. Such appeals should state the further grounds on which they are pursued and should be postmarked not later than 14 days from the date of the previous decision. The original Report forms are not required. The further appeal will be handled in the same way as above.

Second-level appeals should be accompanied by a fee of £25 per candidate (for appeals in countries outside the UK, this should be drawn in pounds sterling on a UK clearing bank), made payable to Trinity College London.

For appeals involving more than five candidates, a maximum fee of £125 applies.

### **Third level of appeal**

Those who are not satisfied with the decision of the Director of Language Examinations and to whom a re-examination is not offered may proceed to a third level of appeal to the Chief Executive. Such appeals should state the further grounds on which they are pursued and should be postmarked not later than 14 days from the date of the previous decision. The original Report form is not required.

A fee of £50 per candidate (or £250 for five or more candidates) should be enclosed with the further appeal, which will be handled by the Chief Executive in association with an independent member of the Review Board for Language Examinations in the same way as above.

### **General notes**

Trinity representatives are not permitted to act as agents of appeals.

In the event that an appeal is upheld, the appeal fee will be returned; otherwise the fee will be retained by Trinity.

### **Review Boards**

Trinity's independent Review Boards consider:

- academic standards in relation to other qualifications and learning available
- examiner training including reliability issues
- validity of the examination system
- the quality of current and new syllabuses
- relevance of Trinity's work to the needs of the sector.

The membership of Trinity's independent Review Boards, which meet on an annual basis or as requested by the independent Chair of each Board, is drawn from the professions concerned. Members of the Review Boards are invited to the Board for a fixed period of time by the Chief Executive in consultation with the Chair. The Chair of each Board is appointed by the Chief Executive, generally for a period of three years.

The aims and responsibilities of each Board are, in their defined area of expertise, to review the relevance, validity, reliability and efficient conduct of Trinity College London's assessments. This includes but is not restricted to issues of syllabus and examination design, panel membership, and monitoring of results. All meetings are minuted, are conducted with Trinity staff in attendance, and the Chief Executive is informed of any recommendations which he is expected to respond to and report back on.

### **Customer service**

Trinity strives constantly to update and improve its syllabuses. Amendments and additions are published on the website at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk). The website is also a source of general information about Trinity and its services. A Customer Service Statement is available on the website.

### **Malpractice statement and policy**

Trinity takes very seriously any attempt on the part of individual candidates or centres to influence the outcome of examinations by unfair means.

### **Note to centres**

Centres must agree to abide by the Code of Practice at all times. This means that they must implement all the measures described there in order to ensure that all candidates at the centre and at all other centres around the world have an equal opportunity to demonstrate their abilities.

Examiners must be able to conduct the examinations without fear of pressure, coercion and recrimination. The examiner must not be placed in a position where the ability to deal with individual candidates equally and fairly is likely to be affected. Itinerant examiners are vulnerable in that they are often staying away from home, in unknown places and the examination centre staff are their only point of contact. Centres must not take advantage of this fact.

Centres are deemed to be responsible for the conduct of the examination session and the behaviour of their candidates.

### **Individual candidates**

Examples of candidate behaviour which would be the subject of an investigation into malpractice are:

- infringement of the stated examination regulations and behaving in such a way that other candidates are disadvantaged
- impersonating another candidate
- plagiarising texts from a variety of sources including the internet
- cheating by copying another's work in written examination sessions
- cheating by using aids in the examination room, such as notes
- attempting to obtain confidential examination material
- attempting to influence the examiner's assessment by offering incentives of any kind.

### **Centres**

Examples of centre behaviour which would be the subject of an investigation into malpractice are:

- infringement of the stated examination regulations and contravening any of the items in the Code of Practice
- altering official documentation such as Report forms, Individual marksheets and certificates
- attempting to influence the examiner's assessment by offering incentives of any kind or by using threatening behaviour either before or after the examination session
- knowingly introducing candidates to the examiner prior to the examination in order to gain an unfair advantage
- collecting confidential examination material and disseminating this to centre staff and other candidates
- knowingly allowing candidates to impersonate other candidates.

### **Information collection**

Trinity has various ways of collecting information regarding the conduct of an examination session, for example:

- centre report forms completed by examiners for each centre they visit. They are required to report any incidence of suspected malpractice
- supervisors' reports of written examination sessions including seating plans
- inspection visit reports supplied by Trinity Examination Monitors
- appeals documentation
- reports from script markers.

