

Spoken English for Work (SEW) exams

Guide for Teachers (B1)

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What is this SEW Guide for Teachers?

SEW exams provide a valid exam of communication in English through tasks based on real life activities experienced in the world of work. The SEW Guide for Teachers (B1, CEFR) is to help teachers that are preparing students for the world of work, or for a Trinity College London Spoken English for Work exam (B1).

The objective of the guide is to:

- ▶ give a brief overview of the SEW exam (B1)
- ▶ provide some example activities that can be used in the classroom
- ▶ offer some practical advice for each stage of the exam.

The SEW Guide for Teachers should be used together with the SEW Specifications, which gives full details of the exam suite. The SEW Specifications and additional support material are available online at www.trinitycollege.co.uk

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SEW B1-C1 overview

Introduction to SEW

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 intermediate to advanced levels, B1 to C1 in the *Common European Framework of Reference for Languages* (2001).

The overall focus of the suite is to provide a valid exam of communication in English through tasks based on real-life activities experienced in the world of work.

Introduction to SEW tasks

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 a telephone conversation between the examiner and the candidate, the remaining tasks are 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 and for the examiner to complete the Exam report form.

SEW B1-C1 exam procedure

The Spoken English for Work exams have three tasks at SEW B1 and five tasks at the higher levels. The procedure of the exam is given below.

Telephone task 1 procedure in SEW B1, B2, B2+ and C1

- ▶ The candidate is given a written prompt describing the problem
- ▶ The candidate has five minutes to prepare, they can make notes
- ▶ The examiner lets the candidate know when to begin the exam (with one ring of the phone)
- ▶ The candidate then telephones the examiner to start the conversation
- ▶ At the end of the task, the examiner will end the telephone call

Telephone task 2 procedure in SEW B2, B2+ and C1

- ▶ The task follows directly on from Telephone task 1 and is also conducted over the phone
- ▶ The examiner calls the candidate and gives a verbal prompt that gives rise to an interaction, maintained and controlled by the candidate
- ▶ The call lasts around four minutes

Interactive topic presentation procedure (SEW B1 only)

- ▶ After the Telephone task the candidate goes to the exam room
- ▶ This task takes place in the exam room with the examiner
- ▶ The candidate presents a work-related topic, related to one of the categories provided

Topic presentation procedure in SEW B2, B2+ and C1

- ▶ After the telephone task the candidate goes to the exam room
- ▶ This task takes place in the exam room with the examiner
- ▶ The candidate presents a work-related topic to present, related to one of the categories provided

Topic discussion procedure in SEW B2, B2+ and C1

- ▶ The Topic discussion immediately follows the Topic presentation
- ▶ The examiner leads by asking questions that arise from the presentation content. At SEW C1 the candidate is expected to start the discussion
- ▶ The discussion lasts for four minutes

Discussion procedure in SEW B1, B2, B2+ and C1

- ▶ The Discussion immediately follows the Interactive topic presentation at B1 or the Topic presentation discussion at B2, B2+ and C1
- ▶ The examiner selects one of the subject areas provided in the SEW Specifications for the particular level

Introduction to SEW B1

Candidate profile

A candidate who has successfully passed SEW B1 can:

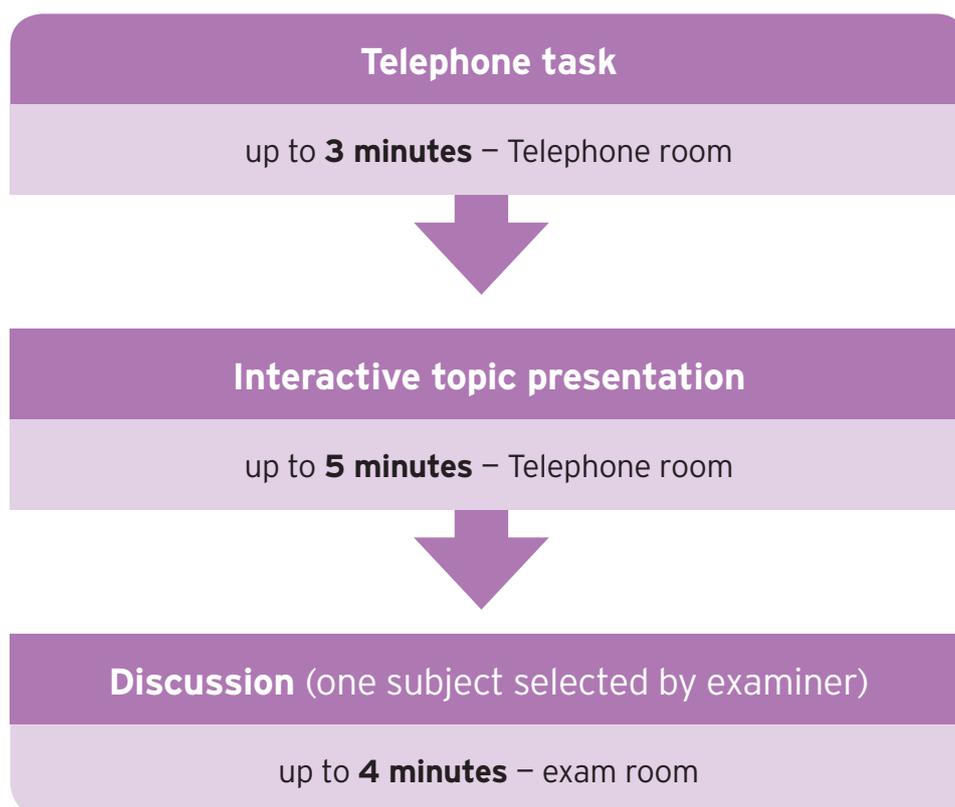
- ▶ understand the main points of clear speech on familiar work-related matters
- ▶ enter into conversation and exchange information on familiar work-related subjects of personal interest or related to everyday life
- ▶ demonstrate a sufficient range of language to describe experiences and events and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

