

GUIDA SINTETICA ALL'ESAME "TRINITY"

Di seguito forniamo alcune informazioni essenziali di supporto per gli utenti del Centro che affronteranno la prova d'esame "Trinity".

Nei fogli di seguito sono riportati:

1. una sintesi dei contenuti dell'esame per ogni livello estrapolata dal Syllabus
2. due esempi di "topic form": i punti di discussione nella mappa corrispondono al livello scelto (4 punti per il livello 4, 5 punti per il livello 5 e, 6 punti per il livello 6). Il topic form è previsto solo per i livelli 4-5-6. I moduli dei "topic form" in originale verranno consegnati dal Trinity College alla Segreteria del Centro San Clemente una decina di giorni prima delle date di esame. I candidati dovranno passare a ritirarlo, compilare e consegnare all'esaminatore al momento dell'esame (una copia va lasciata anche alla segreteria). Da tale documento infatti inizierà la conversazione.

A partire dal grado 7 la presentazione del "Topic" non prevede la compilazione del "Topic form" prestampato. Sarà il candidato a produrre brevi note, mappe logiche, schemi o altro, da esibire all'esaminatore perché possa seguire la presentazione e intervenire. E' prevista, inoltre, una terza fase d'interazione, come indicata nel Syllabus.

Si ricorda che l'esame non è un'interrogazione con domande e risposte, ma un DIALOGO, l'esaminatore quindi si aspetta delle domande da parte del candidato.

E' possibile ottenere informazioni più specifiche visitando il sito www.trinitycollege.it, dove si trovano anche video campione d'esame per ogni livello con relativo feedback scaricabile in pdf. Gli esami previsti nei nostri centri sono chiamati GESE.

E' INDISPENSABILE CONSULTARE IL SITO E LEGGERE LA PARTE DEL SYLLABUS (GESE) DEDICATA AL PROPRIO LIVELLO D'ESAME.

Il giorno dell'esame il candidato dovrà presentarsi presso la sede che verrà comunicata un quarto d'ora prima dell'orario previsto e avere con se un documento di identità valido (passaporto, carta di identità, patente con fotografia visibile).

