

AI DOCENTI DEL 54°CD

OGGETTO: MODALITA' ESAMI TRINITY

Gentili colleghe, molte di voi mi hanno chiesto delucidazioni in merito alla modalità ed ai contenuti degli esami TRINITY, pertanto la scrivente allega alla presente il tutorial previsto per ogni Grade:

DURATA DELL'ESAME,

PERFORMANCE DEL CANDIDATO:

- **COMMUNICATIVE SKILLS**
- **LANGUAGE REQUIREMENTS**
- **SUBJECT AREAS FOR THE CONVERSATION PHASE**

GIOVANNA ZONA

Grade 2

A1 CEFR

Exam format

Total exam time: 6 minutes

The exam consists of one assessed phase:

- Conversation with the examiner (up to 6 minutes).

Candidate performance

In addition to the items listed for the previous grade, the candidate is expected to demonstrate the following communicative skills and meet the language requirements listed below during the exam.

Communicative skills

- Understand short, simple questions, requests and statements
- Respond with appropriate actions and positive and negative short form answers
- Contribute to the conversation using memorised phrases and short statements
- Use a basic range of words and simple phrases related to personal details and situations
- Ask for very basic personal information, e.g. about possessions

Language requirements

Language functions

- ☞ Indicating the position of people and objects
- ☞ Describing people, animals, objects and places very simply
- ☞ Stating simple facts
- ☞ Informing about possessions
- ☞ Asking very simple questions about personal details

Grammar

The candidate is expected to demonstrate the ability to **understand**:

- ☞ Present simple tense questions
- ☞ Question words *who? when?*
- ☞ Present continuous tense questions
- ☞ Determiners *some, any*

The candidate is expected to demonstrate the ability to **understand and use**:

- ☞ Present simple tense
- ☞ *There is/are* and *has/have got/have you got? Do you have?*
- ☞ Question words *where? how?*
- ☞ Prepositions of place *in, on, under, between, next to*
- ☞ Determiners *their, its*
- ☞ Possessive pronouns *mine, yours, his, hers*
- ☞ Yes/no answers to present continuous tense questions

Lexis

The candidate is expected to demonstrate the ability to **understand and use** vocabulary related to:

- ☞ Rooms in the home
- ☞ Household objects
- ☞ Family and friends
- ☞ Pets
- ☞ Possessions
- ☞ Days of the week and months of the year
- ☞ Cardinal numbers up to 50
- ☞ Words and phrases relating to the language functions listed above

Phonology

- ☞ The correct pronunciation of words relevant to the lexical areas listed above
- ☞ Basic intonation patterns for simple questions
- ☞ Contractions, e.g. *I've, I'm, he's*

Grade 2 communicative skills and language requirements have been mapped to A1 in the CEFR.

Grade 3

A2.1 CEFR

Exam format

Total exam time: 7 minutes

The exam consists of one assessed phase:

- » Conversation with the examiner (up to 7 minutes).

Candidate performance

In addition to the items listed for the previous grades, the candidate is expected to demonstrate the following communicative skills and meet the language requirements listed below during the exam.

Communicative skills

- » Show understanding by responding appropriately to simple questions and requests
- » Use basic sentence patterns and phrases to communicate limited information related to simple everyday situations
- » Exchange basic information about everyday life and activities by asking and answering simple questions
- » Link groups of words in a very simple way using *and*, *and then*

Language requirements

Language functions

- W Describing daily routines and times
- W Giving dates
- W Expressing ability and inability
- W Giving very simple directions and locations
- W Describing current activities of real people or those in pictures
- W Describing states in the past
- W Asking simple questions about everyday life

Grammar

The candidate is expected to demonstrate the ability to **understand and use**:

- W Present continuous tense
- W *Can* and *can't*
- W Prepositions of movement *from, to, up, down, along, across*
- W Prepositions of time *on, in, at*
- W Prepositions of place *near, in front of, behind, opposite*
- W Past tense of the verb *to be*
- W Link words *and, and then*

Lexis

The candidate is expected to demonstrate the ability to **understand and use** vocabulary related to:

- W Jobs
- W Places in the local area
- W Place of study
- W Home life
- W Weather
- W Free time
- W Times and dates
- W Ordinal numbers up to 31st for dates
- W Words and phrases relating to the language functions listed above

Phonology

- W The correct pronunciation of words relevant to the lexical areas listed above
- W The use of contractions where appropriate
- W Basic stress and intonation patterns for words, short sentences and simple questions

Grade 3 communicative skills and language requirements have been mapped to A2.1 in the CEFR.

