

Spoken English for Work (SEW) exams

Specifications from 2013

Trinity College London
89 Albert Embankment
London SE1 7TP UK
T +44 (0)20 7820 6100
F +44 (0)20 7820 6161
E esol@trinitycollege.co.uk
www.trinitycollege.co.uk

Charity number 1014792
Patron HRH The Duke of Kent KG
Chief Executive Sarah Kemp

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General introduction

About Trinity College London

Trinity College London is an international exam board, fully accredited in the United Kingdom as an independent awarding body. Trinity provides accredited qualifications in the English language, music and the performing and creative arts throughout the world.

Trinity has been conducting exams since 1877 and now over half a million people take one of our exams every year.

Trinity College London is a charity registered with the Charity Commission for England and Wales.

About Trinity's English language exams

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

International ESOL exams – available worldwide:

- ▶ Spoken English for Work (SEW) exams (these specifications)
- ▶ Graded Examinations in Spoken English (GESE)
- ▶ Integrated Skills in English (ISE) exams.

UK ESOL exams – available in the UK only:

- ▶ ESOL Step 1 and Step 2 exams
- ▶ ESOL Skills for Life exams.

Entry for the Spoken English for Work exams is open to anyone aged 16 and above. There is no upper age limit. The exams are intended for those either in work or seeking employment and who have learnt English as a foreign, second or additional language. Candidates do not need to be following a course of study but must enter for the exams at a registered Trinity centre. Please note entry for Trinity exams constitutes acceptance of the professional judgement of the examiners.

Trinity has been setting standards and testing English for speakers of other languages (ESOL) for more than 70 years. Our certificates are accepted by universities and employers worldwide.

About Trinity's Spoken English for Work (SEW) exams

Aim

Trinity's Spoken English for Work (SEW) exams provide a reliable and valid scheme of assessment that measures progress and development of English language use in a work context. The four levels provide a measure of linguistic competence from independent user to proficient user, B1 to C1 in the *Common European Framework of Reference for Languages: learning, teaching, assessment* (2001).

The overall focus of the suite is to provide a valid exam of contextualised English through tasks that assess a full range of speaking and listening sub-skills that are required for day-to-day spoken communication in the world of work. SEW certification provides potential employers or other interested parties with an accurate indication of a candidate's communicative competence in internationally intelligible spoken English for work.

Theoretical background to SEW

The theoretical underpinning of SEW is based on several key theories of communicative language testing. SEW assess communicative competence as defined by Canale and Swain (1980) and Canale (1983). Communicative competence is divided into grammatical, sociolinguistic, discourse and strategic competencies. SEW also incorporates the concepts of 'authenticity' and 'interactiveness' as defined by Bachman and Palmer (1996). Swain (1996) recommended tasks which used new information to create a natural information gap to stimulate interaction. All SEW tasks are designed to reflect real-life situations which arise in the workplace, making the exam relevant and meaningful to the test takers and test users, e.g. employers.

Candidate profile

The Spoken English for Work exams are open to anyone aged 16 and above. They are intended for those who have learnt English as a foreign, second or additional language. Candidates will either be preparing to enter the world of work or already have had some work experience. The exams cover a wide range of subjects and tasks which reflect a variety of real-life working situations. Candidates are assessed on their language abilities and not their knowledge of specific professions.

Framework

The suite takes the learner from being an independent user (SEW B1) to proficient user (SEW C1).

Progress is marked by:

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

Introduction to the SEW format

The exam consists of three tasks for SEW B1, or five tasks for SEW B2, B2+ and C1. All tasks are a one-to-one communication between the candidate and the examiner. The first part of the exam is conducted over the telephone, the remaining tasks are conducted face to face.

SEW B1	SEW B2	SEW B2+	SEW C1
13 minutes	20 minutes	23 minutes	27 minutes
Telephone task 1	Telephone task 1	Telephone task 1	Telephone task 1
	Telephone task 2	Telephone task 2	Telephone task 2
	Topic presentation	Topic presentation	Formal topic presentation
Interactive topic presentation	Topic discussion (examiner-led)	Topic discussion (examiner-led)	Topic discussion (candidate-led)
Discussion	Discussion	Discussion	Discussion
CEFR: B1	CEFR: B2	CEFR: B2+	CEFR: C1

The above timings include time for the candidate to change rooms after the Telephone task(s) and for the examiner to complete the individual Exam report form.

Introduction to the four SEW levels

SEW B1

Telephone task 1: The candidate is provided with a written prompt and has five minutes to prepare. The candidate telephones the examiner to discuss and resolve the situation outlined in the prompt. The candidate then goes to the exam room to meet the examiner.

Interactive topic presentation: The candidate introduces a work-related topic based on one of the topic categories listed on page 8. The examiner directs the discussion using the points prepared by the candidate.

Discussion: The examiner selects and discusses one subject area from the list provided for SEW B1 in these specifications.

*Exams at SEW B1 have been mapped to the **Independent User level B1** in the Common European Framework of Reference.*

SEW B2

Telephone task 1: The candidate is provided with a written prompt and has five minutes to prepare. The candidate telephones the examiner and initiates the conversation to discuss and resolve the situation outlined in the prompt. This reflects real-life telephone calls instigated by the caller.

Telephone task 2: The examiner telephones the candidate and gives an oral prompt. The interaction is initiated by the examiner and is maintained by the candidate. This reflects the real-life situation of receiving telephone calls. The candidate then goes to the exam room to meet the examiner.

Topic presentation: The candidate gives a short informative presentation related to one of the topic categories provided on page 8.

Topic discussion: The examiner and the candidate discuss points raised in the presentation.

Discussion: The examiner selects and discusses one subject area from the list provided for SEW B2 in these specifications.

*Exams at SEW B2 have been mapped to the **Independent User level B2** in the Common European Framework of Reference.*

About Trinity's Spoken English for Work (SEW) exams

SEW B2+

Telephone task 1: The candidate is provided with a written prompt and has five minutes to prepare. The candidate telephones the examiner and initiates the conversation to discuss and resolve the situation outlined in the prompt. This reflects real-life telephone calls instigated by the caller.

Telephone task 2: The examiner telephones the candidate and gives an oral prompt. The interaction is initiated by the examiner and is maintained by the candidate. This reflects the real-life situation of receiving telephone calls. The candidate then goes to the exam room to meet the examiner.

Topic presentation: The candidate gives an informative presentation related to one of the topic categories listed below.

Topic discussion: The examiner and the candidate discuss points raised in the presentation.

