

TRINITY

COLLEGE LONDON

The Common European Framework of Reference and Trinity College London International ESOL exams

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

The CEFR is the result of over 10 years' research by a number of leading applied linguists and pedagogical specialists from the Council of Europe. It provides a detailed model for describing and scaling language use and the different kinds of knowledge and skills required.

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

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

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

Appendix 6

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

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

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Grade	Language functions	Grammar	Lexis	Phonology	Subject areas for the Conversation phase
10	- Developing an argument - Defending a point of view - Expressing beliefs - Expressing opinions tentatively - Summarising information, ideas and arguments - Deducing	- A broad range of complex structures to express thoughts clearly - A high degree of grammatical accuracy, although minor errors may occur when attempting to use a combination of structures across sentence boundaries	- Vocabulary specific to the topic and subject areas - A range of idiomatic expressions and colloquialisms - Modifying words, eg <i>basically, quite, certainly</i> - Intensifiers, eg <i>absolutely, completely, totally</i> - Tentative expressions, eg <i>I may be wrong but..., Don't you think it might be...</i> - Signposting words, eg <i>firstly, finally</i> - Phrases and expressions relating to the list of language functions	- The correct pronunciation of topic and subject-area specific vocabulary - Sounds with minimal interference from the first language - A range of stress and intonation patterns, pitch and volume to: - engage and maintain the examiner's interest - signal the provision of new information - indicate discourse structure	List A - Roles in the family - Communication - The school curriculum - Youth behaviour - Use of the internet - Designer goods OR List B - International events - Equal opportunities - Social issues - The future of the planet - Scientific developments - Stress management
11	- Justifying an argument - Inferring - Expressing caution - Expressing empathy and sympathy - Challenging arguments and opinions - Evaluating different standpoints - Expressing reservations	- 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	- Vocabulary specific to the topic and subject areas - A good range of idiomatic expressions and colloquialisms - Signposting expressions, eg <i>I'd like to begin with..., Conversely..., To conclude...</i> - Vague and imprecise language, eg <i>a bit more, a hundred people or so</i> - Phrases and expressions relating to the list of language functions	- The correct pronunciation of topic and subject-area specific vocabulary - Various features of pronunciation which only occasionally deviate from an internationally intelligible model - A range of stress and intonation patterns, pitch and volume to convey subtle shifts in meaning and attitude	List A - Independence - Ambitions - Stereotypes - Role models - Competitiveness - Young people's rights OR List B - The media - Advertising - Lifestyles - The arts - The rights of the individual - Economic issues
12	- Asserting - Denying - Softening and downplaying propositions - Contradicting - Implying - Affirming	- A comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity - Differing linguistic forms to reformulate ideas and convey finer shades of meaning - Complete and consistent grammatical control of highly complex language at all times	- A good command of a very broad lexical repertoire - A wide range of idiomatic expressions and colloquialisms - Phrases and expressions relating to the list of language functions	- Produce individual sounds so as to be fully understood by the examiner, with only a rare sound that deviates from an internationally intelligible model - Stress and intonation patterns which are recognisably specific to English without any lapses in intelligibility	There are no specific subject areas for Grade 12.