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:



Language functions for SEW B1

- ▶ 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

Subject areas for the Discussion task

One subject area for conversation 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.

Preparation ideas for SEW B1

Telephone phrases at SEW B1

The aim of Telephone task 1 is to have a work-related telephone conversation that reflects a typical real-life telephone conversation in the world of work. There is a problem or issue to discuss.

The following activity is designed to help prepare students to have authentic exchanges of information over the phone as is expected in many typical working situations.

This activity helps students understand the different stages of a telephone call and gives some useful telephone phrases for each phase.

Instructions

1. Put students into pairs and give each pair a copy of the Telephone phrases handout (on the next page).
2. Ask students to complete the tasks on the handout, the answers are given below.

Answers to Telephone phrases activity

Task 1. a) and b)

1	Introduction	<ul style="list-style-type: none"> ▶ Hello, this is Javier Mendez speaking. ▶ Could I speak to ... ? ▶ I'm calling from ... ▶ Is that ... speaking?
2	Give reason for call	<ul style="list-style-type: none"> ▶ The reason I'm calling is to ... ▶ I'd like to talk to you about ...
3	Discuss main points	<ul style="list-style-type: none"> ▶ The situation is ... ▶ Could I also ask you about ...
4	Confirm information	<ul style="list-style-type: none"> ▶ Could I confirm what we have said ... ▶ So, to confirm ...
5	Say goodbye	<ul style="list-style-type: none"> ▶ Thank you for your help, goodbye. ▶ Than you for your time. Goodbye.

Task 2.

Check to see if pairs can think of alternative phrases that can be used. It could be useful to write these on the board.

Task 3.

