

# Integrated Skills in English (ISE)

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## Specifications – Reading & Writing

### ISE Foundation to ISE III

Trinity College London  
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## General introduction

### About Trinity College London

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 750,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

### Why choose Trinity?

Teachers and students choose Trinity because:

- ▶ we understand the transformative power of performance
- ▶ our qualifications help ensure candidates make progress by providing carefully levelled stepping stones that build confidence and enjoyment while continuing to extend and challenge
- ▶ we aim to design assessments that have a positive impact on student learning, engagement and achievement
- ▶ we encourage candidates to bring their own choices and interests into our exams – this motivates students and makes the assessment more relevant and enjoyable
- ▶ our flexible exams give candidates the opportunity to perform to their strengths and interests
- ▶ our qualifications are accessible to candidates of all ages and from all cultures
- ▶ our highly qualified and friendly examiners are trained to put candidates at their ease and provide maximum encouragement.

### About Trinity's English language exams

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

International ESOL exams – available worldwide:

- ▶ Integrated Skills in English (ISE) exams (this document\*)
- ▶ Graded Examinations in Spoken English (GESE)

UK ESOL exams – available in the UK only:

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

Trinity has been setting standards and testing English for speakers of other languages for more than 75 years. Our qualifications are accepted by universities and employers worldwide.

### About International ESOL qualifications

International ESOL qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide. International ESOL qualifications are designed to correspond to the descriptions of language proficiency in the Common European Framework of Reference for Languages (CEFR) developed by the Council of Europe (Language Policy Division). The levels in the CEFR have been mapped to the levels in the qualifications framework (see *Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English language* DFES/QCA, 2003).

## Introduction to Integrated Skills in English (ISE) exams

Trinity's Integrated Skills in English (ISE) exams assess all four language skills – reading, writing, speaking and listening. In the two modules of the exam, the skills are tested both individually and together. This integrated approach reflects how skills are used in real-life settings.

The main features of the ISE exam are:

### **Builds real-life communication skills**

Preparing for ISE develops relevant, real-life English language skills and transferable communication skills that students need for study and employability.

### **Tests integrated skills in English**

ISE reflects how people use English in real life, by testing the candidates' ability to use reading and writing skills and speaking and listening skills in an integrated way.

### **Discussion with an expert speaker**

The Speaking & Listening exam includes authentic, personalised, one-to-one discussion tasks with a Trinity examiner, based on the candidates' own experiences, interests and opinions.

### **Feedback on student performance**

Trinity is unique in providing teachers with detailed post-exam feedback on candidate performance, in the form of diagnostic information and a teacher support session.

### **Exam titles**

Each level of the exam has a title set out in accordance with the regulatory requirements of the Office of Qualifications and Examinations Regulation (Ofqual), which regulates qualifications, examinations and assessments in England. The titles, as set out on the Ofqual register, are as follows:

Formal title on Ofqual register	Brand name
TCL Entry Level Certificate in ESOL International (Entry 2) (ISE) (A2)	ISE Foundation
TCL Entry Level Certificate in ESOL International (Entry 3) (ISE) (B1)	ISE I
TCL Level 1 Certificate in ESOL International (ISE) (B2)	ISE II
TCL Level 2 Certificate in ESOL International (ISE) (C1)	ISE III

The formal Ofqual title and the brand name both appear on the certificates issued to successful candidates.

## Integrated skills assessment – structure of the qualification

ISE is taken in two modules – Speaking & Listening and Reading & Writing. Once the two modules have been passed at the same level a certificate for the full qualification is awarded.

The four skills are assessed both independently and in an integrated way:

Module	Component	Method
Reading & Writing	Long reading	Reading a single text and short questions
	Multi-text reading	Reading three or four shorter texts and short questions
	Reading into writing	Reading texts and producing a short piece of writing using the texts as source material
	Extended writing	A short piece of writing similar to the kind of writing done in school or college
Speaking & Listening	Independent listening	Listening to a recording and reporting information either on paper or verbally
	Independent listening into speaking	Listening to a recording and verbally reporting and discussing the content
	Integrated speaking and listening	A phased speaking exam including discussion of a topic, a conversation and a collaborative task (depending on the level)

## The objective of Integrated Skills in English

The objective of ISE is to provide evidence of candidates' proficiency across four skills in English language. The four skills are reading, writing, speaking and listening.

Candidates may use an ISE qualification to provide evidence of their English language ability across four levels (Common European Framework of Reference (CEFR) levels A2, B1, B2 and C1). The CEFR outlines four test domains – a test would generally sit within one of these domains. The CEFR test domains are educational, occupational, public and private. ISE has been designed to sit within the educational domain and the design of the exam is suitable for any candidate (young person or adult) either in or entering into an educational context.

The qualification can be used for a range of purposes including:

- ▶ entrance to university where a specified level in English is required for study
- ▶ progression to a higher level of English study
- ▶ preparation for further or higher education, where English-medium teaching or Content and Language Integrated Learning (CLIL) methodology may be in use
- ▶ to provide proof of language level to employers
- ▶ for immigration purposes where a specified language level is required for a visa.

## Intended candidature

The intended candidates are young people or adults, typically at secondary school or college, who are using English as a second or foreign language as part of their studies in order to develop their skills and improve their knowledge of a range of subject areas. The typical ISE candidate is aged between 11 and 19, but may be older.

The candidates, at the lower levels of the exam (ISE Foundation and ISE I), would generally be young people or adults in school or college who would be taking ISE as part of their preparation for entrance into university or as evidence to progress to a higher level of English study within their mainstream or English language school. At the higher levels of the exam (ISE II and ISE III) the candidates are young people or adults preparing for further or higher education where they are required to prove their English language proficiency levels within an educational context.

These young people and adults take ISE to gain access to further education contexts like diplomas, degrees or qualifications that are relevant to their professional development. The institutions who offer these qualifications to adult learners (who are speakers of English as an additional language) require that these adult learners evidence their language proficiency within skills and tasks which are relevant to an academically inclined educational context, such as report or essay writing and listening to lectures, before accepting them on a course of study. Therefore the subjects, genres, skills and texts used for the Reading & Writing and the Speaking & Listening modules sit within general school and college contexts, with a strong study and CLIL focus. In addition, the tasks and texts involved in the exams aim to reflect the real-life texts which the candidates would expect to encounter at school or college. The tasks and the items aim to reflect the real-life language use context, ie the kind of activities the candidates might do as part of their studies at school or college, or tasks which would support and develop those activities.

The exam is set in the educational domain within the learning training context where the aim is to acquire specific knowledge and skills (CEFR – Council of Europe, 2001, page 15).

## Recognition of Trinity ISE exams

ISE is currently recognised by a wide range of bodies including universities, employers and UK Visas and Immigration (UKVI), part of the Home Office. For a full list of bodies recognising the ISE qualification, please refer to [trinitycollege.com/ISE](http://trinitycollege.com/ISE)

## Recognition of prior learning

Students do not need to have taken any prior exams in order to take any level of ISE Reading & Writing. Entry for a higher level of ISE does not require candidates to have passed lower levels and candidates may enter at the level they feel is appropriate for their needs and experience.

Students are not required to have any specific prior knowledge, skills or understanding in order to take an ISE exam but it is recommended that candidates enter at the level appropriate to their level of English language proficiency.

### Introduction to the ISE Reading & Writing exam

Trinity College London's Integrated Skills in English (ISE) Reading & Writing exams assess reading and writing skills through an integrated approach – seeking to reflect the way in which the two skills interact in real life.

The reading texts are intended to reflect not only the range of sources a candidate would encounter and need to manage in an educational or academic context, but also the way that candidates identify, select and report relevant and appropriate information.

The writing tasks reflect the kind of activities a candidate would do at school or college, such as essay writing. In the exam, candidates may highlight parts of the texts or questions with highlighter pens, reflecting how many students gather information in real-life.

### ISE levels and the CEFR

ISE Foundation to ISE III align with the levels of the Common European Framework of Reference (CEFR) for Languages (Council of Europe, 2001) as follows:

ISE level	CEFR level
ISE Foundation	A2
ISE I	B1
ISE II	B2
ISE III	C1

At each of these levels, the exam focus is on key reading and writing competences as outlined in the relevant CEFR descriptors. For reading, this covers both expeditious and careful reading at both local and global levels (Khalifa & Weir, 2009).