La Direzione



Graded Examinations in Spoken English Elementary Topic form – Grade 4

Any Name

Grade 4

Registration no: xxxxxx:xxxxxxxx

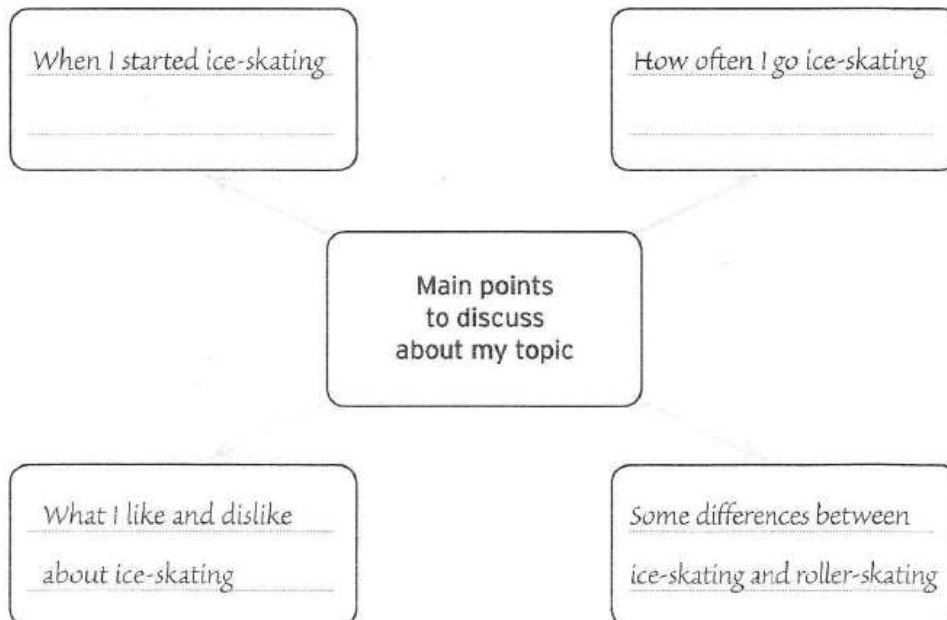
Centre: Any Centre

Session: 52010

Centre no: xxxxxxx

Examination date: 21/05/10

Title of topic: My favourite pastime – ice-skating



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

Graded Examinations in Spoken English Elementary Topic form – Grade 6

Any Name

Grade 6

Registration no: xxxxxx:xxxxxxxx

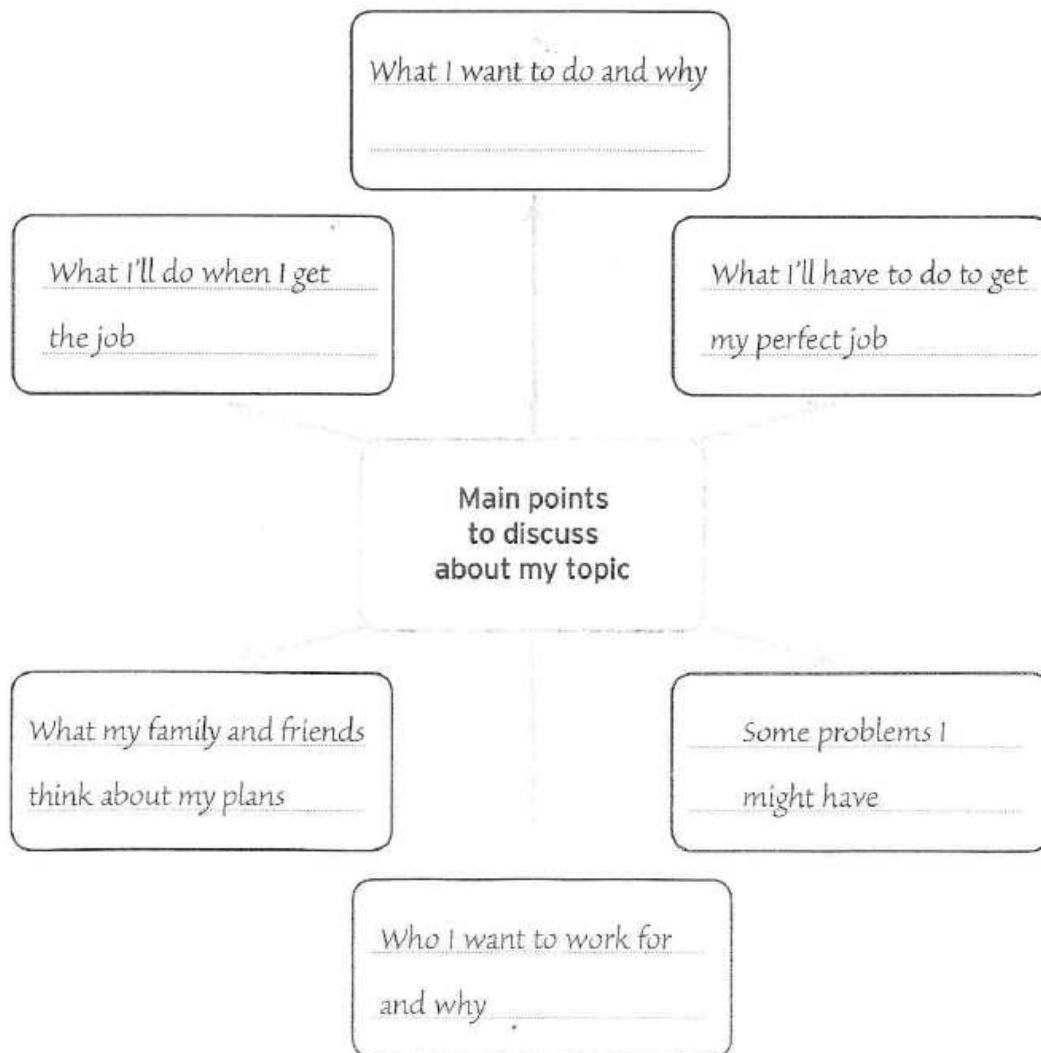
Centre: Any Centre

Session: 52010

Centre no: xxxxxx

Examination date: 21/05/10

Title of topic: My future career



Summary of language requirements for each grade

Below is a summary of the language requirements for each grade. For Grades 4 to 11, the subject areas for the Conversation phase are also given. For full details of the requirements of each grade, including the **communicative skills**, please refer to the individual grade pages.