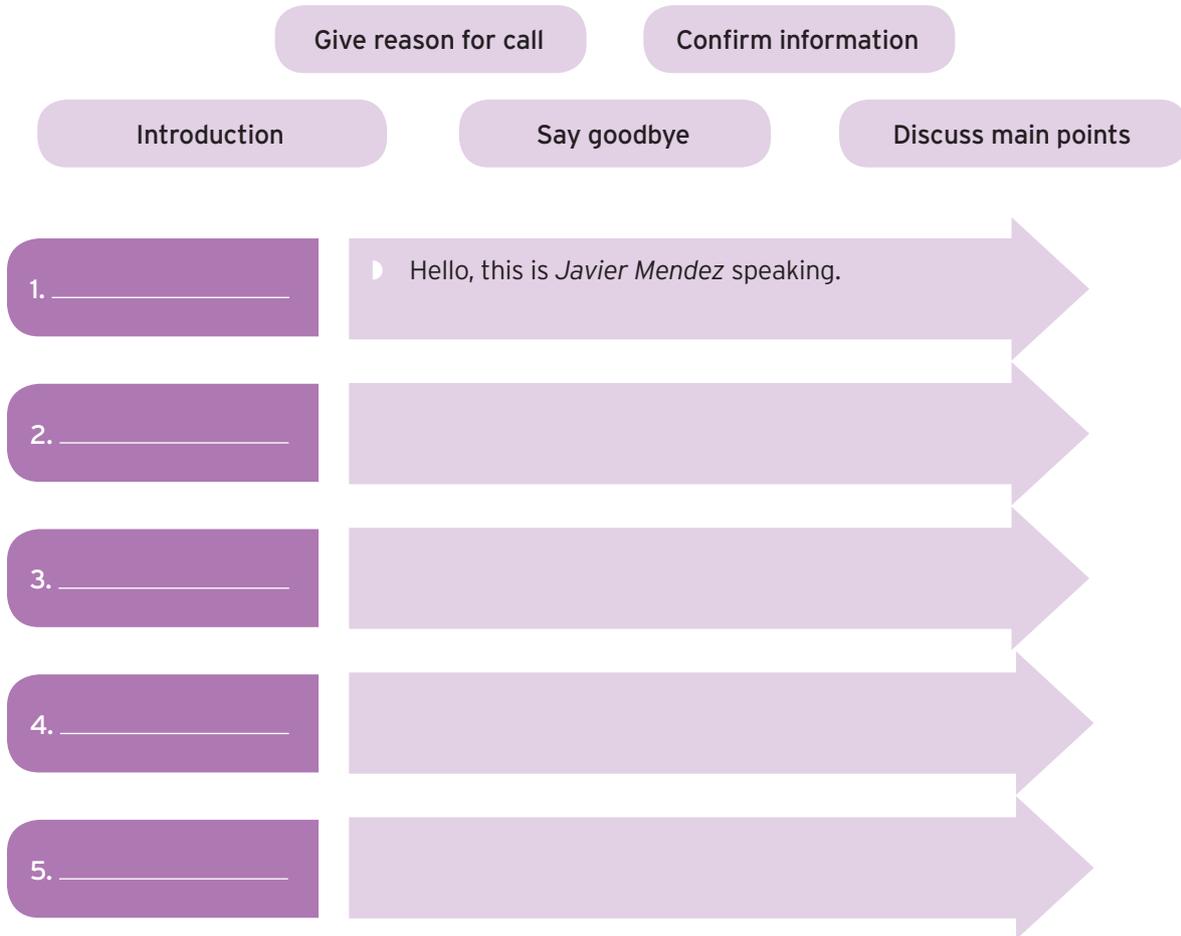
These are common 'survival phrases' that are often used in authentic telephone conversations.

1 = E, 2 = C, 3 = A, 4 = D, 5 = B

Ask students to think of alternative survival phrases that could be used in each of the situations A-E. Again, it could be useful to write suggestions on the board.

Classroom handout: Telephone phrases at SEW B1

1. a) Stages of a call: All telephone calls have several stages. Write the following stages in the correct order in the diagram below:



1. b) Phrases for a call:

The following phrases are all useful when making telephone calls. What stage of the call are they used for? Write the phrases in the diagram above, one example has been completed.

- | | |
|---|---------------------------------------|
| ▶ Hello, this is Javier Mendez speaking. | ▶ The situation is |
| ▶ Could I confirm what we said. | ▶ I'd like to talk to you about |
| ▶ I'm calling from | ▶ Thank you for your help. Goodbye. |
| ▶ The reason I'm calling is to | ▶ Thank you for your time. Goodbye. |
| ▶ So, to confirm | ▶ Is that speaking? |
| ▶ Could I speak to? | ▶ Could I also ask you about |

2. Can you add any more phrases of your own to the diagram?

3. Survival phrases:

It is very important to know what to say on the telephone if there is a problem. Match the following phrases (1-5) with the reason you would use it (A-E). Practise using the phrases with a partner.

- | | |
|--|---|
| 1. I'm sorry, I don't understand. Could you repeat that, please? | A. You didn't hear what was said. |
| 2. I'm sorry, I can't hear you. Could you speak up, please? | B. The person is speaking too quickly. |
| 3. I'm sorry. I didn't catch that. | C. The person is speaking too quietly. |
| 4. Could you spell that, please? | D. You want the spelling of a word. |
| 5. Could you speak a little slower please? | E. You don't understand. |

Telephone calls at SEW B1 – role-play checklist

To help prepare students for making and receiving phone calls in real-life working situations, activities that give the opportunity to practise phone calls can be very helpful. The role-play checklist is an activity that helps students check that they are using the skills needed to have an authentic exchange of information and opinions over the telephone.

To use a role-play checklist students use a prompt, which gives a task for the call. The prompt gives the student a role and information that is discussed in the telephone call.

Example prompt at B1:

You are at your local airport, but you have left your passport on your desk. Phone your colleague to explain the problem and ask him/her to bring your passport to the airport as soon as possible.

Points to consider:

Flight: Departs in 4 hours
Where to meet: Check-in desk 59, Terminal 2
Where passport is: Next to your computer

Try writing your own prompts. Each prompt should include the situation or problem, the person to call and important points to consider. As an additional activity ask students to write the telephone prompts, either as a class, in groups or individually. The following framework could be used:

Telephone prompt – writing frame	
Who you are calling	
Reason for call (situation/problem)	
Important points	1. 2. 3.