The writing tasks are:

- ▶ an integrated writing task (Reading into writing) where candidates have to write a response to a prompt, drawing upon and integrating information from across multiple texts, one of which will be an infographic (a text which is mainly graphical but also includes some written text)
- ▶ an independent writing task (Extended writing) where candidates respond to a short prompt.

The CEFR descriptors (see page 9) give an indication of the level of skill and quality of performance that is expected of a second language user at each of the four CEFR levels.



## CEFR descriptors

<b>C1</b>	Can understand a wide range of demanding, longer texts and recognise implicit meaning. (...) Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. (...) Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. (...) Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (eg very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Details of the ISE exam content and task structure for each level can be found in this document.

All tasks in each ISE level are linked to and reflect a particular CEFR level and in conjunction with the ISE rating scales, candidates can see the extent to which they have achieved a particular CEFR level. The rating scales show four distinct scores within each CEFR level, for example a score of 4 shows excellent achievement for the level, a score of 3 shows appropriate achievement for the level, 2 shows acceptable achievement for the level and 1 shows non-achievement. A score of 4 does not distinguish the level above the targeted level. Similarly, a score of 1 does not distinguish levels below the targeted CEFR level.

Please note that over the course of an exam, several scores are given using different scoring methods. Please refer to the section 'How is ISE Reading & Writing assessed?' for more complete information on how overall scores are reached.

Score	Interpretation
4	Excellent achievement – at upper end of the level
3	Appropriate achievement – at middle of the level
2	Acceptable achievement – at the level
1	Non-achievement – not at the level
0	Test void (eg paper spoiled, not attempted, illegible, unintelligible)

\*Common European Framework of Reference for Languages: Learning, teaching, assessment, Council of Europe, (Cambridge University Press, 2001).

### How is the Reading & Writing exam delivered?

The exam is delivered on fixed dates throughout the calendar year. The exam is a pen and paper exam taken under exam conditions at Trinity registered centres.

ISE is currently administered in registered centres throughout the world including, but not limited to these countries:

- ▶ Asia – China, India, Macau, Malaysia, Sri Lanka, United Arab Emirates
- ▶ Europe – Albania, Andorra, Bulgaria, France, Italy, Malta, Moldova, Portugal, Republic of Ireland, Romania, Spain, Turkey, United Kingdom
- ▶ South America – Argentina, Brazil, Chile, Colombia, Mexico, Paraguay, Peru, Uruguay.

### Quality control

Trinity is committed to ensuring consistency of marking and administration and follows these quality assurance procedures:

- ▶ **Benchmarking:**  
A group of senior raters meet to agree on benchmark grades for a sample of papers across all levels and tasks. These raters agree on the grades and produce rationales for their decision.
- ▶ **Training:**  
The team of raters are trained and standardised in applying the rating scales.
- ▶ **Monitoring:**  
Double marking – Trinity double-marks 10% of all Reading & Writing papers. This process helps us to ensure that standards are being accurately applied by different raters, as well as by the same rater over time.  
  
Standardisation – raters complete regular standardisation marking exercises. The results are analysed to ensure intra-rater consistency.

### How is ISE Reading & Writing assessed?

ISE Reading & Writing is assessed using both scoring and rating scales.

Dichotomous scoring is used for items with either a right or wrong answer. The total score equals the total number of correct answers achieved out of a total number of possible answers.

A rating scale is used by a rater to make a judgement about a candidate's performance on a task that cannot be judged to be right or wrong, eg the organisation and structure of a candidate's response. A rating scale contains descriptions of performances at different levels. The rater judges the performance and assigns it a score based on how close to the description the performance is judged to be.

## Reading assessment

Reading is dichotomously scored. The reading exam consists of 30 items over two tasks. The table below shows how reading is assessed:

### Task 1 – Long reading

Items	Item type	Format of response	Marking method
Questions 1-5	Title matching	Selected	Objective
Questions 6-10	Choosing true statements	Selected	Objective
Questions 11-15	Completing sentences	Constructed	Clerical

### Task 2 – Multi-text reading

Items	Item type	Format of response	Marking method
Questions 16-20	Multiple matching	Selected	Objective
Questions 21-25	Choosing true statements	Selected	Objective
Questions 26-30	Completing summary notes	Selected at ISE Foundation (with a bank of answers to choose from) Constructed at ISE I, II and III	Clerical

Objective marking is used when there is only one possible correct answer for each question. Clerical marking is used when there are a limited range of appropriate answers for a single question (for example the gap may be appropriately filled with one, two or three words from the text and all are correct). Clerical raters check the answers against an answer key and mark it correct or incorrect according to the appropriateness of the answer.

The overall result for reading is taken by converting the total score into one of the following results:

- ▶ Distinction
- ▶ Merit
- ▶ Pass
- ▶ Fail

For more details of the content of each task please see the specifications and sample exam papers at each level in this document.

### Writing assessment

The Writing exam is assessed using rating scales.

The Reading into writing (Task 3) scale consists of four criteria and five levels. The four criteria are:

- ▶ **Reading for writing** – this includes showing understanding of the source texts, selection of relevant content, use of paraphrasing and summarising, and identifying common themes across texts
- ▶ **Task fulfilment** – this includes elements such as the overall achievement of the communicative aim of the task, awareness of the reader and adequacy of the coverage of the topic
- ▶ **Organisation and structure** – this includes text organisation, presentation of ideas, use of format and signposting
- ▶ **Language control** – this includes range and accuracy of grammar, and lexis and control of spelling and punctuation.

The Extended writing (Task 4) scale consists of three criteria and five levels. The three criteria are:

- ▶ **Task fulfilment** – this includes elements such as the overall achievement of the communicative aim of the task, awareness of the reader and adequacy of coverage of the topic
- ▶ **Organisation and structure** – this includes elements such as text organisation, presentation of ideas, use of format and signposting
- ▶ **Language control** – this includes elements such as range and accuracy of grammar, lexis and control of spelling and punctuation.

For each criterion there are five scores. These can be interpreted in this way:

Score	Interpretation
4	Excellent achievement – at the upper end of the CEFR level
3	Appropriate achievement – at the middle of the CEFR level
2	Acceptable achievement – of the CEFR level, possibly newly qualified at that level
1	Non-achievement – not of the CEFR level
0	Test void (eg paper spoiled, not attempted, illegible, unintelligible)

Each criterion and score has a performance descriptor which enables the rater to decide which score the candidate is awarded in each criterion. Each ISE level has its own rating scale. The performance descriptors for ISE Foundation are very different from those for ISE III.

The candidate is awarded seven scores, one for each criterion of the rating scale across the two tasks. These are then combined to give an overall writing score.

The overall score is converted to the following grades:

- ▶ Distinction
- ▶ Merit
- ▶ Pass
- ▶ Fail

Please see the specifications at each level for the full, detailed rating scales.

### Reporting of results

#### Diagnostic profile report

All candidates receive an individual diagnostic profile report.

- ▶ This gives a diagnostic profile of the candidate's performance both in reading and writing, showing what areas of skill development a candidate may want to focus on in the classroom.

#### Module certificate

Successful international ISE candidates receive a module certificate.

- ▶ The module certificate gives an overall result for their reading performance (Distinction, Merit, Pass or Fail).
- ▶ The module certificate gives an overall result for their writing performance (Distinction, Merit, Pass or Fail).

### **Accredited qualification certificate**

- ▶ Candidates who pass both modules (Reading & Writing and Speaking & Listening) at the same level receive accredited ISE certificates. The certificate lists the results achieved for each of the skills tested. In order to be awarded a full qualification certificate, candidates must achieve a minimum of a pass in Reading, Writing, Speaking and Listening. Accredited ISE certificates are only given to candidates who have passed both modules at the same level, with the same candidate ID.

### **What support is available for teachers, candidates and centres?**

- ▶ There are two handbooks available to enable candidates to prepare for ISE – a Guide for Teachers and a Guide for Students. The guides are available for each level of the exam.
- ▶ The Guide for Teachers includes information about the exam including the exam format and sample papers.
- ▶ The Guide for Students contains information about the exam and what to expect on the day of the exam.
- ▶ There are also professional support materials available online including example schemes of work and preparation activities to help teachers practise the skills with their students that they are expected to demonstrate in the exam.
- ▶ An ISE Centre Best Practice Guidebook is available to registered Trinity College London centres and contains all relevant operational and exam administration information.