| Grade | Language functions | Grammar | Lexis | Phonology |
|-------|--|---|---|---|
| 1 | <p>Exchanging greetings</p> <p>Giving personal information, e.g. name, age</p> <p>Identifying and naming items given in the lexical list</p> <p>Leave-taking</p> | <p>Understand</p> <p>Imperatives for common actions, e.g. <i>go, come, show, point, give, touch, stand up</i></p> <p>Question words <i>what? how many? how old?</i></p> <p>Demonstratives <i>this, that, these, those</i></p> <p>Understand and use</p> <p>The present simple tense of the verb <i>to be</i></p> <p>Common nouns in singular and plural (regular and irregular), e.g. <i>shoe/shoes, foot/feet</i></p> <p>Simple adjectives, e.g. <i>small, tall, green</i></p> <p>Determiners <i>a, the, my, your, his, her</i></p> <p>Pronouns <i>I, you, he, she, it, they</i></p> | <p>Personal information</p> <p>Immediate surroundings including classroom objects</p> <p>Basic parts of the face and body</p> <p>Common animals (domestic, farm and wild)</p> <p>Cardinal numbers up to 20</p> <p>Colours</p> <p>Everyday items of clothing</p> <p>Words relating to the list of language functions</p> | <p>The correct pronunciation of common words relevant to the lexical areas listed</p> |
| 2 | <p>Indicating the position of people and objects</p> <p>Describing people, animals, objects and places very simply</p> <p>Stating simple facts</p> <p>Informing about possessions</p> <p>Asking very simple questions about personal details</p> | <p>Understand</p> <p>Present simple tense questions</p> <p>Question words <i>who? when?</i></p> <p>Present continuous tense questions</p> <p>Determiners <i>some, any</i></p> <p>Understand and use</p> <p>Present simple tense</p> <p><i>There is/are and has/have got/have you got? Do you have?</i></p> <p>Question words <i>where? how?</i></p> <p>Prepositions of place <i>in, on, under, between, next to</i></p> <p>Determiners <i>their, its</i></p> <p>Possessive pronouns <i>mine, yours, his, hers</i></p> <p>Yes/no answers to present continuous tense questions</p> | <p>Rooms in the home</p> <p>Household objects</p> <p>Family and friends</p> <p>Pets</p> <p>Possessions</p> <p>Days of the week and months of the year</p> <p>Cardinal numbers up to 50</p> <p>Words and phrases relating to the list of language functions</p> | <p>The correct pronunciation of words relevant to the lexical areas listed</p> <p>Basic intonation patterns for simple questions</p> <p>Contractions, e.g. <i>I've, I'm, he's</i></p> |
| 3 | <p>Describing daily routines and times</p> <p>Giving dates</p> <p>Expressing ability and inability</p> <p>Giving very simple directions and locations</p> <p>Describing current activities of real people or those in pictures</p> <p>Describing states in the past</p> <p>Asking simple questions about everyday life</p> | <p>Present continuous tense</p> <p><i>Can and can't</i></p> <p>Prepositions of movement <i>from, to, up, down, along, across</i></p> <p>Prepositions of time <i>on, in, at</i></p> <p>Prepositions of place <i>near, in front of, behind, opposite</i></p> <p>Past tense of the verb <i>to be</i></p> <p>Link words <i>and, and then</i></p> | <p>Jobs</p> <p>Places in the local area</p> <p>Place of study</p> <p>Home life</p> <p>Weather</p> <p>Free time</p> <p>Times and dates</p> <p>Ordinal numbers up to 31st for dates</p> <p>Words and phrases relating to the list of language functions</p> | <p>The correct pronunciation of words relevant to the lexical areas listed</p> <p>The use of contractions where appropriate</p> <p>Basic stress and intonation patterns for words, short sentences and simple questions</p> |