Alternatively, there are a variety of telephone prompts available on the Trinity website, www.trinitycollege.co.uk. These are examples of the prompts that are used in the SEW exam during the first telephone task of the exam.

Instructions

1. Put students into groups of three (the caller, the person who is called (receiver) and an observer)
2. Give the 'candidate' and the 'observer' a task for the call (as above or a 'prompt' as used in the SEW exams)
3. Give the observer a copy of the 'role-play checklist' – given on the next page
4. Give groups a couple of minutes to prepare – 'caller' and 'receiver' sit back to back
5. Ask the candidate to start the call and give groups three minutes to role-play the phone call
6. During the role play the observer listens carefully to the call and completes the role-play checklist (on the next page)
7. After the role play the observer gives feedback to the caller and person called, using the role-play checklist
8. The candidates change roles and groups repeat the role play and feedback with the same task/prompt

Extension activities:

- ▶ You could also ask one pair to role-play a telephone call in front of the class/other students and ask all observers to complete a role-play checklist and then take feedback from the class.
- ▶ Use a video of a phone call and ask the whole class in pairs to complete a role-play checklist. There are sample videos of telephone calls (task 1 in the SEW exam) on the Trinity website.

Classroom handout:

Telephone calls at SEW B1 – role-play checklist

How to use the role-play checklist (Instructions for observer)

Listen very carefully to **the student making the telephone call** and complete the table below.

- ▶ If you hear the items from the table, put a tick ✓
- ▶ If you do not hear the items, put a cross ✗
- ▶ If you are not sure, put a question mark ?

Communication items

The communication items in the table are needed to make a good telephone call.

Language items

These are examples of the language functions at B1 level. It is possible that only one or two of these will be needed during the task.

B1	Telephone calls at SEW B1 – role-play checklist	
Communication items	Your telephone call – Tick if you heard or used the following:	
	Friendly start – give personal information	✓
	Clear introduction	
	Speak slowly and clearly	
	Give reason for call	
	Use please and thank you (s)	
	Cover all the information in the task/prompt	1. 2. 3.
	Check/confirm the information	
	Clarify if listener did not understand	
	Ask for repetition if listener did not hear	
Language items	Talk about the past/future	
	Show likes/dislikes/preferences	
	Use comparatives/superlatives	
	Give reasons	
Was the phone call successful?		
How could the phone call be better?		
1.		
2.		
3.		

Spoken English for Work exams

In the SEW exam at B1, candidates call the examiner and solve a problem over the phone. Using the role-play checklist will help prepare for the examination as well as for real-life telephone calls.

Interactive topic presentation – Stages and phrases

The aim of the Topic presentation task is for the candidate to show they can communicate information relating to a topic in an informative manner by choosing and presenting a personal and work-related topic. This reflects typical situations encountered in the world of work.

The following activity encourage students to develop presentation skills using an organised structure and common phrases at B1 level.

To help prepare students for giving an informal presentation in real-life working situations, it is useful to organise the presentation into stages and use phrases for each section. The following activities raise awareness of suitable presentation stages at a B1 level and give a selection of common presentation phrases, frequently used in real-life presentations.

Instructions

1. Put students into groups or pairs and give each pair a copy of the handout on the next page.
2. Pairs discuss the correct order of the presentation stages and write the answers.

Answers to Interactive topic presentation – Stages and phrases

Stages of a presentation



3. Ask students to discuss what language they use to structure a presentation. Clarify that a-o on the handout are set expressions that can help structure information in a presentation.
4. Pairs discuss which phrases belong to which phase of a presentation.

Phrases for a presentation

Introduce topic:	e, j, l
Outline presentation:	c, i, o
Main points:	h, k, m
Conclusion:	a, f, n
Close:	b, d, g

Spoken English for Work exams

In the SEW exam, candidates choose a topic to present related to one of 12 work related categories. Using a presentation structure, and phrases like those in the activities, will help candidates improve their performance.

Classroom handout:

Interactive topic presentation – Stages and phrases

1. Stages of a presentation: A presentation can be split into stages. Put the following stages in the correct order.

Close	Main points	Conclusion
Outline presentation		Introduce topic

2. Phrases for a presentation: The following phrases help structure a presentation and can make the presentation easier to give and easier to listen to. Match the phrases with the stage of the presentation they are used for. The first one has been done for you.