These support materials can be found at [trinitycollege.com/ISE](http://trinitycollege.com/ISE) and are regularly updated.

# Introduction to the tasks of the ISE Reading & Writing exam

## Task 1 – Long reading

- ▶ In this task, the candidate reads a single text (the length varies according to the ISE level) and answers 15 questions based on what they have read. The 15 questions are in three groups of five. Each group of five questions tests a different reading skill.
- ▶ Questions 1-5 require the candidate to choose the most appropriate titles for each paragraph of the text. The text has five paragraphs and there are six titles to choose from.
- ▶ Questions 6-10 require the candidate to select the five true statements in a list of eight statements. In the list, five statements are true according to the text and three are false.
- ▶ Questions 11-15 require the candidate to complete sentences with a word or phrase taken from the text (up to three words).
- ▶ Please see the specifications and sample exam papers at each level for more information about which reading skills are tested in these tasks at each ISE level.

## Task 2 – Multi-text reading

- ▶ In this task, the candidate reads several short texts (the length and number of texts vary according to the level) and answer 15 questions based on what they have read. There are three texts at ISE Foundation and four at ISE I, II and III. One text will always be an infographic. The 15 questions are in three groups of five. Each group of five questions tests a different reading skill.
- ▶ Questions 16-20 require the candidate to choose the most appropriate sentence to describe each text. There are five sentences and each refers to one text only. The same text can be the correct answer for up to two questions.
- ▶ Questions 21-25 require the candidate to select the five true statements from a list of eight possible answers. In the list, five statements are true according to the texts and three are false.
- ▶ Questions 26-30 require the candidate to complete a summary of the texts with a word or phrase (up to three words) taken from the text. The completed task represents a summary in note form of all the texts in this task. At ISE Foundation a bank of possible answers is provided for the candidate to choose from.
- ▶ Please see the specifications and sample exam papers at each level for more information about which reading skills are tested in these tasks at each ISE level.

## Task 3 – Reading into writing

- ▶ In this task, the candidate responds to a prompt which requires them to use the information provided in the three or four texts from task 2 to write a short response. This task assesses the candidate's ability to read cross-textually and to transform and adapt what they have read to suit a new purpose. At ISE Foundation and ISE I the prompt will have three bullet points giving further guidance on what information the candidate should include. At ISE II and III there are no bullet points and the candidate has more independence in choosing the relevant information to include.
- ▶ Please see the specifications and sample exam papers at each level for more information about which reading and writing skills are tested in this task at each ISE level.

## Task 4 – Extended writing

- ▶ In this task the candidate responds to a prompt which requires them to write independently about a given topic. At ISE Foundation and ISE I, the prompt includes two bullet points to give further guidance on what information the candidate should include and to assist with structuring the answer. At ISE II and III there are no bullet points and the candidate has more independence in choosing how to respond to the prompt.
- ▶ The prompt is related to one of the topics specified for the ISE level and the expected response is in the form of one of the specified genres. The task does not require creative writing skills and does not require the candidate to use their imagination outside of perhaps considering a hypothetical situation within concrete parameters.
- ▶ Please see the specifications and sample exam papers at each level for more information about which writing skills are tested in this task at each ISE level.

**Please note that subject areas, functions and genres are cumulative through the levels, and the candidate is expected to demonstrate their ability to use the functions and language for the level and the preceding levels.**

# **Task specifications, rating scales & sample exam papers**

### ISE Foundation

**Format:** A reading and writing exam with four sections

**Timing:** 2 hours

**Level:** A2 of the CEFR

### ISE Foundation task specifications

#### Task 1 – Long reading

Task type and format	One reading text and 15 questions.
Input text	<p>The text is of a simple, factual nature of the kind that should be familiar to the candidate from their own educational setting, eg a text book or article.</p> <p>Subject areas:</p> <ul style="list-style-type: none"> <li>▶ Holidays</li> <li>▶ Shopping</li> <li>▶ School and work</li> <li>▶ Hobbies and sports</li> <li>▶ Food</li> <li>▶ Weekend and seasonal activities</li> <li>▶ Jobs</li> <li>▶ Places in the local area</li> <li>▶ Place of study</li> <li>▶ Home life</li> <li>▶ Weather</li> <li>▶ Free time</li> <li>▶ Times and dates</li> <li>▶ The natural world</li> </ul> <p>Textual features: The language is of A2 level with very few low-frequency words. Any topic-specific low-frequency words will be glossed (their meaning explained through the text).</p> <p>A simple illustration may be given to support the candidate's understanding of the content (where understanding of a low frequency word is vital to understanding the text overall, eg a picture of a volcano for a text on visiting Iceland, where 'volcano' is a known concept but a low-frequency word).</p>
Input text length	300 words divided into five paragraphs.
Number of items	15 items in three sections of five items each.
Item types	<p>Questions 1-5 – Title matching. These require the candidate to choose the most appropriate titles for each paragraph of the text. The text has five paragraphs and there are six titles to choose from.</p> <p>Questions 6-10 – Selecting the true statements. These require the candidate to select five true statements from a list of eight statements. In the list, five statements are true, and three are false, according to the text.</p> <p>Questions 11-15 – Completing sentences (gap fill). These require the candidate to complete sentences with an exact number, word or phrase (up to three words) taken from the text.</p>



Task focus	<p>Each set of five items tests a different reading skill.</p> <p>Questions 1-5 tests the ability to understand the main idea of each paragraph.</p> <p>Questions 6-10 test the ability to understand specific, factual information at the sentence level.</p> <p>Questions 11-15 test the ability to understand specific, factual information at the word and/or phrase level.</p>
Timing	The candidate is advised to spend 20 minutes on this part of the exam.
Assessment	Objectively scored according to the number of correct items out of a total of 30.

### Task 2 – Multi-text reading

Task type and format	Three reading texts presented together, followed by 15 questions.
Input text	<p>The texts are of a simple, factual nature of the kind that should be familiar to the candidate from their own educational context. One text is a graphic representation of information with some writing (eg a diagram, drawing, map or table).</p> <p>Subject areas:</p> <ul style="list-style-type: none"> <li>▶ Holidays</li> <li>▶ Shopping</li> <li>▶ School and work</li> <li>▶ Hobbies and sports</li> <li>▶ Food</li> <li>▶ Weekend and seasonal activities</li> <li>▶ Jobs</li> <li>▶ Places in the local area</li> <li>▶ Place of study</li> <li>▶ Home life</li> <li>▶ Weather</li> <li>▶ Free time</li> <li>▶ Times and dates</li> <li>▶ The natural world</li> </ul> <p>All three texts are on the same subject area and thematically linked.</p> <p>Textual features: The language is of A2 level with very few low-frequency words. Any topic-specific, low-frequency words will be glossed (their meaning explained in the text).</p>
Input text length	<p>A total of 300 words across three texts.</p> <p>One text is mainly graphical with some written language.</p>
Number of items	15 items in three sections of five items each

## ISE Foundation task specifications

Item types	<p>Questions 16-20 – Multiple matching. These require the candidate to choose the most appropriate question to describe each text. There are five questions and each will refer to one text only. The same text can be the correct answer for up to two questions.</p> <p>Questions 21-25 – Selecting the true statements. These require the candidate to select the five true statements from a list of eight statements. In the list, five statements are true, and three are false, according to the texts.</p> <p>Questions 26-30 – Completing summary notes from a bank of options (gap fill). These require the candidate to complete sentences with an exact word or phrase (up to three words) taken from the text. Ten possible answers are given, from which the candidate selects the correct five.</p> <p>The completed task represents a summary in note form of all the texts in this task. A bank of 10 possible answers is provided for the candidate to choose from.</p>
Task focus	<p>Each set of five items tests a different reading skill.</p> <p>Questions 16-20 testing the ability to understand the main idea or purpose of each text.</p> <p>Questions 21-25 test the ability to understand specific, factual information at the sentence level.</p> <p>Questions 26-30 test the ability to understand specific, factual information at the word and/or phrase level across the texts.</p>
Timing	The candidate is advised to spend 20 minutes on this part of the exam.
Assessment	Objectively scored according to the number of correct items out of a total of 30.