## **Regulations**

### **Action taken by Trinity when notified of suspected malpractice**

- The issue of results is suspended. This may be the results of an individual candidate or selected candidates or of the whole examination session at a particular centre
- The relevant Academic Manager investigates the matter by collecting all information and data relevant to the case. This will include a request being sent usually to the Centre Representative or through them, more rarely, to an individual candidate for a written account of actions under investigation. The examiner or marker will also be asked for specific information about the session, candidate's work or behaviour where relevant. A case file is opened
- If the case involves written scripts which indicate improper behaviour, the script(s) are scrutinised by a second-marker, the Academic Officer and the Academic Manager
- The Academic Manager presents the case to the Head of International ESOL and together a decision is reached
- The centre is contacted with the decision and told of the action that will be taken by Trinity.

In the case of there being a confirmation of malpractice the following action can be taken:

#### **Centres**

All results for the session in question can be voided and candidates given the opportunity to sit the examination again with the centre meeting the costs. The centre can be de-registered.

#### **Individual candidates**

Results will not be released. Certification will be withheld.

### **Data protection**

Trinity College London is registered as a Data Controller with the Information Commissioner's Office in the UK under the Data Protection Act 1998. The Act requires that there should always be a legitimate basis for the processing of personal data and that the processing and collection of data be accurate, fair and lawful. Trinity is required to ensure that those to whom the data relate are aware of the purposes for which their data may be used, disclosed or transferred.

Trinity and its agents collect and process candidate/representative and centre data for the purpose of examination administration. This includes:

- the registration of candidate entries for examinations
- the management of examination schedules and itineraries and
- the collection, registration and distribution of examination results to both individual candidates and to centres and representatives.

Personal data is transferred to third parties for the purpose of registering candidate entries and the results of examinations onto Trinity's online registration system.

Trinity also collects and processes data to respond to requests for information from members of the general public. This is the sole purpose of the collection of this data. Additionally, Trinity collects and processes data on individuals who have consented to the use of their names and addresses being retained for the purpose of providing them with Trinity event and examination information on a regular basis. Trinity will amend and update inaccurate personal data upon receipt of a hard copy written request to do so, with evidence of the individual's identity. Please write to Trinity's Head Office. The address to write to is 89 Albert Embankment, London SE1 7TP, UK.

Trinity retains personal data for statistical analysis and to replace certificates upon request from candidates. All candidate/representative and centre data is stored securely. Once candidate certificates are issued, candidate/representative and centre data is securely archived.

Trinity must also fulfil its obligation to provide candidate and centre information, including personal data, to Educational Authorities and Regulators worldwide.

### **Use of candidates' personal data**

Candidates who enter courses and take examinations based upon any Trinity College London syllabus should be aware that by attending and participating in courses and examinations they are consenting to:

- their teachers, colleges or examination centres collecting, processing, disclosing and transferring their personal data, and
- Trinity or specifically contracted third parties (such as data processors) processing, transferring and disclosing their personal data to fulfil Trinity's obligation to administer examinations.

Furthermore, Trinity communicates candidates' personal data back to colleges or examination centres for distribution to individual candidates once examinations are complete.

### **Rights of access to personal data**

Trinity employs the following procedure for individual candidate/centre/representative right of access to personal data records. Trinity will respond to requests from individuals for information to which they are entitled within 40 days of receipt of written requests. Requests will only be considered from persons who can prove that they are/were:

- candidates, or
- have written authorisation to act for candidates.

Proof of candidate identity needs to be enclosed with a signed letter from the candidate/representative making the request. Trinity will only consider the 40-day deadline active once all requested data, both proof of identity and a signed letter, is received at Trinity's Head Office. Copies of Trinity's Data Protection policy and procedures are available on the Trinity website [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

### **Publication of results**

Representatives of Trinity are required to ensure that candidates and their parents or guardians are made aware that examination results may be published in electronic and hard copy publications. Explicit consent is not required for the publication of examination results; however, candidates and their parents have the right to object to publication. Candidates must indicate whether they consent to the publication of their examination results, by ticking the box marked 'Yes' on the entry form. Ticking the box marked 'Yes' does not guarantee publication of examination results but will enable Trinity to proceed with the publication of examination results without further candidate consultation.