Grade 5

B1.1 CEFR

Exam format

Total exam time: 10 minutes

The exam consists of two assessed phases:

- ✓ Discussion of a topic prepared by the candidate (up to 5 minutes)
- ✓ Conversation on two subject areas selected by the examiner (up to 5 minutes).

Candidate performance

In addition to the items listed for the previous grades, the candidate is expected to demonstrate the following communicative skills and meet the language requirements listed below during the exam.

Communicative skills

In the Topic phase

- ✓ Show understanding of the examiner by responding appropriately to questions
- ✓ Give information about the prepared topic in a series of linked long turns about the five discussion points on the Topic form
- ✓ Answer questions on the prepared topic, and participate in an informal discussion of the topic, during which the examiner will request more information, facts or details
- ✓ 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 language functions and language items listed opposite, where appropriate

In the Conversation phase

- ✓ 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 a subject area

Language requirements

Language functions

- ☞ Talking about the future – informing and predicting
- ☞ Expressing preferences
- ☞ Talking about events in the indefinite and recent past
- ☞ Giving reasons
- ☞ Stating the duration of events
- ☞ Quantifying

Grammar

- ☞ Present perfect tense including use with *for, since, ever, never, just*
- ☞ Connecting clauses using *because*
- ☞ *Will* referring to the future for informing and predicting
- ☞ Adjectives and adverbials of quantity, e.g. *a lot (of), not very much, many*
- ☞ Expressions of preference, e.g. *I prefer, I'd rather*

Lexis

- ☞ Vocabulary specific to the topic area
- ☞ 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 and subject areas
- ☞ The combination of weak forms and contractions, e.g. *I've been to...*
- ☞ Avoidance of speech patterns of recitation

Subject areas for the Conversation phase

Two subject areas will be selected by the examiner from the list below.

- ☞ Festivals
- ☞ Means of transport
- ☞ Special occasions, e.g. birthday celebrations
- ☞ Entertainment, e.g. cinema, television, clubs
- ☞ Music
- ☞ Recent personal experiences

Please note Grade 5 candidates should **not** select their topic from the list of subject areas above (see guidance notes on page 21).

Grade 5 communicative skills and language requirements have been mapped to B1.1 in the CEFR.

Grade 7

B2.1 CEFR

Exam format

Total exam time: 15 minutes

The exam consists of three assessed phases:

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

Candidate performance

In addition to the items listed for the previous grades, the candidate is expected to demonstrate the following communicative skills and meet the language requirements listed below during the exam.

Communicative skills

In the Topic phase

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

In the Interactive phase

- ☞ Take control over the interaction
- ☞ Maintain the discourse by asking for information and making comments
- ☞ Help the discussion along by inviting comment from the examiner
- ☞ Take and give up turns when appropriate to do so
- ☞ Where appropriate to the individual task, make use of the language functions listed opposite

In the Conversation phase

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

Language requirements

Language functions

- ▮ Giving advice and highlighting advantages and disadvantages
- ▮ Making suggestions
- ▮ Describing past habits
- ▮ Expressing possibility and uncertainty
- ▮ Eliciting further information and expansion of ideas and opinions
- ▮ Expressing agreement and disagreement

Grammar

- ▮ Second conditional
- ▮ Simple passive
- ▮ *Used to*
- ▮ Relative clauses
- ▮ Modals and phrases used to give advice and make suggestions, e.g. *should/ought to, could, you'd better*
- ▮ 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 area
- ▮ Vocabulary specific to the subject areas
- ▮ Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. *Really? Oh dear! Did you?*
- ▮ 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 and subject areas
- ▮ Rising intonation to indicate interest and surprise as appropriate
- ▮ Falling intonation to indicate the end of a turn
- ▮ Intonation and features of connected speech beyond sentence level

Subject areas for the Conversation phase

Two subject areas will be selected by the examiner from the list below.

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

Please note Grade 7 candidates should **not** select their topic from the list of subject areas above (see guidance notes on page 31).

Grade 7 communicative skills and language requirements have been mapped to B2.1 in the CEFR.