| Grade | Language functions | Grammar | Lexis | Phonology | Subject areas for the Conversation phase |
|-------|---|--|--|---|--|
| 4 | <p>Talking about past events</p> <p>Talking about future plans and intentions</p> <p>Expressing simple comparisons</p> <p>Expressing likes and dislikes</p> <p>Describing manner and frequency</p> | <p>Past simple tense of regular and common irregular verbs</p> <p>Going to future</p> <p>Like + gerund/Infinitive, e.g. <i>I like shopping, I like to read books</i></p> <p>Adverbs of manner and frequency</p> <p>Comparatives and superlatives of adjectives</p> <p>Link word <i>but</i></p> | <p>Vocabulary specific to the topic area</p> <p>Vocabulary specific to the subject areas</p> <p>Adverbs of frequency, e.g. <i>sometimes, often, never</i></p> <p>Adverbial phrases of frequency, e.g. <i>every day, once a week</i></p> <p>Expressions of past time, e.g. <i>yesterday, last night</i></p> <p>Phrases and expressions relating to the list of language functions</p> | <p>The correct pronunciation of vocabulary specific to the topic and subject areas</p> <p>Appropriate weak forms and intonation in connected speech</p> <p>Three different ways of pronouncing 'ed' past tense endings, e.g. <i>played, walked, wanted</i></p> <p>Avoidance of speech patterns of recitation</p> | <p>Holidays</p> <p>Shopping</p> <p>School and work</p> <p>Hobbies and sports</p> <p>Food</p> <p>Weekend and seasonal activities</p> |
| 5 | <p>Talking about the future – informing and predicting</p> <p>Expressing preferences</p> <p>Talking about events in the indefinite and recent past</p> <p>Giving reasons</p> <p>Stating the duration of events</p> <p>Quantifying</p> | <p>Present perfect tense including use with <i>for, since, ever, never, just</i></p> <p>Connecting clauses using <i>because</i></p> <p><i>Will</i> referring to the future for informing and predicting</p> <p>Adjectives and adverbials of quantity, e.g. <i>a lot (of), not very much, many</i></p> <p>Expressions of preference, e.g. <i>I prefer, I'd rather</i></p> | <p>Vocabulary specific to the topic area</p> <p>Vocabulary specific to the subject areas</p> <p>Expressions relating to past and future time, e.g. <i>two days ago, in the future</i></p> <p>Phrases and expressions relating to the list of language functions</p> | <p>The correct pronunciation of vocabulary specific to the topic and subject areas</p> <p>The combination of weak forms and contractions, e.g. <i>I've been to...</i></p> <p>Avoidance of speech patterns of recitation</p> | <p>Festivals</p> <p>Means of transport</p> <p>Special occasions, e.g. birthday celebrations</p> <p>Entertainment, e.g. cinema, television, clubs</p> <p>Music</p> <p>Recent personal experiences</p> |
| 6 | <p>Expressing and requesting opinions and impressions</p> <p>Expressing intention and purpose</p> <p>Expressing obligation and necessity</p> <p>Expressing certainty and uncertainty</p> <p>Describing past actions over a period of time</p> | <p>Zero and first conditionals, using <i>if</i> and <i>when</i></p> <p>Present continuous tense for future use</p> <p>Past continuous tense</p> <p>Modals connected to the functions listed, e.g. <i>must, need to, might, don't have to</i></p> <p>Infinitive of purpose</p> | <p>Vocabulary specific to the topic area</p> <p>Vocabulary specific to the subject areas</p> <p>Further expressions relating to future time, e.g. <i>the day after tomorrow, in a year's time, in ... years' time</i></p> <p>Common phrasal verbs</p> <p>Phrases and expressions relating to the list of language functions</p> | <p>The correct pronunciation of vocabulary specific to the topic and subject areas</p> <p>Sentence stress to clarify meaning</p> <p>Basic intonation and features of connected speech at sentence level</p> <p>Intonation patterns of more complex question forms</p> <p>Avoidance of speech patterns of recitation</p> | <p>Travel</p> <p>Money</p> <p>Fashion</p> <p>Rules and regulations</p> <p>Health and fitness</p> <p>Learning a foreign language</p> |