## Common European Framework of Reference and Trinity College London examinations

Common European Framework of Reference (CEFR)	Spoken English for Work examinations (SEW)	Integrated Skills in English examinations (ISE)	Graded Examinations in Spoken English (GESE)
–	–	–	Grade 1
A1	–	–	Grade 2
A2	–	ISE 0	Grade 3
			Grade 4
B1	SEW 1	ISE I	Grade 5
			Grade 6
B2	SEW 2	ISE II	Grade 7
			Grade 8
	SEW 3		Grade 9
C1	SEW 4	ISE III	Grade 10
			Grade 11
C2	–	ISE IV	Grade 12

The CEFR is the result of over ten years' research by a number of leading applied linguists and pedagogical specialists from the Council of Europe. It provides a detailed model for describing and scaling language use and the different kinds of knowledge and skills required.

The framework is intended to stimulate reflection on objectives and methods, to facilitate communication and to provide a common basis for curriculum development, the elaboration of syllabuses, examinations and qualifications, thus contributing to easier international educational and vocational mobility.

*(Common European Framework of Reference for Languages: Learning, teaching, assessment, Council of Europe, 2001)*

## Examination report

This is **not** a certificate

**Any Name**

Registration no: xxxxxx

SEW 3

Session: 5200X

Centre: Any Centre

Batch no: xxxxxx

### Spoken English for Work

#### Task fulfilment

Telephone task	<del>A</del>	B	C	D
Interactive task	A	<del>B</del>	C	D
Topic presentation	A	B	<del>C</del>	D
Topic discussion	<del>A</del>	B	C	D
Discussion	A	<del>B</del>	C	D

The above profile would indicate the following overall result: Pass

#### Key areas for improvement

Telephone task	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>
Interactive task	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>
Topic presentation	CS <input checked="" type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>
Topic discussion	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>
Discussion	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>

CS = Communicative skills; G = Grammar; L = Lexis; P = Phonology

The result on this Examination report is provisional and is confirmed by the issue of a certificate (or otherwise).

Candidate ID seen: Yes  No

Examiner's signature: D Brown

Date: 4/7/0X

## Summary of language items for each SEW level

SEW	Functions	Subject areas	Grammar	Lexis	Phonology
<b>1</b>	<ul style="list-style-type: none"> <li>Exchanging greetings and leave-taking</li> <li>Giving personal information</li> <li>Describing manner and frequency</li> <li>Describing people and objects</li> <li>Talking about the future – discussing plans and intentions, and informing and predicting</li> <li>Expressing simple comparisons</li> <li>Expressing likes, dislikes and preferences</li> <li>Talking about past events including events in the indefinite and recent past</li> <li>Giving reasons</li> <li>Stating the duration of events</li> <li>Quantifying</li> </ul>	<ul style="list-style-type: none"> <li>After-work activities</li> <li>Different workplaces</li> <li>Jobs and people</li> <li>Recent events at work</li> <li>Work experience</li> </ul>	<ul style="list-style-type: none"> <li>Present simple tense and present continuous tense</li> <li>Past simple tense (regular and irregular verbs)</li> <li>Present perfect tense including use with <i>for, since, ever, never, just</i></li> <li><i>Will, going to</i> and present continuous referring to the future</li> <li>Expressions of preference, e.g. <i>I prefer, I'd rather</i></li> <li>Link words, e.g. <i>and, then, but</i> and <i>because</i></li> <li>Adjectives (comparatives and superlatives)</li> <li>Adverbs of manner and frequency, and adverbials of quantity, e.g. <i>a lot (of), not very much, many</i></li> <li>Formation of questions and the use of question words</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary specific to the topic category and subject areas</li> <li>Expressions relating to past and future time, e.g. <i>two days ago, in the future</i></li> </ul>	<ul style="list-style-type: none"> <li>The correct pronunciation of vocabulary specific to the topic category and subject areas</li> <li>The combination of weak forms and contractions, e.g. <i>I've been to...</i></li> <li>The intonation patterns of basic question forms</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Expressing and requesting opinions and impressions</li> <li>Expressing obligation, intention and necessity</li> <li>Expressing possibility, certainty and uncertainty</li> <li>Giving advice and highlighting advantages and disadvantages</li> <li>Making suggestions</li> <li>Describing past habits</li> <li>Eliciting further information and expansion of ideas and opinions</li> <li>Expressing agreement and disagreement</li> </ul>	<ul style="list-style-type: none"> <li>Finding employment</li> <li>National industry and local produce</li> <li>Rules and regulations at work</li> <li>The changing workplace</li> <li>Training for work</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous for future use</li> <li>Open, first and second conditionals</li> <li>Past continuous tense</li> <li>Infinitive of purpose</li> <li>Simple passive</li> <li><i>Used to</i></li> <li>Relative clauses</li> <li>Modals and phrases used to express obligation and necessity, e.g. <i>must, have to, need to</i></li> <li>Modals and phrases used to give advice and make suggestions e.g. <i>should, ought to, could, you'd better</i></li> <li>Modals and phrases used to express possibility and uncertainty, e.g. <i>may, might, I'm not sure</i></li> <li>Discourse connectors, e.g. <i>because of, due to</i></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary specific to the topic category and subject areas</li> <li>Further expressions relating to future time, e.g. <i>the day after tomorrow</i></li> <li>Expressions of agreement and disagreement</li> <li>Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. <i>Really? What good news! How unfortunate</i></li> <li>Simple fillers to give time for thought, e.g. <i>Well ... Um...</i></li> </ul>	<ul style="list-style-type: none"> <li>The correct pronunciation of vocabulary specific to the topic category and subject areas</li> <li>Sentence stress to clarify meaning</li> <li>Basic intonation and features of connected speech at sentence level and beyond</li> <li>Intonation patterns of more complex question forms</li> <li>Rising intonation to indicate interest and surprise as appropriate</li> <li>Falling intonation to indicate the end of a turn</li> </ul>