Discussion: The examiner selects and discusses one subject area from the list provided for SEW B2+ in these specifications.

*Exams at SEW B2+ have been mapped to the **Independent User** level B2+ in the Common European Framework of Reference.*

SEW C1

Telephone task 1: The candidate is provided with a written prompt and has five minutes to prepare. The candidate telephones the examiner and initiates the conversation to discuss and resolve the situation outlined in the prompt. This reflects real-life telephone calls instigated by the caller.

Telephone task 2: The examiner telephones the candidate and gives an oral prompt. The interaction is initiated by the examiner and is maintained by the candidate. This reflects the real-life situation of receiving telephone calls. The candidate then goes to the exam room to meet the examiner.

Formal topic presentation: The candidate gives a formal, partly discursive presentation related to one of the topic categories listed below.

Topic discussion: The examiner and the candidate discuss points raised in the presentation.

Discussion: The examiner selects and discusses one subject area from the list provided for SEW C1 in these specifications.

*Exams at SEW C1 have been mapped to the **Proficient User** level C1 in the Common European Framework of Reference.*

Topic categories

Candidates must select one of the 12 categories listed below on which to base their topic and this information will be shown on the certificate. The topic categories are to provide support to the candidate and reflect their work interests. Failure to choose one of the categories will result in an incomplete certificate.

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

About the tasks

Telephone task 1 (SEW B1-C1)

This is an opportunity for a conversation over the telephone where the candidate aims to resolve a problem or discuss an issue that reflects a real-life situation in the world of work.

- ▶ The candidate is given a written prompt, presenting the candidate with a situation, which must be addressed
- ▶ The candidate telephones the examiner, who is in a separate room, and initiates the interaction
- ▶ The examiner will fulfil his or her role in the interaction as required by the prompt
- ▶ Candidates are free to be themselves although they are required to fulfil the demands of the role as required by the situation described in the prompt
- ▶ It is the responsibility of the candidate to ensure a successful outcome to the situation outlined in the prompt
- ▶ Candidates will need to observe standard conventions of formal and/or informal interaction depending on the situation
- ▶ At the end of the task, the examiner will end the telephone call

Rationale for Telephone task 1

The rationale for the first telephone task is to produce an authentic exchange of information and opinions over the telephone to resolve a realistic, work-related problem, where the candidate demonstrates communicative competence without reliance on body language and gestures. This simulates typical spoken interaction initiated by the candidate over the telephone, where the candidate has not met the person they are talking to but has had time to prepare for the call, as would be encountered in the world of work.

Allowing the candidate five minutes of preparation with the prompt gives the candidate the opportunity to demonstrate what they can do with English when they are given time to anticipate how they will approach the task, considering the language they will need.

The prompt is designed to elicit strategic skills as well as linguistic and sociolinguistic skills. During the conversation the candidate is expected to demonstrate the language functions of the level.

Active listening skills are required to enable the candidate to respond appropriately and to direct the conversation.

Telephone task 2 (SEW B2-C1)

This is an opportunity for spontaneous communication over the telephone where the candidate takes control of the interaction.

- ▶ This task follows directly on from Telephone task 1 and is also conducted over the telephone
- ▶ The examiner calls the candidate and gives an initial verbal prompt that gives rise to an interaction maintained and controlled by the candidate
- ▶ The examiner and candidate will remain in role during this task
- ▶ The candidate's own initiating skills are most important, for example, through the use of questioning techniques, seeking clarification, politely refusing or expressing reservations
- ▶ The candidate is required to initiate 'turns' in the conversation and control the direction of the interaction
- ▶ The tasks require an authentic exchange of information and opinions, with the language functions listed at each level arising naturally out of the task

Rationale for Telephone task 2

The rationale for the second telephone task is to produce an authentic exchange of information and opinions over the telephone in a conversation initiated by the examiner. The candidate reacts spontaneously to a realistic, work-related prompt which reflects typical situations encountered in the world of work when receiving telephone calls. The candidate is expected to demonstrate control over the use of the language functions (SEW B2 & SEW B2+) and language structures (SEW C1) in an integrated and meaningful way. Active listening skills are required to enable the candidate to respond appropriately and to direct the conversation to a suitable end.

About the tasks

The prompt, provided by Trinity, is not known by the candidate beforehand and is designed to elicit sociolinguistic and strategic skills as well as linguistic skills. The examiner does not work from a prepared script provided by Trinity, instead the examiner and candidate create a dialogue together to reflect real-life telephone conversations.

The Interactive topic presentation (SEW B1), Topic presentation and Topic discussion (SEW B2-C1)

This is an opportunity to deliver a formal oral presentation on a self-selected, personally relevant topic.

- ▶ This task takes place in the exam room with the examiner
- ▶ The candidate prepares a topic of his or her choice which must be related to a work situation and correspond to one of the categories provided in these specifications
- ▶ 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
- ▶ 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 the topic
- ▶ The Topic discussion (SEW B2, SEW B2+ and SEW C1) follows the Topic presentation and is based on points raised during the presentation
- ▶ At SEW B2 and B2+ the Topic discussion is led by the examiner, at SEW C1 it is led by the candidate

Rationale for the Interactive topic presentation

The rationale for the Interactive topic presentation task is for the candidate to communicate information relating to a topic in an informative manner and respond to questions and reactions from the listener, reflecting typical situations encountered in the world of work. Since the examiner does not know the precise subject matter they will ask questions and make comments to find out more information. The examiner interacts with the candidate throughout the task – it is not an uninterrupted presentation. The interaction between candidate and examiner enables the candidate to demonstrate the communicative skills and language functions of the level.

Candidates have complete autonomy when preparing for this section and can choose any subject they wish to discuss with the examiner related to the 12 work-based categories listed on page 8.

Allowing candidates to prepare their topic in advance reflects real-life situations and gives them the opportunity to demonstrate what they can do in English when they are given time to anticipate typical questions and to use resources such as interactive listening skills to answer the questions appropriately. This gives the candidate the opportunity to demonstrate linguistic skills together with their strategic and discourse skills, planning and organising the content of their topic. Trinity's philosophy is that candidates should be given every opportunity to demonstrate to the examiner what they can do in English, and the Interactive topic presentation allows candidates to demonstrate the range of structures, functions and lexis at their command.