Close	a. In conclusion...
Main points	b. Thank you for your time.
Conclusion	c. I'm going to divide my talk into four parts...
Introduce topic	d. Thank you.
Outline presentation	e. I'm going to talk about...
	f. I'll conclude by saying that...
	g. That brings me to the end of my talk.
	h. I'd now like to discuss...
	i. Firstly I'm going to talk about...
	j. My topic today is...
	k. My next point is that...
	l. The subject of my topic is...
	m. Let's look now at...
	n. So, to finish I'd like to say that...
	o. And then I'll go onto...

3. Presentation practice: Use the phrases above to structure a mini-presentation using the Presentation Planner template in the appendices.

Spoken English for Work exams

In the SEW exam, candidates choose a topic to present related to one of 12 work related categories. Using a presentation structure, and phrases like those in the activities above, will help candidates improve their performance.

Discussion at SEW B1 – Question spinners

This discussion phase of the SEW exam gives an opportunity to enter an informal discussion reflecting a realistic exchange of information, ideas and opinions, to reflect everyday conversations experienced in the world of work. The following activities are useful for preparing students for real-life discussions in English.

A central part of any real-life discussion is to be able to ask and answer questions. This activity gives students practice in writing and using a variety of questions at a B1 level. These questions reflect the use of questions in real-life conversation and discussion.

Instructions

1. Put students into pairs and give each pair a copy of the question spinner (on the next page).
2. Ask students to look at the question 'stems'. These are the first part of a question that needs to be completed. For example: 'Have you ever...?'.
3. In pairs students think of four more question stems that they think are the right level for B1 and write them in the boxes provided (Q1-Q4).

Note: You can check the level of the student's questions by referring to the language functions provided in the SEW specifications at www.trinitycollege.co.uk/site/?id=1978. Other example questions at B1 include:

Have you ever...?

What's the best...?

How long have you...?

Which do you prefer, A or B?

Do you think you will...?

What did you do...?

Where do you think you will...?

How many times have you...?

4. Ask each student (A and B) to choose a topic they are interested in discussing and write this in the boxes in the centre of the circle. These could be the Subject Areas for Discussion from the B1 SEW exam (Workplaces, Jobs and people, Money, Internet and work, Work and Study, After-work activities).
5. Pairs place a pen onto the centre of the page and students take it in turns to spin the pen. When the pen stops the student who has spun the pen makes a question using the question stem that the pen is pointing at and the student's topic.
For example: Topic = Money Question stem = 'What do you do if...?'
Question: 'What do you do if you want to save up for something expensive?'
6. As pairs continue to take turns to spin the pen and ask questions, move around the class and write down some of the questions you hear. These can be used for class feedback.

Extension activities – Question spinners

It is also possible to use a plain piece of paper and for groups of students to create their own question spinners using question stems at the appropriate level. Groups can then exchange their spinners before doing the activity.

Classroom handout:

Discussion at SEW B1 – Question spinners

1. Work with a partner. In the four 'Q' boxes below, write a question stem that you think is appropriate for a B1 level.
2. Choose a subject that you are interested in discussing. Write your subject in the box in the circle below (one subject for each student).
3. Put a pen on the centre of the circle. Take it in turns to spin the pen.
4. When the pen stops, make a question for your partner using the question stem the pen is pointing to, and your partner's subject for discussion.

The spinner consists of a large purple circle with a smaller purple circle in the center containing a white dot representing a pen tip. The outer ring of the spinner is divided into segments with question stems. The inner ring contains two boxes for student topics. The segments are as follows:

- Top: How long did you _____ for?
- Top-right: What's the difference between _____?
- Right: Q2: _____?
- Bottom-right: How often do you _____?
- Bottom: Q4: _____?
- Bottom-left: What will you do about _____?
- Left: How many times have you _____?
- Top-left: What are you going to do _____?
- Inner ring (top): Student **A** topic: _____
- Inner ring (bottom): Student **B** topic: _____
- Left side (top): Q1: _____?
- Left side (middle): What's your opinion of _____?
- Left side (bottom): Q3: _____?

Discussion at SEW B1 – Vocabulary posters

The aim of the Discussion task is to reflect a realistic exchange of information ideas and opinions, based on one subject. This reflects typical interactive situations encountered in the world of work.

The following activity encourages students to develop vocabulary and collocations (groups of words) related to one subject area appropriate to a B1 level.