### Task 3 – Reading into writing

Task type and format	<p>A writing task in which the three texts from task 2 are used to respond to a prompt. The prompt will have three content points that the candidate should address in their response.</p> <p>The response should only take information from the texts in task 2, rather than use the candidate's background knowledge or imagination. The candidate must use his or her own words as far as possible.</p> <p>There is space for planning the response and an instruction to go back and check the response once it is finished.</p>
Task focus	<p>This task assesses the ability to:</p> <ul style="list-style-type: none"> <li>▶ identify factual information that is relevant to the writing prompt across three texts</li> <li>▶ paraphrase key words and phrases or short sentences, and summarise and combine information to produce a short and simple response to suit the purpose for writing (eg to provide a solution to a straightforward problem).</li> </ul>
Output length	70-100 words, excluding headings and addresses
Output genre	<p>The genre will be one of the following:</p> <ul style="list-style-type: none"> <li>▶ Descriptive essay</li> <li>▶ Article (magazine or online)</li> <li>▶ Informal or neutral email or letter</li> <li>▶ Review</li> </ul>
Timing	The candidate is advised to spend 40 minutes on this part of the exam.
Assessment	The task is assessed using the Reading into writing rating scale on page 20.

**Task 4 – Extended writing**

Task type and format	<p>A writing task in which the candidate responds to a prompt.</p> <p>The prompt includes two content points that the candidate should address in their response.</p> <p>There is space for planning the response and a prompt to go back and check the response once it is finished.</p>
Task focus	<p>This task assesses the ability to produce a narrative, descriptive or instructional text in response to the prompt. For the target language functions see appendix 1.</p>
Output length	<p>70-100 words</p>
Output genre	<p>The genre will be one of the following:</p> <ul style="list-style-type: none"> <li>▶ Descriptive essay</li> <li>▶ Article (magazine or online)</li> <li>▶ Informal or neutral email or letter</li> <li>▶ Review</li> </ul>
Subject area	<p>The writing prompt relates to one of the subject areas for ISE Foundation. These are:</p> <ul style="list-style-type: none"> <li>▶ Holidays</li> <li>▶ Shopping</li> <li>▶ School and work</li> <li>▶ Hobbies and sports</li> <li>▶ Food</li> <li>▶ Weekend and seasonal activities</li> <li>▶ Jobs</li> <li>▶ Places in the local area</li> <li>▶ Place of study</li> <li>▶ Home life</li> <li>▶ Weather</li> <li>▶ Free time</li> <li>▶ Times and dates</li> <li>▶ The natural world</li> </ul>
Timing	<p>The candidate is advised to spend 40 minutes on this part of the exam.</p>
Assessment	<p>The task is assessed using the Extended writing rating scale on page 22.</p>

### ISE Foundation Task 3 – Reading into writing rating scale

Score	Reading for writing	Task fulfilment
	<ul style="list-style-type: none"> <li>▶ Understanding of source materials</li> <li>▶ Selection of relevant content from source texts</li> <li>▶ Ability to identify common themes and links within and across the multiple texts</li> <li>▶ Adaptation of content to suit the purpose for writing</li> <li>▶ Use of paraphrasing/summarising</li> </ul>	<ul style="list-style-type: none"> <li>▶ Overall achievement of communicative aim</li> <li>▶ Awareness of the writer-reader relationship (style and register)</li> <li>▶ Adequacy of topic coverage</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▶ Full understanding of source material demonstrated</li> <li>▶ An adequate and accurate selection of relevant content from the source texts</li> <li>▶ An excellent synthesis/interpretation of content from multiple sources</li> <li>▶ An excellent transformation of content from source texts to own text to fulfil the communicative purpose of the task</li> <li>▶ Excellent paraphrasing/summarising skills demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>▶ Full achievement of the communicative aim</li> <li>▶ The text is easily read and understood by the reader</li> <li>▶ All requirements of the task completely satisfied with no omissions or irrelevance</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Full and accurate understanding of the ideas of most source materials demonstrated</li> <li>▶ An appropriate and accurate selection of relevant content from the source texts (ie most relevant ideas are selected and most ideas selected are relevant)</li> <li>▶ Good ability to identify specific and predictable ideas within and across the multiple texts</li> <li>▶ A good adaptation of content to suit the purpose for writing (eg to provide a solution to a straightforward problem)</li> <li>▶ Good paraphrasing/summarising skills of key words and phrases or short sentences demonstrated (with very limited lifting and few disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Good achievement of the communicative aim (ie immediate aim addressed, eg expressing thanks, pass notes and messages)</li> <li>▶ Good awareness of the immediate writer-reader relationship, usually personal</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Full and accurate understanding of more than half of the source materials demonstrated</li> <li>▶ An acceptable selection of relevant content from the source texts (the content selected must come from more than one text)</li> <li>▶ Acceptable ability to identify specific and predictable ideas within and across the multiple texts</li> <li>▶ Acceptable adaptation of content to suit the purpose for writing</li> <li>▶ Acceptable paraphrasing/summarising skills of key words and phrases or short sentences demonstrated (with some lifting and disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable achievement of the communicative aim</li> <li>▶ Some awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Inaccurate and limited understanding of most source materials</li> <li>▶ Inadequate and inaccurate selection of relevant content from the source texts (ie fewer than half of the relevant ideas are selected and most of the selected ideas are irrelevant)</li> <li>▶ Poor ability to identify specific and predictable ideas within and across the multiple texts</li> <li>▶ Poor adaptation of content to suit the purpose for writing (ie does not use the source texts' content to address the purpose for writing)</li> <li>▶ Poor paraphrasing/summarising skills of key words and phrases or short sentences demonstrated (with heavy lifting and many disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Poor achievement of the communicative aim (ie difficult to follow for reader)</li> <li>▶ Poor awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are <b>not</b> met</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>	

Score	<b>Organisation and structure</b> <ul style="list-style-type: none"> <li>▶ Text organisation, including use of paragraphing, beginnings/endings</li> <li>▶ Presentation of ideas and arguments, including clarity and coherence of their development</li> <li>▶ Consistent use of format to suit the task</li> <li>▶ Use of signposting</li> </ul>	<b>Language control</b> <ul style="list-style-type: none"> <li>▶ Range and accuracy of grammar</li> <li>▶ Range and accuracy of lexis</li> <li>▶ Effect of linguistic errors on understanding</li> <li>▶ Control of punctuation and spelling</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▶ Use of complete sentences throughout the text</li> <li>▶ Ideas/themes are grouped logically</li> <li>▶ Appropriate format adopted for the task</li> <li>▶ Some use of simple connectors to form compound sentences to avoid repetitious structures</li> <li>▶ Correct use of capital letters for proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>▶ A range of grammatical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication</li> <li>▶ A range of lexical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication</li> <li>▶ Any minor errors do not impede understanding</li> <li>▶ The majority of commonly occurring vocabulary is spelt correctly</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Good organisation of text (ie complete sentences are linked)</li> <li>▶ Clear presentation and logical grouping of most ideas (although a few sentences may seem out of place)</li> <li>▶ Appropriate format in most of the text</li> <li>▶ Good signposting (eg appropriate use of simple connectors)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate range of simple grammatical items sufficient to the task with good level of accuracy (may contain basic systematic errors, eg tenses, agreement)</li> <li>▶ Appropriate range of lexical items sufficient to the task with good level of accuracy</li> <li>▶ Errors may impede understanding but the overall message is clear</li> <li>▶ Good spelling (with phonetic accuracy) and punctuation</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Acceptable organisation of text (complete sentences have been used)</li> <li>▶ Acceptable presentation and logical grouping of most ideas (some sentences may seem out of place)</li> <li>▶ Appropriate format in general</li> <li>▶ Acceptable signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Errors sometimes impede understanding</li> <li>▶ Acceptable spelling and punctuation</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Very limited or poor text organisation (heavy use of incomplete sentences)</li> <li>▶ Poor presentation and logical grouping of most ideas</li> <li>▶ Inappropriate format throughout the text</li> <li>▶ Poor signposting (lacks use of any cohesive devices)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inadequate evidence of grammatical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Inadequate evidence of lexical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Errors frequently impede understanding</li> <li>▶ Poor spelling and punctuation throughout</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>	