Rationale for the Topic presentation

The rationale for the Topic presentation task is to represent a common real-world task related to work, that of giving an oral presentation. The task gives candidates the opportunity to display their command of the language in an uninterrupted and semi-formal (SEW B2 & B2+) or formal (SEW C1) situation. Candidates are expected to present abstract concepts clearly and concisely over a series of connected long turns, demonstrating discourse skills as well as linguistic skills, as is required in a working environment. The task is not interactive but reflects the real-life task of delivering a sustained presentation.

It is assumed that candidates at this level (CEFR B2-C1) will be well-motivated and be able to present a work-related topic in an informative and engaging way. Candidates have complete autonomy when preparing for this section. They can choose any work-related subject they wish to discuss with the examiner which belongs to one of the 12 work-based categories listed on page 8. The examiner may not be familiar with the subject matter. This reflects the real-life situation where it is necessary to give presentations to an audience unfamiliar with the topic.

Rationale for Topic discussion

The rationale for the Topic discussion task is to generate a natural exchange of ideas and opinions between candidate and examiner based on the content of the candidate's presentation. This represents a common task from the world of work, where candidates elaborate and discuss ideas and concepts they have presented.

The examiner will lead by asking questions that arise from the presentation at SEW B2 and SEW B2+. At SEW C1 the candidate is expected to start the discussion by asking a question or inviting comment. The candidate enters into a spontaneous interaction and is expected to demonstrate control over the communicative skills and language functions of the level in an integrated and meaningful way. Interactive listening skills are required to enable the candidate to respond appropriately, contribute to and to direct the conversation.

The Discussion (SEW B1-C1)

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

- ▶ The Discussion involves a meaningful and authentic exchange of opinions rather than a formal 'question and answer' interview
- ▶ The examiner selects one of the subject areas provided in these specifications for the particular level
- ▶ At each SEW level, the candidate is expected to take more responsibility for initiating and maintaining the discussion
- ▶ The assessment of this task takes into account the ability of the candidate to find out relevant information using the language of the level

Rationale for the Discussion

The rationale for the Discussion task is to reflect a realistic exchange of information, ideas and opinions. The subject areas reflect the world of work and offer a progression from the familiar to the less familiar and from the 'concrete' to the 'abstract', and elicit more sociolinguistic and strategic skills at each successive level. The increasing linguistic demand and complexity is mapped to the CEFR descriptors for each level.

The Discussion is common to all SEW levels and gives the candidate the opportunity to enter an informal discussion. Candidates are expected to demonstrate the communicative skills and language requirements of the level.

About the assessment

Assessment

The candidate's performance in the exam is measured by means of one overall criterion – Task Management. This is assessed in each task of the exam.

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

- ▶ coverage of the communicative skills listed
- ▶ coverage of the functional, grammatical, lexical and phonological items listed
- ▶ accuracy in the use of the functional, grammatical, lexical and phonological items listed
- ▶ appropriacy of the functional, grammatical, lexical and phonological items used
- ▶ fluency and promptness of the response appropriate for the level.

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 Management are available on the Trinity website.

In every exam, the examiner assesses the use made of the communicative skills and language requirements of the particular level and that of all preceding 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.

All tasks of the exam at each level are given equal importance in the overall assessment.

Reporting the assessment

Exam report forms

An individual Exam report form is completed by the examiner immediately after the exam has taken place and before the next exam starts.

The Exam report form gives the following information:

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

The Exam report form provides an indication of the result of the exam. This is not a confirmed result and successful candidates should await the arrival of the actual certificate before making any claims about the result of the exam.

The Exam report forms for all the candidates are given to the Centre Representative at the end of the exam session. Exam report forms will not be issued until all candidates at that session have been examined.

Marksheets

The examiner also completes a composite centre marksheet with the Task Management assessments for each candidate. Marksheets are for internal Trinity use only and cannot be issued to centres for reasons of data protection. Marksheets are returned to Trinity's London office and the results are entered onto Trinity Online.

Certificates

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

- ▶ Pass with Distinction
- ▶ Pass with Merit
- ▶ Pass.

Certificates normally arrive at the centre six to eight weeks after the exam session.

About these specifications

Layout

These specifications are divided into the four SEW levels. At the beginning of each level there is an introduction, which outlines the candidate profile expected by the end of the stage. 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.

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
- ▶ Exam procedure – outlines format and describes the way in which the exam is conducted

Content of each SEW level:

Format – gives exam tasks and timings.

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

- ▶ Communicative skills
- ▶ Language requirements – language functions, grammar, lexis and phonology
- ▶ Subject areas for the Discussion.

Summary of language requirements of each SEW level:

These tables give an overview of all of the communicative skills, language functions, grammar, lexis and phonology required at each level of the SEW suite.

SEW Performance descriptors:

The Performance descriptors are used by examiners to assess a candidate's performance and award a grade in each task of the exam.

Regulations:

The regulations for the Spoken English for Work exams are available on the Trinity website at www.trinitycollege.co.uk