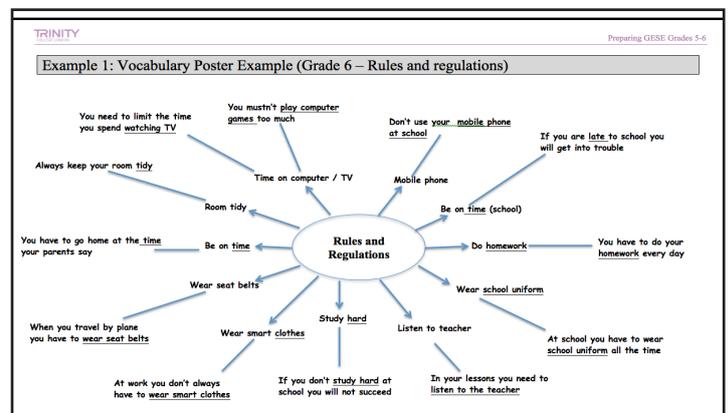
To help prepare students for entering discussions in real-life working situations, it can be useful to explore the vocabulary related to a particular topic. The following activity helps students explore the vocabulary related to subjects relevant to a B1 level and also look at how to use these words in context.

Instructions

1. Put students into small groups of three to five, and give each group a blank piece of A3 paper.
2. In the centre of the paper the group writes one topic area they are interested in and that is appropriate for the level B1. You could use topics from a course book or the subject areas for the discussion from the SEW B1 exam: Different workplaces, Jobs and people, Money, Internet and work, Work and study, After-work activities.
3. Give groups 5 minutes to brainstorm vocabulary (individual words) related to the subject and write the words on the piece of paper as a mind map (e.g. Subject: 'money'. Vocabulary: bank, savings, currency, change).
4. Groups then exchange posters and add more words (e.g. account, finance, spend, save).
5. Groups then change posters again, this time students extend the mind map and put each word on the poster into a group of two or more words, or if possible into a short sentence. (e.g. 'Last year I opened a bank account, I'm saving for a new computer').
6. Groups exchange posters again and check the sentences/groups of words and correct any mistakes.

Note: Where possible it is a good idea to check that the words and sentences on the poster are correct using a dictionary or online dictionary. See example below:

Vocabulary poster example



bank account - definition

★

NOUN [COUNTABLE] Pronunciation Word Forms

an arrangement with a bank that allows you to keep your money there and to pay money in and take money out

We'll pay the money directly into your bank account.

open a bank account (=start it): *They're encouraging children to open bank accounts.*

Example:

'I want to get a bank account.'

Check a dictionary or the internet:

'I want to **open** a bank account.'

Appendices

Appendix 1:

SEW Communications Skills of each task

The table below lists the Communication Skills required for Telephone task 1. Further details are available from the SEW specifications.

The communication skills of Telephone task 1

SEW B1
SEW B2
SEW B2+
SEW C1

- ▶ 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

The table below lists the communication skills required for Telephone task 2. Further details are available from the SEW specifications www.trinitycollege.co.uk/site/?id=1978

The communication skills of Telephone task 2	
SEW B2	<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 of the level
SEW B2+	<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 of the level
SEW C1	<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 grammar of the level

The table below lists the communication skills required for the **Topic Presentation task**. Further details are available from the SEW specifications www.trinitycollege.co.uk/site/?id=1978

The communication skills of Topic Presentation task	
SEW B1	<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
SEW B2	<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
SEW B2+	<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
SEW C1	<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

The table below lists the communication skills required for **Topic Discussion task**. Further details are available from the SEW specifications www.trinitycollege.co.uk/site/?id=1978

The communication skills of Topic Discussion task	
SEW B2	<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
SEW B2+	<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
SEW C1	<ul style="list-style-type: none"> ▶ 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

The table below lists the communication skills required for **Discussion task**. Further details are available from the SEW specifications www.trinitycollege.co.uk/site/?id=1978

The communication skills of Discussion task	
SEW B1	<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
SEW B2	<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
SEW B2+	<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
SEW C1	<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

Appendix 2:

SEW teacher's Tips

Teacher's tips for telephone task 1 (all levels)

The examiner is in the role given in the prompt. Candidates are free to be themselves or to play a role, the important thing is to focus on the prompt

The prompts have 3 or 4 points so it's important for students to refer to all of them

Candidates can decide how formal they need to be depending on the situation in the prompt

There are several minutes for the call so candidates don't need to solve the situation as quickly as possible, although the examiner will help to keep the conversation going

Like all telephone conversations, candidates will give information and ask questions, as well as answer the examiner's questions

If anything is unclear in the prompt candidates should ask for clarification over the telephone

Where possible the candidate should try to use the language structures and functions of the level

Before the examination candidates should have the opportunity to practise making telephone calls in the same way as in the examination, example prompts are available at www.trinitycollege.com

This task of the examination lasts for up to three minutes (four minutes at SEW C1)

General guidance for telephone task 2 (B2, B2+, C1)