ISE Foundation Task 4 – Extended writing rating scale

Score	Task fulfilment	Organisation and structure	Language control
	<ul style="list-style-type: none"> <li>▶ Overall achievement of communicative aim</li> <li>▶ Awareness of the writer-reader relationship (style and register)</li> <li>▶ Adequacy of topic coverage</li> </ul>	<ul style="list-style-type: none"> <li>▶ Text organisation, including use of paragraphing, beginnings/endings</li> <li>▶ Presentation of ideas and arguments, including clarity and coherence of their development</li> <li>▶ Consistent use of format to suit the task</li> <li>▶ Use of signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Range and accuracy of grammar</li> <li>▶ Range and accuracy of lexis</li> <li>▶ Effect of linguistic errors on understanding</li> <li>▶ Control of punctuation and spelling</li> </ul>
4	<ul style="list-style-type: none"> <li>▶ Full achievement of the communicative aim</li> <li>▶ The text is easily read and understood by the reader</li> <li>▶ All requirements of the task completely satisfied with no omissions or irrelevance</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use of complete sentences throughout the text</li> <li>▶ Ideas/themes are grouped logically</li> <li>▶ Appropriate format adopted for the task</li> <li>▶ Some use of simple connectors to form compound sentences to avoid repetitious structures</li> <li>▶ Correct use of capital letters for proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>▶ A range of grammatical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication</li> <li>▶ A range of lexical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication</li> <li>▶ Any minor errors do not impede understanding</li> <li>▶ The majority of commonly occurring vocabulary is spelt correctly</li> </ul>
3	<ul style="list-style-type: none"> <li>▶ Good achievement of the communicative aim (ie immediate aim addressed, eg expressing thanks, pass notes and messages)</li> <li>▶ Good awareness of the immediate writer-reader relationship, usually personal</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Good organisation of text (ie complete sentences are linked)</li> <li>▶ Clear presentation and logical grouping of most ideas (although a few sentences may seem out of place)</li> <li>▶ Appropriate format in most of the text</li> <li>▶ Good signposting (eg appropriate use of simple connectors)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate range of simple grammatical items sufficient to the task with good level of accuracy (may contain basic systematic errors, eg tenses, agreement)</li> <li>▶ Appropriate range of lexical items sufficient to the task with good level of accuracy</li> <li>▶ Errors may impede understanding but the overall message is clear</li> <li>▶ Good spelling (with phonetic accuracy) and punctuation</li> </ul>
2	<ul style="list-style-type: none"> <li>▶ Acceptable achievement of the communicative aim</li> <li>▶ Some awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable organisation of text (complete sentences have been used)</li> <li>▶ Acceptable presentation and logical grouping of most ideas (some sentences may seem out of place)</li> <li>▶ Appropriate format in general</li> <li>▶ Acceptable signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Errors sometimes impede understanding</li> <li>▶ Acceptable spelling and punctuation</li> </ul>
1	<ul style="list-style-type: none"> <li>▶ Poor achievement of the communicative aim (ie difficult to follow for reader)</li> <li>▶ Poor awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are <b>not</b> met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Very limited or poor text organisation (heavy use of incomplete sentences)</li> <li>▶ Poor presentation and logical grouping of most ideas</li> <li>▶ Inappropriate format throughout the text</li> <li>▶ Poor signposting (lacks use of any cohesive devices)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inadequate evidence of grammatical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Inadequate evidence of lexical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Errors frequently impede understanding</li> <li>▶ Poor spelling and punctuation throughout</li> </ul>
0	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>		

**ISE Foundation sample exam paper**

ISE Foundation

**Integrated Skills in English Foundation**

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

**Task 1 – Long reading**

Read the following text about a teacher called Nancie Atwell and answer the 15 questions on page 3.

**Paragraph 1**

The winner of the World's Best Teacher Prize was Nancie Atwell, from the USA. There were 10 fantastic teachers in the final part of the competition. But people thought Nancie was the best teacher and she won one million dollars. The World's Best Teacher Prize is not only about the money. It wants to show young people that teaching is a very important job.

**Paragraph 2**

Nancie did not want to be a teacher at first. She studied English at university and didn't know what job she wanted to do. She started to work at a school in New York. She was so surprised – she loved teaching! She especially liked teaching 13- and 14-year-olds. That was nearly 40 years ago, and she is still a teacher.

**Paragraph 3**

Nancie enjoyed discussing books with her students, but she soon understood that the teenagers didn't like the same books as she did. So the students chose the books they wanted to read and chose to write about things they were interested in. The other teachers weren't very keen on this idea, but Nancie continued teaching in this way.

**Paragraph 4**

What happened was very interesting. The students read some great books, started working harder and they were more enthusiastic about their lessons. Nancie moved from New York to Maine, and started her own school. She uses her special way of teaching there. All classrooms have libraries and there are not many students in each class.

**Paragraph 5**

Students at the school read about 40 books a year. This is many more than is usual for young people in the USA. Also, 97 per cent of the students go on to university or college. It's not surprising that Nancie won the prize. So what is she going to do with the prize? Is she going on holiday? No! She's going to spend it on a new roof for the school and more books.

**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and **write the letter (A-F) on the lines below**. There is one title you don't need.

- 1. Paragraph 1 .....
- 2. Paragraph 2 .....
- 3. Paragraph 3 .....
- 4. Paragraph 4 .....
- 5. Paragraph 5 .....

- A The best job for Nancie
- B A new school for Nancie
- C Nancie's plan for the money
- D No better teacher than Nancie
- E What Nancie's students think of her
- F Nancie's new way of teaching

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. **Write the letters of the TRUE statements on the lines below (in any order)**.

- 6. ....
- 7. ....
- 8. ....
- 9. ....
- 10. ....

- A The most important thing about the prize is the money.
- B Nancie wanted to be a teacher when she was a child.
- C Nancie enjoyed teaching young teenagers the most.
- D The students weren't interested in the same books as Nancie.
- E In Nancie's new school the pupils decide which books to read.
- F There are shelves of books in every classroom of Nancie's school.
- G Many American teenagers don't read any books.
- H Nancie isn't going to buy something for herself with the money.

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. **Write the exact number, word or phrase on the lines below**.

- 11. Ten people got to the ..... of the World's Best Teacher Prize.
- 12. Nancie first started teaching almost .....
- 13. In New York, Nancie's pupils ..... what they wanted to read.
- 14. The students became better students and were ..... in class.
- 15. The school building is going to have a .....

Turn over page



**Task 2 – Multi-text reading**

In this section there are three short texts for you to read and some questions for you to answer.

**Questions 16-20**

Read questions 16-20 first and then read texts A, B and C below the questions.

As you read each text, decide which text each question refers to. **Choose one letter – A, B or C – and write it on the lines below.** You can use any letter more than once.

Which text

- 16. compares the size of parks? .....
- 17. gives information to visitors to a park? .....
- 18. says how many people do different activities in parks? .....
- 19. explains who can use a place in a park in winter? .....
- 20. says what people think of different parks? .....