SEW B1

Introduction to SEW B1

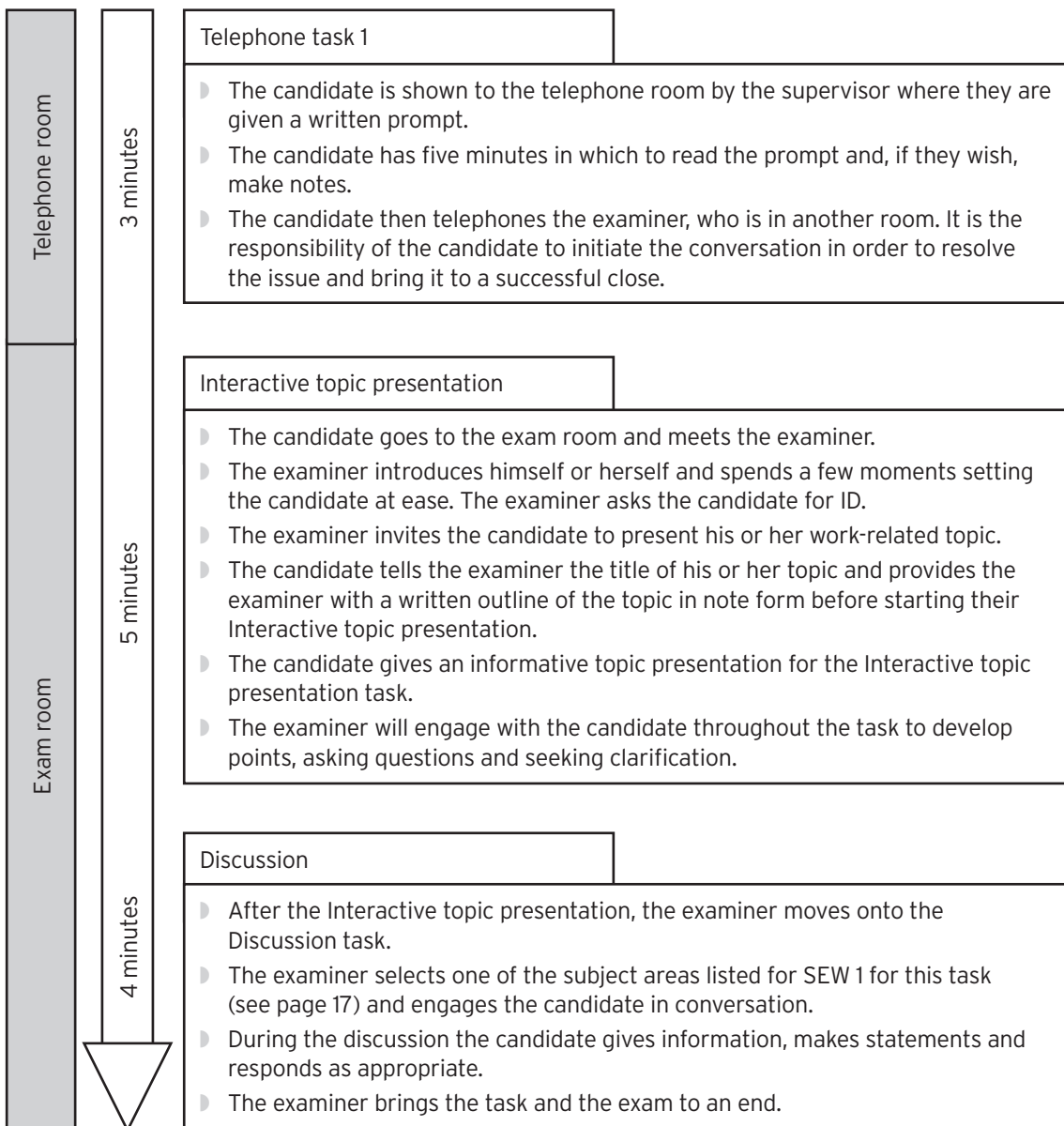
Candidate profile

A candidate who has successfully passed SEW B1 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, B1, of the Council of Europe's Common European Framework of Reference.

Exam procedure – SEW B1



Content of SEW B1

Total exam time: 13 minutes

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

The exam consists of three assessed tasks:

- ▶ Telephone task 1 (up to three minutes)
- ▶ Interactive topic presentation (up to five minutes)
- ▶ Discussion of one subject area selected by the examiner (up to four minutes)

Candidate performance

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

Communicative skills

In Telephone task 1

- ▶ 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
- ▶ Where appropriate to the individual task, make use of the language functions and language items listed opposite

In the Interactive topic presentation

- ▶ Give information about the prepared work-related topic in a series of linked long turns according to the notes given to the examiner
- ▶ Introduce the topic in an informal and informative way
- ▶ Show understanding of the examiner by answering questions on the prepared topic, and participate in an 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

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

Language requirements for SEW B1

Language functions

- Exchanging greetings and leave-taking in an appropriate register
- Giving personal information
- Describing manner and frequency
- Describing people, objects and routines
- 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

Grammar

- Present simple tense and present continuous tense
- 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 tense referring to the future
- Expressions of preference, e.g. *I prefer, I'd rather*
- Link words, e.g. *and, then, but, 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*
- Phrases and expressions relating to the language functions listed above

Phonology

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

Subject areas for the Discussion

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

- Different workplaces
- Jobs and people
- Money
- Internet and work
- Work and study
- After-work activities

SEW B1 communicative skills and functions are mapped to B1 in the CEFR.