SEW	Functions	Subject areas	Grammar	Lexis	Phonology
<b>3</b>	<ul style="list-style-type: none"> <li>Expressing abstract ideas</li> <li>Expressing feelings and emotions such as regrets, wishes and hopes</li> <li>Expressing assumptions and speculating</li> <li>Expressing impossibility</li> <li>Reporting the conversation of others</li> <li>Persuading and discouraging</li> <li>Evaluating options</li> <li>Hypothesising</li> <li>Evaluating past actions or course of events</li> </ul>	<ul style="list-style-type: none"> <li>Advertisers and consumers</li> <li>Conditions of employment</li> <li>Environmental issues in business</li> <li>Relationships at work</li> <li>Technology and communication</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect continuous tense</li> <li>Past perfect tense (including continuous form)</li> <li>Reported speech</li> <li>Third and mixed conditionals</li> <li><i>Should/must/might/could</i> + present perfect tense</li> <li>More complex forms of the passive with modals</li> <li>Verbs followed by gerund and/or infinitive, e.g. <i>forget, stop, go on, remember</i></li> <li>Correct verb patterns after <i>wish</i> and <i>hope</i></li> <li>Linking expressions, e.g. <i>even though, in spite of, unless, although</i></li> <li>Cohesive devices, e.g. <i>so to continue, in other words, for example</i></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary specific to the topic category and subject areas</li> <li>Reporting verbs, e.g. <i>say, tell, ask, report, advise, promise</i></li> <li>Appropriate words and expressions to encourage further participation, e.g. <i>And then? And what about you?</i></li> <li>Cohesive devices to recap and recover, e.g. <i>As I was saying, anyway...</i></li> <li>Hesitation fillers, e.g. <i>I mean, you know</i></li> <li>Stock phrases to gain time for thought and keep the turn, e.g. <i>Well, let me think...</i></li> </ul>	<ul style="list-style-type: none"> <li>The correct pronunciation of vocabulary specific to the topic category and subject areas</li> <li>Rising and falling intonation for keeping, giving up and offering turns</li> <li>Stress, intonation and pitch relevant to the functions listed above</li> <li>Stress and rhythm to highlight and emphasise main points and ideas</li> <li>Stress, intonation and pitch to convey emotion and attitude</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Developing and justifying an argument</li> <li>Deducing</li> <li>Softening and downplaying propositions</li> <li>Expressing caution</li> <li>Challenging arguments and opinions</li> <li>Evaluating different standpoints</li> <li>Defending a point of view</li> <li>Summarising information, ideas and arguments</li> <li>Expressing reservations and politely refusing</li> </ul>	<ul style="list-style-type: none"> <li>Current trends in business</li> <li>Equal opportunities</li> <li>Ethics in business</li> <li>Unemployment</li> <li>Workers' rights</li> </ul>	<ul style="list-style-type: none"> <li>All the basic structures specified for SEW 1, exercising complete control</li> <li>The more complex structures of SEW 2 and SEW 3, used in combination and contrast, with only very occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary specific to the topic category and subject areas</li> <li>Expressions used before challenging, e.g. <i>That's a good point but..., Perhaps I didn't explain my point clearly...</i></li> <li>Expressions for downplaying and softening, e.g. <i>It's quite difficult, If I could just ask...</i></li> <li>Signposting expressions, e.g. <i>I'd like to begin with..., On the other hand..., So to sum up...</i></li> <li>Tentative expressions, e.g. <i>I may be wrong but... Don't you think it might be...</i></li> <li>Language of caution, e.g. <i>It tends to be, It seems as if ...</i></li> <li>Vague and imprecise language, e.g. <i>a bit more, a hundred people or so</i></li> </ul>	<ul style="list-style-type: none"> <li>The correct pronunciation of vocabulary specific to the topic category and subject areas</li> <li>Various features of pronunciation which only occasionally deviate from an internationally intelligible model. Minimal L1 interference at word and sentence level</li> <li>A range of stress and intonation patterns, pitch and volume to convey shifts in meaning and attitude</li> </ul>