**Text A**

www.parks.com









**Hyde Park, Central London**

**Activities**

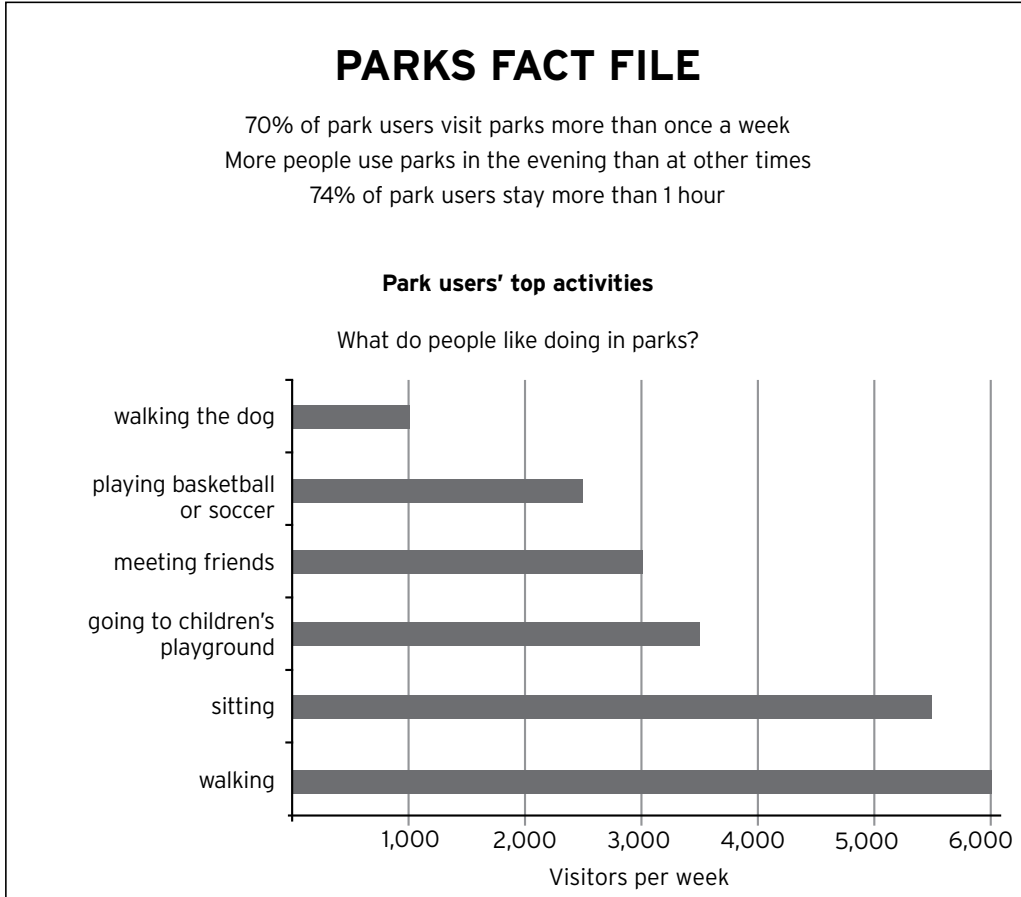
There is a lake for boating called the Serpentine. It is open from April to October, from 10am to sunset. It is closed in winter. The boats hold six people, but there is a larger boat for up to 40 people.

There is an open-air swimming pool. It opens at weekends in May and every day from June to September. After this season, only members of a swimming club can use the lake. They have a race every year on Christmas Day. There is a café by the pool for drinks and light snacks.

**Text B**

	Suzi: I went to Hyde Park today, it was great!
	Leo: Yeah, it's nice, but I love St James's Park.
	Suzi: It's quite small. Hyde Park is much bigger.
	Leo: Yes, but there are bicycles everywhere. There aren't so many cyclists in St James's Park – so it's safer for walkers like me.
	Suzi: Yes, but cycling is fun! There are football pitches and tennis courts in Hyde Park, too. There aren't any in St James's Park.
	Leo: No, but I like walking by the lake, even in winter!
	Suzi: You can't swim there! There's a lake at Hyde Park, too. I swim at five o'clock, after college!
	Leo: Well, I like resting in the park.

**Text C**



**Questions 21-25**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below (in any order).

- |   |  |
|---|--|
| <p>21. ....</p> <p>22. ....</p> <p>23. ....</p> <p>24. ....</p> <p>25. ....</p> | <p>A More people go to parks to play with their children than to play team sports.</p> <p>B A group of more than six people cannot go on a boat on the lake.</p> <p>C Suzi does more activities in a park than Leo does.</p> <p>D The boating lake closes when it gets dark.</p> <p>E Leo thinks it's more dangerous to walk in Hyde Park than St James's Park.</p> <p>F The morning is the most popular time of day to go to a park.</p> <p>G In May you can only go swimming in Hyde Park on a Saturday and Sunday.</p> <p>H Suzi goes to Hyde Park for a rest after work.</p> |
|---|--|

**Turn over page**

**Questions 26-30**

The notes below contain information from texts A-C. Find a word or phrase from the box at the bottom to complete the missing information in gaps 26-30. Remember to look back at the texts when you choose your answer from the word bank.

Write your answers on the lines below. You don't need all the words and phrases.

**Notes**

**Activities in Hyde Park**

- Boating on the lake from (26.) .....
- Swimming – (27.) ..... in the summer
- You can see people in a swimming (28.) ..... once a year

**Comparing Hyde Park and St James's Park**

- Hyde Park is the biggest park in London
- Both parks have a (29.) .....
- A lot of bicycles in Hyde Park

**Popular activities in parks**

- More than half of all visits to parks last for over (30.) .....
- People enjoy:
  - walking
  - sitting
  - playing

**Word bank**

club  
 June to September  
 1 hour  
 race  
 every day  
 lake  
 at weekends  
 members  
 April to October  
 pool

**Task 3 – Reading into writing**

Write an article (70-100 words) about parks for your school or college magazine.

Use the information you read in texts A, B and C (pages 4 and 5) to:

- ▶ describe what people can do in Hyde Park
- ▶ compare Hyde Park and St James's Park and
- ▶ say what activities people enjoy doing in parks.

Do not copy from the texts. Use your own words as far as possible.

You should plan your article before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now write your article of 70-100 words on the lines below.

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**Turn over page**





**Task 4 – Extended writing**

A friend from another country wants to know about your home. Write an email (70-100 words) to your friend. You should:

- ▶ describe your home **and**
- ▶ say what you like doing there.

You should plan your email before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now write your email of 70-100 words on the lines below.

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## ISE Foundation Sample paper Answers

### Task 1 – Long reading

1. D
2. A
3. F
4. B
5. C

6-10 can appear in any order

6. C
7. D
8. E
9. F
10. H

11. final part
12. 40 years ago
13. chose
14. (more) enthusiastic / working harder
15. new roof

### Task 2 – Multi-text reading

16. B
17. A
18. C
19. A
20. B

21-25 can appear in any order

21. A
22. C
23. D
24. E
25. G

26. April to October
27. every day
28. race
29. lake
30. 1 hour

## ISE I

**Format:** A reading and writing exam with four tasks

**Timing:** 2 hours

**Level:** B1 of the CEFR

### ISE I task specifications

#### Task 1 – Long reading

Task type and format	One reading text and 15 questions.
Input text	<p>The text is of a factual, descriptive nature of the kind that should be familiar to the candidate from their own educational setting, eg a textbook, article or review.</p> <p>Subject areas:</p> <ul style="list-style-type: none"> <li>▶ Travel</li> <li>▶ Money</li> <li>▶ Fashion</li> <li>▶ Rules and regulations</li> <li>▶ Health and fitness</li> <li>▶ Learning a foreign language</li> <li>▶ Festivals</li> <li>▶ Means of transport</li> <li>▶ Special occasions</li> <li>▶ Entertainment</li> <li>▶ Music</li> <li>▶ Recent personal experiences</li> </ul> <p>Textual features: The language is of B1 (of the CEFR) level with few low-frequency words. Any topic-specific, low-frequency words will be glossed (their meaning explained through the text).</p>
Input text length	400 words divided into five paragraphs.
Number of items	15 items in three sections of five items each.
Item types	<p>Questions 1-5 – Title matching. These require the candidate to choose the most appropriate titles for each paragraph of the text. The text has five paragraphs and there are six titles to choose from.</p> <p>Questions 6-10 – Selecting the true statements. These require the candidate to select the five true statements in a list of eight statements. Five statements are true, and three are false, according to the text.</p> <p>Questions 11-15 – Completing sentences (gap fill). These require the candidate to complete sentences with an exact number, word or phrase (up to three words) taken from the text.</p>
Task focus	<p>Each set of five items tests a different reading skill.</p> <p>Questions 1-5 test the ability to understand the main idea of each paragraph.</p> <p>Questions 6-10 test the ability to understanding specific, factual information at the sentence level.</p> <p>Questions 11-15 test the ability to understand specific, factual information at the word and/or phrase level.</p>
Timing	The candidate is advised to spend 20 minutes on this part of the exam.
Assessment	Objectively scored according to the number of correct items out of a total of 30.