SEW B2

Introduction to SEW B2

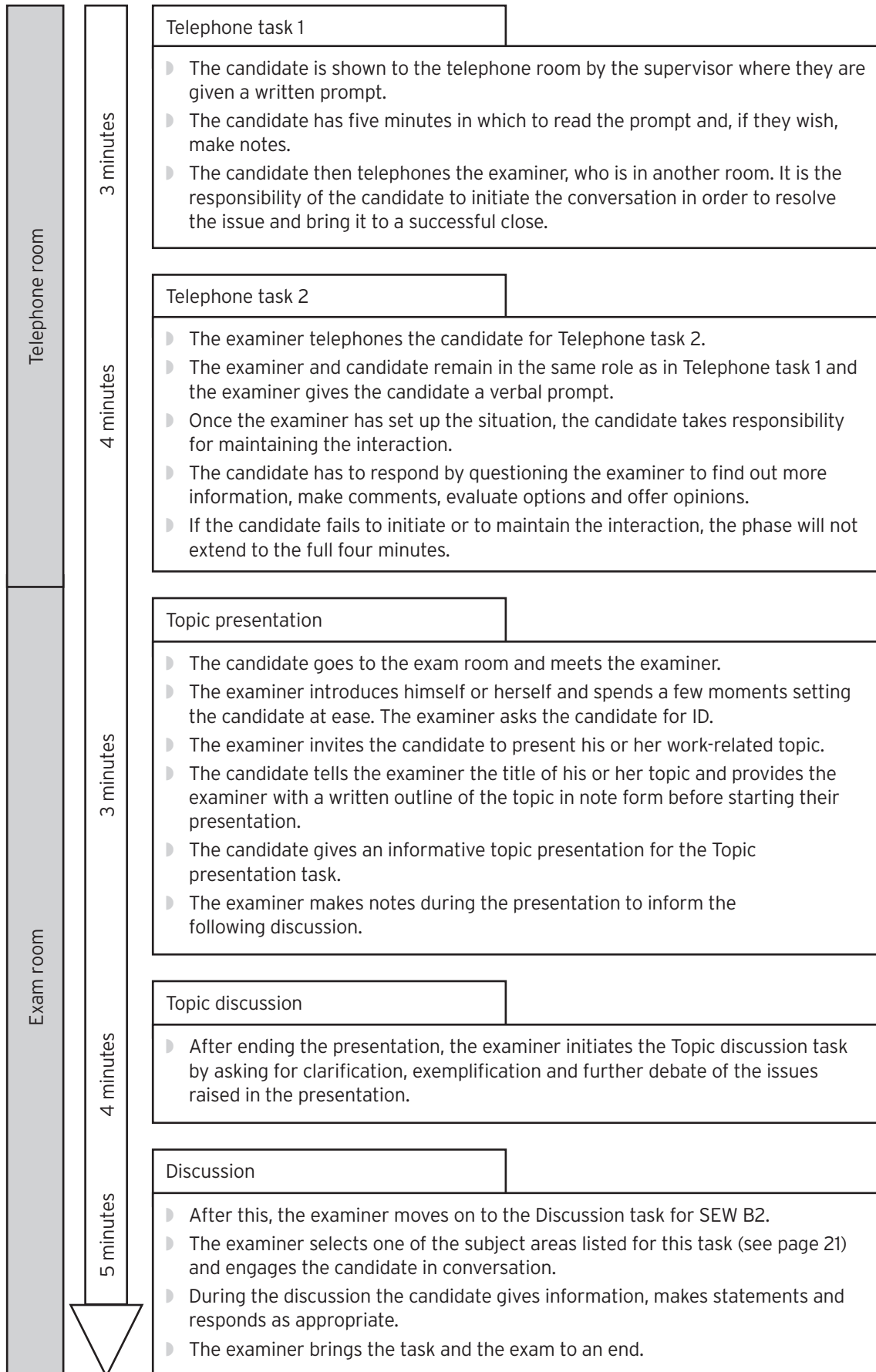
Candidate profile

A candidate who has successfully passed SEW B2 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 his or her 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, of the Council of Europe's Common European Framework of Reference.

Exam procedure – SEW B2



Content of SEW B2

Total exam time: 20 minutes

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

The exam consists of five assessed tasks:

- ▶ Telephone task 1 (up to three minutes)
- ▶ Telephone task 2 (up to four minutes)
- ▶ Topic presentation prepared by the candidate (up to three minutes)
- ▶ Examiner-led topic discussion (up to four minutes)
- ▶ Discussion on one subject area selected by the examiner (up to five minutes).

Candidate performance

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

Communicative skills

In Telephone task 1

- ▶ 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 language functions and language items listed

In Telephone task 2

- ▶ Initiate the discourse following the prompt
- ▶ 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 language functions listed opposite

In the Topic presentation

- ▶ Give an informative presentation on a chosen work-related subject
- ▶ Communicate a variety of facts, ideas and opinions
- ▶ Maintain coherence and cohesion throughout the task by organising discourse
- ▶ Introduce the presentation, develop particular points of view and conclude

In the Topic discussion

- ▶ Engage the examiner in discussion of the topic
- ▶ Show understanding by responding appropriately to the examiner
- ▶ 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

Language requirements for SEW B2

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

Language 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

Grammar

- ▶ 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, don't have 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, e.g. *because of, due to*

Lexis

- ▶ 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...*
- ▶ Phrases and expressions relating to the language functions listed above

Phonology

- ▶ The correct pronunciation of vocabulary specific to the topic category and subject area
- ▶ 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

Subject areas for the Discussion

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

- ▶ Finding employment
- ▶ Rules and regulations
- ▶ Training for work
- ▶ Motivation
- ▶ Technology
- ▶ Teamwork and co-operation

SEW B2 communicative skills and functions are mapped to B2 in the CEFR

SEW B2+

Introduction to SEW B2+

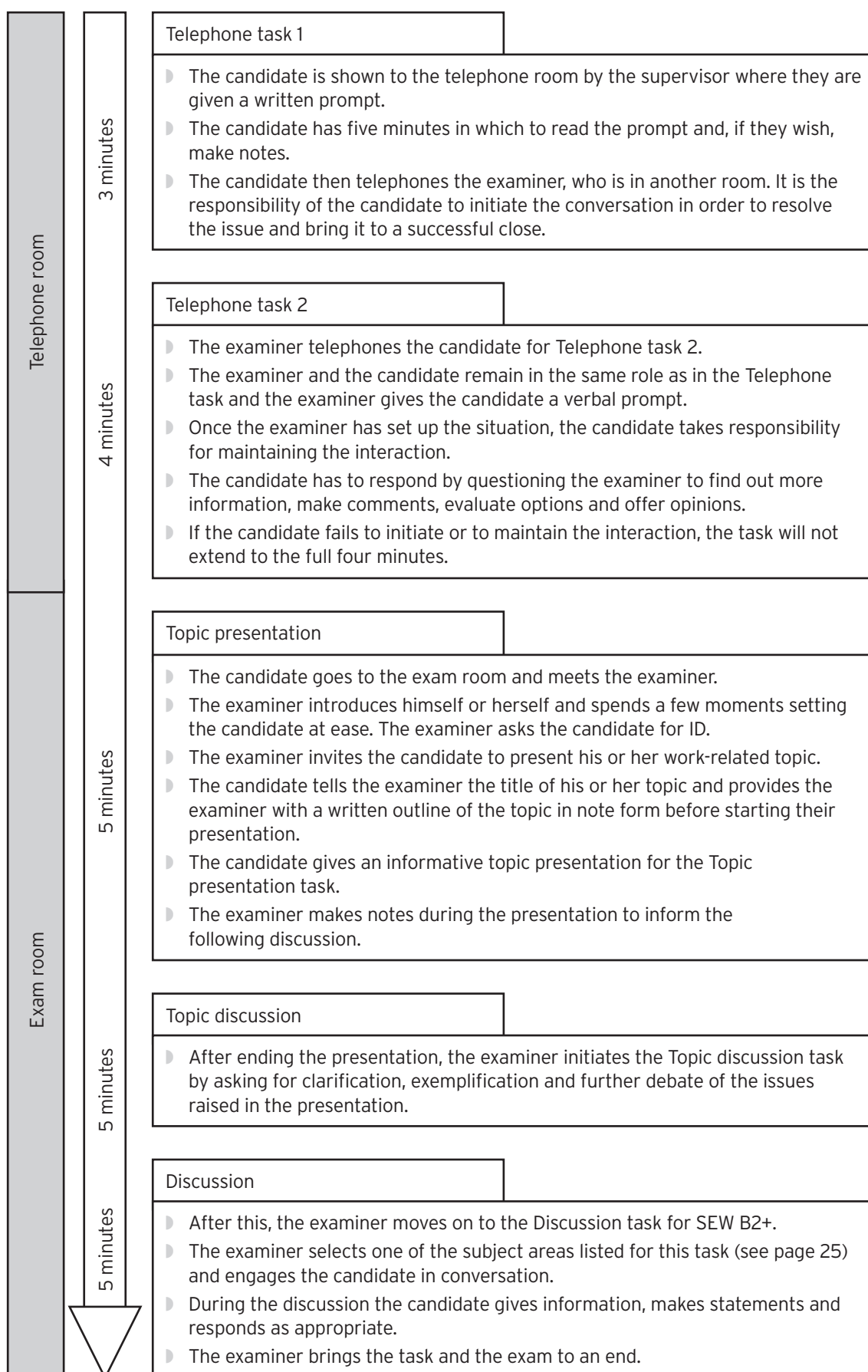
Candidate profile

A candidate who has successfully passed SEW B2+ 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 discourse with effective turn-taking
- ▶ demonstrate a sufficient range of language to produce stretches of discourse, using some complex sentence forms and without excessive searching for words, while self correcting any mistakes.