## Summary of communicative skills for each SEW level

SEW	
<b>1</b>	<p>In the <b>Telephone task</b></p> <ul style="list-style-type: none"> <li>• Initiate the discourse</li> <li>• Use appropriate register and conventions as required by the task</li> <li>• Show understanding of the examiner by responding appropriately to verbal prompts</li> <li>• Seek clarification of the written prompt if necessary</li> <li>• Bring the task to a satisfactory conclusion</li> <li>• Take the opportunity provided to use the listed functions, where appropriate</li> </ul> <p>In the <b>Topic discussion</b></p> <ul style="list-style-type: none"> <li>• Give information about the prepared topic in a series of linked long turns according to the notes given to the examiner</li> <li>• Show understanding of the examiner by answering questions on the prepared topic, and participate in informal discussion of the topic, during which the examiner might request more information, facts or details</li> <li>• Respond to requests for clarification and give reasons for making particular statements</li> <li>• Ask the examiner at least one question about the topic area</li> <li>• Take the opportunity provided to use the listed functions, where appropriate</li> </ul> <p>In the <b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Show understanding of the examiner by responding appropriately to questions</li> <li>• Respond to requests for clarification and give reasons for making particular statements</li> <li>• Ask the examiner at least one question about the subject area</li> </ul>
<b>2</b>	<p>In the <b>Telephone task</b></p> <ul style="list-style-type: none"> <li>• Initiate and maintain the discourse</li> <li>• Use appropriate register and conventions as required by the task</li> <li>• Seek clarification of the written prompt if necessary</li> <li>• Help the discussion along by inviting comment from the examiner</li> <li>• Take and give up turns when appropriate to do so</li> <li>• Bring the task to a satisfactory conclusion</li> <li>• Where appropriate to the individual task, make use of the listed functions</li> </ul> <p>In the <b>Interactive task</b></p> <ul style="list-style-type: none"> <li>• Initiate the discourse</li> <li>• Show understanding of the examiner by responding appropriately to verbal prompts</li> <li>• Maintain the discourse by asking for and giving information as appropriate</li> <li>• Take and give up turns when appropriate to do so</li> <li>• Where appropriate to the individual task, make use of the listed functions</li> </ul> <p>In the <b>Topic discussion</b></p> <ul style="list-style-type: none"> <li>• Engage the examiner in discussion of the topic</li> <li>• Show understanding by responding appropriately to the examiner</li> <li>• Communicate a variety of facts, ideas and opinions, and account for these, about a chosen topic linked across a series of extended turns</li> <li>• Be prepared to ask and answer questions about the content of the topic</li> <li>• Handle interruptions or requests for clarification throughout the discussion of the topic</li> </ul> <p>In the <b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Show understanding of the examiner by responding appropriately</li> <li>• Share the responsibility for the maintenance of the interaction with the examiner</li> <li>• In case of a breakdown in communication, show awareness and take basic steps to remedy it</li> </ul>