**Task 2 – Multi-text reading**

Task type and format	Four reading texts, presented together, followed by 15 questions.
Input text	<p>Genre: The texts are of a factual, descriptive nature of the kind that would be familiar to the candidate from their own educational context. One text is an infographic (eg a diagram, drawing, map or table with some writing).</p> <p>Subject areas:</p> <ul style="list-style-type: none"> <li>▶ Travel</li> <li>▶ Money</li> <li>▶ Fashion</li> <li>▶ Rules and regulations</li> <li>▶ Health and fitness</li> <li>▶ Learning a foreign language</li> <li>▶ Festivals</li> <li>▶ Means of transport</li> <li>▶ Special occasions</li> <li>▶ Entertainment</li> <li>▶ Music</li> <li>▶ Recent personal experiences</li> </ul> <p>All four texts are on the same subject area and thematically linked.</p> <p>Textual features: The language is of B1 level with very few low-frequency words. Any topic-specific, low-frequency words will be glossed (their meaning explained through the text).</p>
Input text length	A total of 400 words across four texts. One text is an infographic.
Number of items	15 items in three sections of five items each.
Item types	<p>Questions 16-20 – Multiple matching. These require the candidate to choose which text each question refers to. There are five questions and each refers to one text only. The same text can be the correct answer for up to two questions.</p> <p>Questions 21-25 – Selecting the true statements. These require the candidate to select the five true statements from a list of eight possible statements. Five statements are true, and three are false, according to the text.</p> <p>Questions 26-30 – Completing summary notes (gap fill). These require the candidate to complete sentences with an exact number, word or phrase (up to three words) taken from the text. The completed task represents a summary in note form of all the texts in this task.</p>
Task focus	<p>Each set of five item tests a different reading skill.</p> <p>Questions 16-20 test the ability to understand the main idea or purpose of each text.</p> <p>Questions 21-25 test the ability to understand specific, factual information at the sentence level.</p> <p>Questions 26-30 test the ability to understand specific, factual information at the word and/or phrase level across the texts.</p>
Timing	The candidate is advised to spend 20 minutes on this part of the exam.
Assessment	Objectively scored according to the number of correct items out of a total of 30.

**Task 3 – Reading into writing**

Task type and format	<p>A writing task in which the four texts from task 2 are used to respond to a prompt.</p> <p>The prompt will have three content points that the candidate should address in their response.</p> <p>The response should only take information from the texts in task 2.</p> <p>There is space for planning the response and an instruction to go back and check the response once it is finished.</p>
Task focus	<p>This section assesses the ability to:</p> <ul style="list-style-type: none"> <li>▶ identify straightforward information that is relevant to the writing prompt and the main conclusions, significant points and common themes across multiple texts</li> <li>▶ paraphrase short pieces of information</li> <li>▶ summarise and combine information to produce a short and simple response to suit the purpose for writing, eg to describe a problem and suggest solutions.</li> </ul>
Output length	100-130 words, excluding headings and addresses
Output genre	<p>The genre will be one of the following:</p> <ul style="list-style-type: none"> <li>▶ Descriptive essay</li> <li>▶ Discursive essay</li> <li>▶ Article (magazine or online)</li> <li>▶ Informal email or letter</li> <li>▶ Formal letter or email</li> <li>▶ Review</li> </ul>
Timing	The candidate is advised to spend 40 minutes on this part of the exam.
Assessment	The task is assessed using the Reading into writing rating scale on pages 39-40.

### Task 4 – Extended writing

Task type and format	<p>A writing task in which the candidate responds to a prompt.</p> <p>The prompt includes two content points that the candidate should address in their response.</p> <p>There is space for planning the response and a prompt to go back and check the response once it is finished.</p>
Task focus	<p>This task assesses the ability to produce a narrative, descriptive or instructional text following the instructions. For the target language functions see appendix 1.</p>
Output length	<p>100-130 words, excluding headings and addresses.</p>
Output genre	<p>The genre will be one of the following:</p> <ul style="list-style-type: none"> <li>▶ Descriptive essay</li> <li>▶ Discursive essay</li> <li>▶ Article (magazine or online)</li> <li>▶ Informal email or letter</li> <li>▶ Formal email or letter</li> <li>▶ Review</li> </ul>
Subject area	<p>The writing prompt relates to one of the subject areas for ISE I. These are:</p> <ul style="list-style-type: none"> <li>▶ Travel</li> <li>▶ Money</li> <li>▶ Fashion</li> <li>▶ Rules and regulations</li> <li>▶ Health and fitness</li> <li>▶ Learning a foreign language</li> <li>▶ Festivals</li> <li>▶ Means of transport</li> <li>▶ Special occasions</li> <li>▶ Entertainment</li> <li>▶ Music</li> <li>▶ Recent personal experiences</li> </ul>
Timing	<p>The candidate is advised to spend 40 minutes on this part of the exam.</p>
Assessment	<p>The task is assessed using the Extended writing rating scale on page 41.</p>

### ISE I Task 3 – Reading into writing rating scale

Score	Reading for writing	Task fulfilment
4	<ul style="list-style-type: none"> <li>▸ Understanding of source materials</li> <li>▸ Selection of relevant content from source texts</li> <li>▸ Ability to identify common themes and links within and across the multiple texts</li> <li>▸ Adaptation of content to suit the purpose for writing</li> <li>▸ Use of paraphrasing/summarising</li> </ul>	<ul style="list-style-type: none"> <li>▸ Overall achievement of communicative aim</li> <li>▸ Awareness of the writer-reader relationship (style and register)</li> <li>▸ Adequacy of topic coverage</li> </ul>
3	<ul style="list-style-type: none"> <li>▸ Full and accurate understanding of the straightforward ideas of all source materials demonstrated</li> <li>▸ A wholly appropriate and accurate selection of relevant content from the source texts</li> <li>▸ Excellent ability to identify the main conclusions, significant points and common themes within and across the multiple texts</li> <li>▸ An excellent adaptation of content to suit the purpose for writing</li> <li>▸ Excellent paraphrasing/summarising skills of short pieces of information demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>▸ Excellent achievement of the communicative aim</li> <li>▸ Excellent awareness of the writer-reader relationship</li> <li>▸ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>
2	<ul style="list-style-type: none"> <li>▸ Full and accurate understanding of the straightforward ideas of most source materials demonstrated</li> <li>▸ An appropriate and accurate selection of relevant content from the source texts (ie most relevant ideas are selected and most ideas selected are relevant)</li> <li>▸ Good ability to identify the main conclusions, significant points and common themes within and across the multiple texts</li> <li>▸ A good adaptation of content to suit the purpose for writing</li> <li>▸ Good paraphrasing/summarising skills of short pieces of information demonstrated (with very limited lifting and few disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▸ Good achievement of the communicative aim (ie important messages conveyed)</li> <li>▸ Good awareness of the writer-reader relationship (ie appropriate use of style and register throughout the text)</li> <li>▸ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>
1	<ul style="list-style-type: none"> <li>▸ Full and accurate understanding of more than half of the source materials demonstrated</li> <li>▸ An acceptable selection of relevant content from the source texts (the content selected must come from more than one text)</li> <li>▸ Acceptable ability to identify the main conclusions, significant points and common themes within and across the multiple texts</li> <li>▸ Acceptable adaptation of content to suit the purpose for writing</li> <li>▸ Acceptable paraphrasing/summarising skills of short pieces of information demonstrated (with some lifting and disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▸ Acceptable achievement of the communicative aim</li> <li>▸ Some awareness of the writer-reader relationship</li> <li>▸ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met</li> </ul>
0	<ul style="list-style-type: none"> <li>▸ Inaccurate and limited understanding of most source materials</li> <li>▸ Inadequate and inaccurate selection of relevant content from the source texts (ie fewer than half of the relevant ideas are selected and most of the selected ideas are irrelevant)</li> <li>▸ Poor ability to identify the main conclusions, significant points and common themes within and across the multiple texts (ie misunderstanding of the common themes and links is evident)</li> <li>▸ Poor adaptation of content to suit the purpose for writing (ie does not use the source texts' content to address the purpose for writing)</li> <li>▸ Poor paraphrasing/summarising skills of short pieces of information demonstrated (with heavy lifting and many disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▸ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader)</li> <li>▸ Poor awareness of the writer-reader relationship</li> <li>▸ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are <b>not</b> met</li> </ul>
0	<ul style="list-style-type: none"> <li>▸ Task not attempted</li> <li>▸ Paper void</li> <li>▸ No performance to evaluate</li> </ul>	