This profile is based on the level Independent User, B2+, of the Council of Europe's Common European Framework of Reference.

Exam procedure – SEW B2+



Content of SEW B2+

Total exam time: 23 minutes

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

The exam consists of five assessed tasks:

- ▶ Telephone task 1 (up to three minutes)
- ▶ Telephone task 2 (up to four minutes)
- ▶ Topic presentation (up to five minutes)
- ▶ Topic discussion, examiner-led (up to five minutes)
- ▶ Discussion on one subject area selected by the examiner (up to five minutes).

Candidate performance

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

Communicative skills

In Telephone task 1

- ▶ 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, make use of the language functions and language items listed opposite

In Telephone task 2

- ▶ 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, make use of the language functions listed opposite

In the Topic presentation

- ▶ Give an informative presentation on a chosen work-related 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

In the Topic discussion

- ▶ 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

- ▶ 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

Language requirements of SEW B2+

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.

Language functions

- ▶ 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

Grammar

- ▶ Present perfect continuous tense
- ▶ Past perfect tense (including continuous form)
- ▶ Reported speech
- ▶ Third and mixed conditionals
- ▶ *Should/must/might/could* + perfect infinitive
- ▶ 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*

Lexis

- ▶ 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...*
- ▶ Phrases and expressions relating to the language functions listed above

Phonology

- ▶ The correct pronunciation of vocabulary specific to the topic category and subject area
- ▶ 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

Subject areas for the Discussion

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

- ▶ Advertising
- ▶ Environmental issues and work
- ▶ Communication in the workplace
- ▶ In-service training
- ▶ Success
- ▶ Role models

SEW C1

Introduction to SEW C1

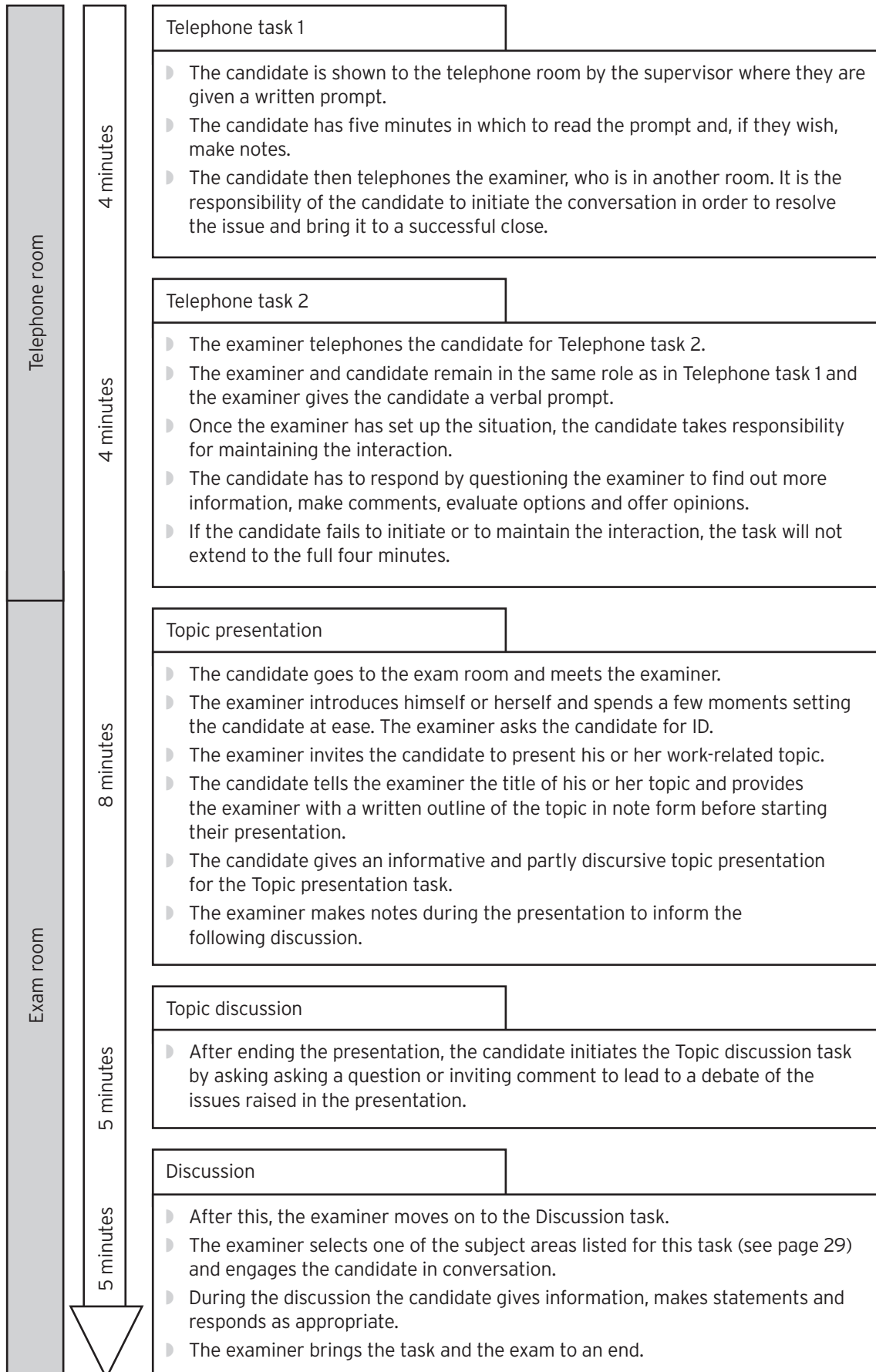
Candidate profile

A candidate who has successfully passed SEW C1 can:

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

This profile is based on the level Proficient User, C1, of the Council of Europe's Common European Framework of Reference.