The examiner is in the same role as in the first Telephone task but candidates are free to be themselves

After the examiner gives the prompt the candidate takes responsibility for the interaction, usually by asking questions and seeking more information

Candidates take 'turns' in the conversation and control the direction of the interaction

Conversation functions, including questioning techniques, seeking clarification, politely refusing or expressing reservations, are very useful and candidates should use these where appropriate

The task is an authentic exchange of information and opinions, and where possible candidates should be prepared to use the language functions of the level

The task focuses on the language functions of the level, not the grammar of the level

The candidate should try to take longer turns than the examiner

If a candidate doesn't initiate or maintain the interaction, the task may be shorter and this could effect the candidate's performance

This task lasts no more than four minutes

Teacher's tips for Interactive Presentation Discussion (SEW B1)

TOPIC CHOICE

Candidates select a category they want to talk about from the list provided and choose a topic to present related to that category (e.g. 1: Advertising and Media)

Topics should not be the same as the subject areas for the discussion task

The candidate should be interested in, know about and be able to discuss the topic and it should be related to the world of work

In a class it's better if peers choose different topics and not all the same to make sure the topic is personal

The category chosen is stated on the certificate awarded to successful candidates, a blank space will be left where the topic category should be shown if a candidate doesn't specify their chosen category

NOTES

The candidate **must** prepare some brief notes, bullet points or a diagram to give to the examiner at the start of this task. This can be a short sentence for each point or clearly labeled diagrams. The notes or diagrams are not assessed

It is better if notes are specific and do not include such general points as 'Introduction to topic', 'Conclusion to topic' or 'What I do at work...'

The notes don't have to be written by the candidate, but the ideas come from the candidate

PREPARATION

It is better if the topic is prepared a whole and not as many separate points, the examiner will not use any particular order to talk about the points in the notes

The candidate will have up to five minutes to talk about their topic with the examiner, but not more. The task will end after five minutes even if all the points have not been discussed

The interactive presentation is not a memorised text

Candidates can have brief notes (and not a full written text of the presentation)

The candidate is not assessed on knowledge of the topic but needs to know the relevant lexis

PROCEDURE

The candidate starts their topic with an informal, informative presentation. At the start the candidate will introduce the topic with a long turn of around two minutes

The examiner can ask questions at any point after the topic has been introduced. The examiner will ask questions about the topic, ask for more information and/or for clarification

In the topic the candidate should try to use the language of the level, as listed in the SEW Specifications

Candidates can bring pictures, photos, diagrams, models or other suitable objects to support the prepared topic. However, dangerous objects such as knives are not allowed in the examination room

Candidates should think about questions the examiner might ask. They should be prepared to give further examples, explanations and clarifications as requested by the examiner

Candidates are required to ask the examiner at least one question about the topic area.

A candidate who does not prepare a topic for discussion cannot be assessed for Task fulfilment for this task. The task will be voided and this may result in a fail for the examination as a whole.

Teacher's tips for Topic Presentation (SEW B2, B2+ and C1)

See also teacher's tips for Interactive Topic Discussion (SEW B1)

TOPIC CHOICE

Before the examination, the candidate prepares a presentation of a topic on a work-related subject of their choice, related to one of the topic categories listed.

At B2 this is an informative presentation and is for 3 minutes

At B2+ this is an informative presentation and is for 5 minutes

At C1 this is a formal informative and partly discursive presentation and is for 8 minutes

Candidates are advised to select their topics carefully. Subject knowledge is not assessed

The category chosen is stated on the certificate awarded to successful candidates, a blank space will be left where the topic category should be shown if a candidate doesn't specify their chosen category

NOTES

The candidate **must** compile some brief notes or a diagram to give to the examiner at the start of this task. A short sentence is sufficient for each point or clearly labeled diagram. The notes or diagrams are not assessed

The candidate may have their own brief notes for personal use and these do not have to be shown to the examiner

Notes need to be brief as the use of complete written scripts in the presentation is not allowed

The presentation can be supported by technological aids (e.g. OHP/PowerPoint). All such aids need to be set up before the examination, as no time allowed for the setting up or removal, and the examiner must be informed before the examination session. Skill in the technical preparation and use of such aids is not assessed

PREPARATION

The presentation should try to engage the examiner and maintain the examiner's interest. At SEW C1 only the presentation should be informative and discursive

There should be an identifiable structure to the presentation and discourse connectors and cohesive devices used where appropriate

PROCEDURE

During the presentation, the examiner will make notes, these notes are on points for the examiner to discuss and not for assessment purposes