| Grade | Language functions | Grammar | Lexis | Phonology | Subject areas for the Conversation phase |
|-------|--|---|--|---|--|
| 7 | <p>Giving advice and highlighting advantages and disadvantages</p> <p>Making suggestions</p> <p>Describing past habits</p> <p>Expressing possibility and uncertainty</p> <p>Eliciting further information and expansion of ideas and opinions</p> <p>Expressing agreement and disagreement</p> | <p>Second conditional</p> <p>Simple passive</p> <p><i>Used to</i></p> <p>Relative clauses</p> <p>Modals and phrases used to give advice and make suggestions, e.g. <i>should/ought to, could, you'd better</i></p> <p>Modals and phrases used to express possibility and uncertainty, e.g. <i>may, might, I'm not sure</i></p> <p>Discourse connectors e.g. <i>because of, due to</i></p> | <p>Vocabulary specific to the topic area</p> <p>Vocabulary specific to the subject areas</p> <p>Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. <i>Really? Oh dear! Did you?</i></p> <p>Simple fillers to give time for thought, e.g. <i>well..., um...</i></p> <p>Phrases and expressions relating to the list of language functions</p> | <p>The correct pronunciation of vocabulary specific to the topic and subject areas</p> <p>Rising intonation to indicate interest and surprise as appropriate</p> <p>Falling intonation to indicate the end of a turn</p> <p>Intonation and features of connected speech beyond sentence level</p> | <p>Education</p> <p>National customs</p> <p>Village and city life</p> <p>National and local produce and products</p> <p>Early memories</p> <p>Pollution and recycling</p> |
| 8 | <p>Expressing feelings and emotions</p> <p>Expressing impossibility</p> <p>Reporting the conversation of others</p> <p>Speculating</p> <p>Persuading and discouraging</p> | <p>Third conditional</p> <p>Present perfect continuous tense</p> <p>Past perfect tense</p> <p>Reported speech</p> <p>Linking expressions, e.g. <i>even though, in spite of, although</i></p> | <p>Vocabulary specific to the topic area</p> <p>Vocabulary specific to the subject areas</p> <p>Cohesive devices, e.g. <i>so to continue, in other words, for example</i></p> <p>Reporting verbs, e.g. <i>say, tell, ask, report, advise, promise</i></p> <p>Appropriate words and expressions to encourage further participation</p> <p>Phrases and expressions relating to the list of language functions</p> | <p>The correct pronunciation of vocabulary specific to the topic and subject areas</p> <p>Rising and falling intonation to indicate giving up and offering turns</p> <p>Stress, intonation and pitch relevant to the language functions</p> <p>Stress and intonation to indicate emotion</p> | <p>Society and living standards</p> <p>Personal values and ideals</p> <p>The world of work</p> <p>Unexplained phenomena and events</p> <p>National environmental concerns</p> <p>Public figures past and present</p> |
| 9 | <p>Expressing abstract ideas</p> <p>Expressing regrets, wishes and hopes</p> <p>Expressing assumptions</p> <p>Paraphrasing</p> <p>Evaluating options</p> <p>Hypothesising</p> <p>Evaluating past actions or course of events</p> | <p>Mixed conditionals</p> <p>Verbs followed by gerund and/or infinitive, e.g. <i>forget, stop, go on, remember</i></p> <p>More complex forms of the passive with modals</p> <p><i>Should/must/might/could</i> + perfect infinitive</p> <p>Correct verb patterns after <i>wish</i> and <i>hope</i></p> | <p>Vocabulary specific to the topic area</p> <p>Vocabulary specific to the subject areas</p> <p>Cohesive devices to recap and recover, e.g. <i>as I was saying, anyway...</i></p> <p>Hesitation fillers, e.g. <i>I mean, you know</i></p> <p>Stock phrases to gain time for thought and keep the turn, e.g. <i>well, let me think...</i></p> <p>Phrases and expressions relating to the list of language functions</p> | <p>The correct pronunciation of vocabulary specific to the topic and subject areas</p> <p>Rising and falling intonation for keeping, giving up and offering turns</p> <p>Stress and rhythm to highlight and emphasise main points and ideas</p> <p>Intonation and pitch to convey attitude</p> | <p>Dreams and nightmares</p> <p>Crime and punishment</p> <p>Technology</p> <p>Habits and obsessions</p> <p>Global environmental issues</p> <p>Design</p> |