Exam procedure – SEW C1



Content of SEW C1

Total exam time: 27 minutes

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

The exam consists of five assessed tasks:

- ▶ Telephone task 1 (up to four minutes)
- ▶ Telephone task 2 (up to four minutes)
- ▶ Formal presentation of a topic prepared by the candidate (up to eight minutes)
- ▶ Candidate-led discussion of the topic presentation with the examiner (up to five minutes)
- ▶ Discussion on one subject area selected by the examiner (up to five minutes).

Candidate performance

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

Communicative skills

In Telephone task 1

- ▶ 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, make use of the language functions and language items listed opposite

In Telephone task 2

- ▶ 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
- ▶ Where appropriate to the individual task, make use of the language functions and language items listed opposite

In the Formal topic presentation

- ▶ Give a formal, partly discursive presentation on a chosen work-related 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

- ▶ Initiate the discussion
- ▶ 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

- ▶ 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

Language requirements SEW C1

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.

Language functions

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

Grammar

- ▶ A broad range of complex structures, used flexibly and effectively in combination and contrast
- ▶ A high degree of grammatical accuracy, errors are rare and difficult to identify

Lexis

- ▶ 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*
- ▶ Phrases and expressions relating to the language functions listed above

Phonology

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

Subject areas for the Discussion

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

- ▶ Competitiveness
- ▶ Personal values
- ▶ Management and leadership
- ▶ The global village
- ▶ Stress management
- ▶ Progress

SEW C1 communicative skills and functions are mapped to C1 in the CEFR

Summary of language requirements for each SEW level

SEW B1				
Communicative skills				
<p>In Telephone task 1</p> <ul style="list-style-type: none"> ▶ 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 ▶ Where appropriate to the individual task, make use of the language functions and language items listed below <p>In the Interactive topic presentation</p> <ul style="list-style-type: none"> ▶ Give information about the prepared work-related topic in a series of linked long turns according to the notes given to the examiner ▶ Introduce the topic in an informal and informative way ▶ Show understanding of the examiner by answering questions on the prepared topic, and participate in an 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 <p>In the Discussion</p> <ul style="list-style-type: none"> ▶ 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 				
Language functions	Grammar	Lexis	Phonology	Subject areas
<ul style="list-style-type: none"> ▶ Exchanging greetings and leave-taking in an appropriate register ▶ Giving personal information ▶ Describing manner and frequency ▶ Describing people, objects and routines ▶ 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 	<ul style="list-style-type: none"> ▶ Present simple tense and present continuous tense ▶ Past simple tense (regular and irregular verbs) ▶ Present perfect tense including use with <i>for, since, ever, never, just</i> ▶ <i>Will</i> referring to the future for informing and predicting ▶ <i>Going to</i> and present continuous tense referring to the future ▶ Expressions of preference, e.g. <i>I prefer, I'd rather</i> ▶ Link words, e.g. <i>and, then, but, because</i> ▶ Adjectives (comparatives and superlatives) ▶ Adverbs of manner and frequency, and adverbials of quantity, e.g. <i>a lot (of), not very much, many</i> ▶ Formation of questions and the use of question words 	<ul style="list-style-type: none"> ▶ Vocabulary specific to the topic category ▶ Vocabulary specific to the subject areas ▶ Expressions relating to past and future time, e.g. <i>two days ago, in the future</i> ▶ Phrases and expressions relating to the language functions listed 	<ul style="list-style-type: none"> ▶ The correct pronunciation of vocabulary specific to the topic category and subject area ▶ The combination of weak forms and contractions, e.g. <i>I've been to...</i> ▶ The intonation patterns of basic question forms 	<ul style="list-style-type: none"> ▶ Different workplaces ▶ Jobs and people ▶ Money ▶ Internet and work ▶ Work and study ▶ After-work activities

SEW B2				
Communicative skills				
<p>In Telephone task 1</p> <ul style="list-style-type: none"> ▶ 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 language functions and language items listed below <p>In Telephone task 2</p> <ul style="list-style-type: none"> ▶ Initiate the discourse following the prompt ▶ 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 language functions listed below <p>In the Topic presentation</p> <ul style="list-style-type: none"> ▶ Give an informative presentation on a chosen work-related subject ▶ Communicate a variety of facts, ideas and opinions ▶ Maintain coherence and cohesion throughout the task by organising discourse ▶ Introduce the presentation, develop particular points of view and conclude <p>In the Topic discussion</p> <ul style="list-style-type: none"> ▶ Engage the examiner in discussion of the topic ▶ Show understanding by responding appropriately to the examiner ▶ 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 <p>In the Discussion</p> <ul style="list-style-type: none"> ▶ 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 				
Language functions	Grammar	Lexis	Phonology	Subject areas
<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ Open, first and second conditionals ▶ Past continuous tense ▶ Infinitive of purpose ▶ Simple passive ▶ <i>Used to</i> ▶ Relative clauses ▶ Modals and phrases used to express obligation and necessity, e.g. <i>must, have to, need to, don't have to</i> ▶ Modals and phrases used to give advice and make suggestions, e.g. <i>should, ought to, could</i> ▶ Modals and phrases used to express possibility and uncertainty, e.g. <i>may, might, I'm not sure</i> ▶ Discourse connectors, e.g. <i>because of, due to</i> 	<ul style="list-style-type: none"> ▶ Vocabulary specific to the topic category and subject areas ▶ Further expressions relating to future time, e.g. <i>the day after tomorrow</i> ▶ Expressions of agreement and disagreement ▶ Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. <i>Really? What good news! How unfortunate</i> ▶ Simple fillers to give time for thought, e.g. <i>Well... Um...</i> ▶ Phrases and expressions relating to the language functions listed 	<ul style="list-style-type: none"> ▶ The correct pronunciation of vocabulary specific to the topic category and subject area ▶ 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 	<ul style="list-style-type: none"> ▶ Finding employment ▶ Rules and regulations ▶ Training for work ▶ Motivation ▶ Technology ▶ Teamwork and co-operation