SEW	
<b>3</b>	<p>In the <b>Telephone task</b></p> <hr/> <ul style="list-style-type: none"> <li>• Initiate and maintain the discourse</li> <li>• Use appropriate register and conventions as required by the task</li> <li>• Show understanding of the examiner by responding appropriately</li> <li>• Seek clarification of the written prompt if necessary</li> <li>• Take, keep, give up and offer turns when appropriate to do so</li> <li>• Where appropriate to the individual task, include exponents of the listed functions</li> </ul> <p>In the <b>Interactive task</b></p> <hr/> <ul style="list-style-type: none"> <li>• Initiate the discourse</li> <li>• Maintain the discourse by asking for information, and commenting and elaborating on the responses obtained</li> <li>• Develop the discussion by encouraging comment and opinion from the examiner</li> <li>• Take, keep, give up and offer turns when appropriate to do so</li> <li>• Where appropriate to the individual task, include exponents of the listed functions</li> </ul> <p>In the <b>Topic presentation</b></p> <hr/> <ul style="list-style-type: none"> <li>• Give an informative presentation on a chosen subject, with an identifiable structure, using discourse connectors and cohesive devices, highlighting significant points</li> <li>• Introduce the presentation, develop and support particular points of view and conclude</li> </ul> <p>In the <b>Topic discussion</b></p> <hr/> <ul style="list-style-type: none"> <li>• Show understanding of the examiner by responding appropriately</li> <li>• Handle interruptions by recapping and recovering</li> <li>• Engage the examiner in discussion of the topic by inviting questions and commenting on the ideas in the presentation</li> </ul> <p>In the <b>Discussion</b></p> <hr/> <ul style="list-style-type: none"> <li>• Show understanding of the examiner by responding appropriately</li> <li>• Take more responsibility for the maintenance of the interaction with the examiner</li> <li>• Follow up on comments from the examiner in order to develop the conversation</li> <li>• In case of a breakdown in communication, use paraphrasing and circumlocution</li> </ul>
<b>4</b>	<p>In the <b>Telephone task</b></p> <hr/> <ul style="list-style-type: none"> <li>• Initiate the discourse</li> <li>• Use appropriate register and conventions as required by the task</li> <li>• Seek clarification of the written prompt if necessary</li> <li>• Show understanding of the examiner by responding appropriately to verbal prompts</li> <li>• Maintain and control the discourse by asking for and giving information and elaborating as appropriate</li> <li>• Where appropriate to the individual task, include exponents of the listed functions</li> </ul> <p>In the <b>Interactive task</b></p> <hr/> <ul style="list-style-type: none"> <li>• Take full responsibility for maintaining the flow of conversation by changing the direction of the conversation when necessary</li> <li>• Use turn-taking conventions to facilitate a successful conclusion to the interaction</li> <li>• Relate their own contributions to the prompt</li> </ul> <p>In the <b>Formal topic presentation</b></p> <hr/> <ul style="list-style-type: none"> <li>• Give a formal presentation, informative and partly discursive in nature, on a chosen subject, with an identifiable structure, using discourse connectors and cohesive devices with evidence of some controlled use of organisational patterns</li> <li>• Introduce the presentation, develop and support particular points of view with subsidiary points and conclude</li> </ul> <p>In the <b>Topic discussion</b></p> <hr/> <ul style="list-style-type: none"> <li>• Be prepared to justify the ideas and opinions given in the presentation</li> <li>• Engage the examiner by inviting questions and encouraging comment on the ideas etc. provided in the presentation</li> <li>• Respond to challenges made by the examiner</li> </ul> <p>In the <b>Discussion</b></p> <hr/> <ul style="list-style-type: none"> <li>• Anticipate the direction of the conversation and cope with change of direction</li> <li>• Demonstrate the ability to infer and extract meaning from vague or imprecise language</li> <li>• Evaluate and challenge statements and arguments made by the examiner</li> <li>• Participate fully without much obvious searching for expressions</li> </ul>