Candidates may stand or sit when delivering their presentation

Adherence to the timing of this task is very important and candidates are strongly advised to ensure that the presentation lasts up to but no longer than the set time

The examiner will stop presentations which go over time

This task lasts no more than the stated time (3, 5 or 8 minutes according to level)

Teacher's tips – Topic Discussion (SEW B2, B2+ and C1)

Candidates should think about what the examiner might say and consider how to develop points from the presentation

At SEW B2 and B2+ the examiner will initiate the discussion but both parties have equal responsibility for maintaining the flow

At SEW C1 the candidate initiate the discussion at the close of the presentation

The candidate is expected to be proactive in the discussion and not simply to respond to the contributions of the examiner

The Topic Discussion is a real exchange of ideas and opinions with the candidate being able to challenge the examiner on their opinions

The candidate should use opportunities to give examples and elaborate on the ideas and opinions from the presentation

The discussion is intended to be about the actual presentation rather than on the theme of the topic

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

This task lasts no more than 4 minutes at B2 or 5 minutes at B2+ and C1

General guidance for discussion (all levels)

The discussion will include discussion of one of the subject areas listed for the level

Candidates initiate and sustain turns

Candidates are expected to know vocabulary related to the conversation areas

Candidates should practice talking about the subject areas

Candidates are 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.

The candidate should use opportunities to give examples and elaborate on the ideas and opinions from the presentation

The discussion is intended to be about the actual presentation rather than on the theme of the topic

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

This task lasts no more than 4 minutes at B2 or 5 minutes at B2+ and C1

Appendix 3:

SEW Presentation planner (B1-B2+)

Stage	Phrases	Content
Introduce topic	I'm going to talk about...	
Outline talk		
Main point 1		
Main point 2		
Main point 3		
Summary		
Conclusion		
Close		
Invite Questions		

Appendix 4:

SEW Telephone task 1 – task requirements

Activity 1: Identify requirements of task

This activity will help students identify the important information given in the telephone task prompt. At the beginning of the exam the candidate is given the telephone prompt for task 1, the candidate then has five minutes to read the prompt and prepare for the telephone call.

The candidate should:

- ▶ read the prompt slowly and carefully
- ▶ read the prompt several times
- ▶ make notes

The candidate must not:

- ▶ use a dictionary (or other reference material)
- ▶ discuss the prompt
- ▶ write on the prompt

Recommended procedure

1. Read the prompt carefully

2. Find the following information from the prompt:

- ▶ Who you are calling (what is their position / job)
- ▶ The reason for the call
- ▶ The important points to cover (**Note:** there are 3 points in SEW B1 and SEW B2+, and 4 points in SEW B2 and SEW C1)

Example (SEW B1):

You would like to attend a workshop on presentation skills. Phone your manager to ask for permission.

Points to consider:

Content: how to use PowerPoint

Duration: one day

Reasons: often present

Candidate notes:

Who are you calling	Your manager (so will be semi-formal/formal)
Reason for call	Ask permission (attend a workshop)
Important points	Content is how to use PowerPoint The course is for one day I often give presentations (so course will be useful for me)

The candidate can then use these notes during the call. It is very important that the candidate covers all of the important points.

Example (SEW B2+):

You have heard speculation that your company is going to be bought out by a large multi-national company. As a recently employed member of the company call your manager to clarify the situation and express your concerns.

Points to consider:

- Reliability of information
- Implications for recently employed staff
- Future of the company

Candidate notes:

Who are you calling	Your manager (so will be semi-formal/formal)
Reason for call	Clarify situation and express concern
Important points	<ul style="list-style-type: none"> ▶ Reliability of information (is it true what I've heard?) ▶ Implications for recently employed staff (is it possible some people might lose their jobs?) ▶ Future of the company (What's going to happen?)

The candidate can then use these notes during the call. It is very important that the candidate covers all of the important points.

Appendix 5: Topic Presentation – preparation ideas

Spoken English for Work Topics – Choosing a topic

To get a range of interesting ideas for Topics:

- ✘** **DON'T** leave candidates to go home and select their own topic
- ✔** **DO** have a group brainstorm. Take ideas from the group, accepting every idea that is suggested. (Remember, brainstorming is supposed to be creative, not restrictive). Brainstorming will promote creativity as students will hear each other's ideas, which will generate further ideas. As the students suggest their ideas, write them all on the board.

Teachers' tips for preparing topics



The diagram below gives a possible procedure to help candidates select a suitable topic for their Topic Presentation. This flowchart could be used as a lesson plan, and the class work through each stage together.

It is important to highlight that the Topic Presentation gives candidates the opportunity to demonstrate what they **can do** and to show the examiner they can use the language of the SEW level.