Summary of language requirements for each SEW level

SEW B2+				
Communicative skills				
<p>In Telephone task 1</p> <ul style="list-style-type: none"> ▶ 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, make use of the language functions and language items listed below <p>In Telephone task 2</p> <ul style="list-style-type: none"> ▶ 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, make use of the language functions listed below <p>In the Topic presentation</p> <ul style="list-style-type: none"> ▶ Give an informative presentation on a chosen work-related 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 <p>In the Topic discussion</p> <ul style="list-style-type: none"> ▶ 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 <p>In the Discussion</p> <ul style="list-style-type: none"> ▶ 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 				
Language functions	Grammar	Lexis	Phonology	Subject areas
<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ Present perfect continuous tense ▶ Past perfect tense (including continuous form) ▶ Reported speech ▶ Third and mixed conditionals ▶ <i>Should/must/might/could</i> + perfect infinitive ▶ More complex forms of the passive with modals ▶ Verbs followed by gerund and/or infinitive, e.g. <i>forget, stop, go on, remember</i> ▶ Correct verb patterns after <i>wish</i> and <i>hope</i> ▶ Linking expressions, e.g. <i>even though, in spite of, unless, although</i> ▶ Cohesive devices, e.g. <i>so to continue, in other words, for example</i> 	<ul style="list-style-type: none"> ▶ Vocabulary specific to the topic category and subject areas ▶ Reporting verbs, e.g. <i>say, tell, ask, report, advise, promise</i> ▶ Appropriate words and expressions to encourage further participation, e.g. <i>And then? And what about you?</i> ▶ Cohesive devices to recap and recover, e.g. <i>As I was saying, Anyway...</i> ▶ Hesitation fillers, e.g. <i>I mean, you know</i> ▶ Stock phrases to gain time for thought and keep the turn, e.g. <i>Well, let me think...</i> ▶ Phrases and expressions relating to the language functions listed 	<ul style="list-style-type: none"> ▶ The correct pronunciation of vocabulary specific to the topic category and subject area ▶ 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 	<ul style="list-style-type: none"> ▶ Advertising ▶ Environmental issues and work ▶ Communication in the workplace ▶ In-service training ▶ Success ▶ Role models

SEW C1				
Communicative skills				
<p>In Telephone task 1</p> <ul style="list-style-type: none"> ▶ 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, make use of the language functions and language items listed below <p>In Telephone task 2</p> <ul style="list-style-type: none"> ▶ 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 ▶ Where appropriate to the individual task, make use of the language functions and language items listed below <p>In the Formal topic presentation</p> <ul style="list-style-type: none"> ▶ Give a formal, partly discursive presentation on a chosen work-related 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 <p>In the Topic discussion</p> <ul style="list-style-type: none"> ▶ Initiate the discussion ▶ 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 <p>In the Discussion</p> <ul style="list-style-type: none"> ▶ 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 				
Language functions	Grammar	Lexis	Phonology	Subject areas
<ul style="list-style-type: none"> ▶ Developing and justifying an argument ▶ Deducing ▶ Expressing empathy and sympathy ▶ Expressing caution ▶ Challenging arguments and opinions ▶ Evaluating different standpoints ▶ Defending a point of view ▶ Summarising information, ideas and arguments ▶ Expressing reservations and politely refusing 	<ul style="list-style-type: none"> ▶ A broad range of complex structures, used flexibly and effectively in combination and contrast ▶ A high degree of grammatical accuracy, errors are rare and difficult to identify 	<ul style="list-style-type: none"> ▶ Vocabulary specific to the topic category and subject areas ▶ Expressions used before challenging, e.g. <i>That's a good point but..., Perhaps I didn't explain my point clearly...</i> ▶ Expressions for downplaying and softening, e.g. <i>It's quite difficult, If I could just ask...</i> ▶ Signposting expressions, e.g. <i>I'd like to begin with..., On the other hand..., So to sum up...</i> ▶ Tentative expressions, e.g. <i>I may be wrong but..., Don't you think it might be...</i> ▶ Language of caution, e.g. <i>It tends to be, It seems as if...</i> ▶ Vague and imprecise language, e.g. <i>A bit more, A hundred people or so</i> ▶ Phrases and expressions relating to the language functions listed 	<ul style="list-style-type: none"> ▶ The correct pronunciation of vocabulary specific to the topic category and subject area ▶ Various features of pronunciation which only occasionally deviate from an internationally intelligible model ▶ Minimal first language interference at word and sentence level ▶ A range of stress and intonation patterns, pitch and volume to convey shifts in meaning and attitude 	<ul style="list-style-type: none"> ▶ Competitiveness ▶ Personal values ▶ Management and leadership ▶ The global village ▶ Stress management ▶ Progress

SEW Performance descriptors

These performance descriptors are used for the assessment of all tasks of the exams at all levels. While, of necessity, the descriptors have to be generic in nature, it is important to note that examiners use them with reference to the requirements of the particular task and take into account the SEW level at which the candidate is being assessed.

Band	Task fulfilment
A	<p>The candidate's contributions are very effective, clearly comprehensible, highly appropriate and obviously fulfil all requirements of the task. Where required, the candidate achieves a comprehensive and concise outcome to all components of the task. There is comprehensive coverage of the communicative skills, functions and language items of the level. These items are used with consistency and with a high level of accuracy and appropriacy. Any inaccuracies which occur rarely impede the overall communication of meaning. The interaction proceeds smoothly, with the candidate contributing promptly and fluently.</p>
B	<p>The candidate's contributions are generally effective, comprehensible, appropriate and adequately fulfil all requirements of the task. Where required, the candidate achieves a generally clear and reasonably comprehensive outcome to all components of the task. There is good coverage of the communicative skills, functions and language items of the level. There is evidence of a good level of accuracy and appropriacy in the use of the language items although this may not be maintained throughout the task. Inaccuracies do occur and at times they may affect the communication of meaning. The interaction generally progresses well but the flow may be affected by some hesitancy.</p>
C	<p>The candidate's contributions are moderately effective, comprehensible and appropriate and partially fulfil the task. Where required, the candidate achieves a satisfactory outcome to the task, although not all components may be addressed. There is coverage of the communicative skills, functions and language items of the level though this may be characterised by the provision of only isolated samples. There is some control over the accuracy and appropriacy of the use of the language items of the level. Inaccuracies can affect the communication of meaning and require remedial action. The flow of the interaction may be halted by hesitancy, requests for repetition or pauses while searching for language. The candidate may need some support.</p>
D	<p>The candidate's contributions are very limited, lack comprehensibility and appropriacy and, although there is some attempt at the task, this is not fulfilled even with support. Where an outcome is required, the candidate partially addresses some components of the task but these contributions are unclear and vague. There is very little evidence of coverage of the communicative skills, functions and language items of the level. Inaccuracies and inappropriacies are highly evident and cause communication breakdown. Lack of understanding and severe hesitation impede communication and prevent the interaction from proceeding as required.</p>

Notes