## ISE I rating scales

Score	Organisation and structure	Language control
	<ul style="list-style-type: none"> <li>▶ Text organisation, including use of paragraphing, beginnings/endings</li> <li>▶ Presentation of ideas and arguments, including clarity and coherence of their development</li> <li>▶ Consistent use of format to suit the task</li> <li>▶ Use of signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Range and accuracy of grammar</li> <li>▶ Range and accuracy of lexis</li> <li>▶ Effect of linguistic errors on understanding</li> <li>▶ Control of punctuation and spelling</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▶ Effective organisation of text (ie clear organisation of text with ideas sequenced in a linear fashion, the use of paragraphs to separate key themes)</li> <li>▶ Very clear presentation and logical development of all straightforward ideas and arguments</li> <li>▶ Appropriate format throughout the text</li> <li>▶ Effective signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Good range of grammatical items relating to the task with good level of accuracy</li> <li>▶ Good range of lexical items relating to the task with good level of accuracy</li> <li>▶ Any errors do not impede understanding</li> <li>▶ Excellent spelling and punctuation</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Good organisation of text (eg appropriately organised into paragraphs, appropriate opening and closing)</li> <li>▶ Clear presentation and logical development of most straightforward ideas and arguments</li> <li>▶ Appropriate format in most of the text</li> <li>▶ Good signposting (eg appropriate use of cohesive devices and topic sentences to address a linear sequence)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate range of grammatical items relating to the task with good level of accuracy (errors may occur when handling more complex ideas)</li> <li>▶ Appropriate range of lexical items relating to the task with good level of accuracy (may contain some circumlocutions)</li> <li>▶ Errors occasionally impede understanding but the overall message is clear</li> <li>▶ Spelling and punctuation good enough to be followed (punctuation of simple sentences is free from errors)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Acceptable organisation of text (ie showed some awareness of the need for structure with new ideas introduced in new sentences)</li> <li>▶ Presentation and development of most straightforward ideas and arguments are acceptably clear and logical</li> <li>▶ Appropriate format in general</li> <li>▶ Acceptable signposting (eg some appropriate use of cohesive devices and topic sentences to address a linear sequence)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Errors sometimes impede understanding</li> <li>▶ Acceptable spelling and punctuation</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Very limited or poor text organisation which causes the reader difficulties</li> <li>▶ Most ideas and arguments lack coherence and do not progress logically</li> <li>▶ Inappropriate format throughout the text</li> <li>▶ Poor signposting (lacks use of simple cohesive devices)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inadequate evidence of grammatical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Inadequate evidence of lexical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Errors frequently impede understanding</li> <li>▶ Poor spelling and punctuation throughout</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>	



## ISE I Task 4 – Extended writing rating scale

Score	Task fulfilment	Organisation and structure	Language control
	<ul style="list-style-type: none"> <li>▶ Overall achievement of communicative aim</li> <li>▶ Awareness of the writer-reader relationship (style and register)</li> <li>▶ Adequacy of topic coverage</li> </ul>	<ul style="list-style-type: none"> <li>▶ Text organisation, including use of paragraphing, beginnings/endings</li> <li>▶ Presentation of ideas and arguments, including clarity and coherence of their development</li> <li>▶ Consistent use of format to suit the task</li> <li>▶ Use of signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Range and accuracy of grammar</li> <li>▶ Range and accuracy of lexis</li> <li>▶ Effect of linguistic errors on understanding</li> <li>▶ Control of punctuation and spelling</li> </ul>
4	<ul style="list-style-type: none"> <li>▶ Excellent achievement of the communicative aim</li> <li>▶ Excellent awareness of the writer-reader relationship</li> <li>▶ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Effective organisation of text (ie clear organisation of text with ideas sequenced in a linear fashion, the use of paragraphs to separate key themes)</li> <li>▶ Very clear presentation and logical development of all straightforward ideas and arguments</li> <li>▶ Appropriate format throughout the text</li> <li>▶ Effective signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Good range of grammatical items relating to the task with good level of accuracy</li> <li>▶ Good range of lexical items relating to the task with good level of accuracy</li> <li>▶ Any errors do not impede understanding</li> <li>▶ Excellent spelling and punctuation</li> </ul>
3	<ul style="list-style-type: none"> <li>▶ Good achievement of the communicative aim (ie important messages conveyed)</li> <li>▶ Good awareness of the writer-reader relationship (ie appropriate use of style and register throughout the text)</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Good organisation of text (eg appropriately organised into paragraphs, appropriate opening and closing)</li> <li>▶ Clear presentation and logical development of most straightforward ideas and arguments</li> <li>▶ Appropriate format in most of the text</li> <li>▶ Good signposting (eg appropriate use of cohesive devices and topic sentences to address a linear sequence)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate range of grammatical items relating to the task with good level of accuracy (errors may occur when handling more complex ideas)</li> <li>▶ Appropriate range of lexical items relating to the task with good level of accuracy (may contain some circumlocutions)</li> <li>▶ Errors occasionally impede understanding but the overall message is clear</li> <li>▶ Spelling and punctuation good enough to be followed (punctuation of simple sentences is free from errors)</li> </ul>
2	<ul style="list-style-type: none"> <li>▶ Acceptable achievement of the communicative aim</li> <li>▶ Some awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable organisation of text (ie showed some awareness of the need for structure with new ideas introduced in new sentences)</li> <li>▶ Presentation and development of most straightforward ideas and arguments are acceptably clear and logical</li> <li>▶ Appropriate format in general</li> <li>▶ Acceptable signposting (eg some appropriate use of cohesive devices and topic sentences to address a linear sequence)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Errors sometimes impede understanding</li> <li>▶ Acceptable spelling and punctuation</li> </ul>
1	<ul style="list-style-type: none"> <li>▶ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader)</li> <li>▶ Poor awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are <b>not</b> met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Very limited or poor text organisation which causes the reader difficulties</li> <li>▶ Most ideas and arguments lack coherence and do not progress logically</li> <li>▶ Inappropriate format throughout the text</li> <li>▶ Poor signposting (lacks use of simple cohesive devices)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inadequate evidence of grammatical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Inadequate evidence of lexical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Errors frequently impede understanding</li> <li>▶ Poor spelling and punctuation throughout</li> </ul>
0	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>		

## ISE I sample exam paper

ISE I

### Integrated Skills in English I

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

---

#### Task 1 – Long reading

Read the following text about tour guides and answer the 15 questions on page 3.

##### Paragraph 1

For a lot of young people, being a tour guide seems to be an ideal way to make money. You visit wonderful places and meet interesting people – it's almost like a paid holiday with no expenses. In reality, of course, it can be tiring, boring and stressful having to solve all the problems and deal with the demands of the people who have paid money for your services.

##### Paragraph 2

And it seems that tourists these days demand more and more. This is partly because of the internet: before they go away on holiday, they do their research, so they already know a lot of the basic information that guides used to tell them. What they want is something different and special. It isn't enough any more just to take them round the famous buildings, monuments and tourist sites and tell them a few dates and interesting stories. In fact, tourists nowadays don't like to think they are tourists at all. Today's well-informed 'traveller' prefers culture, seeing something of people's real way of life in the place they're visiting.

##### Paragraph 3

This need has led to a new kind of tour guide becoming popular. These people, sometimes called 'step-on guides', live in the area and have local knowledge. They don't take the place of the normal guide; their job is just temporary, 'stepping onto' the tour bus and taking visitors to unusual places and providing the kind of information that regular tour guides can't offer.

##### Paragraph 4

Being a step-on guide can give you all the fun of being a tour guide without all the problems. 'I really enjoy it,' says Enrique, a university student who became a step-on guide in his home city of Valencia in Spain two years ago. 'It's best not to think of it as just a job. Of course the extra money is useful but mainly it's a great way to meet people and give them an introduction to your town or city.'

##### Paragraph 5

Being a successful step-on guide depends on getting to know what travellers really want. Enrique has learnt this from experience: 'To me, my customers are more like students than tourists. But I never lecture them. That's very important because they're normally very well-educated people. I don't want them just to take in whatever I say – I prefer them to have an active experience, meeting local people and asking questions.'

**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and **write the letter (A-F) on the lines below**. There is one title you don't need.

- 1. Paragraph 1 .....
- 2. Paragraph 2 .....
- 3. Paragraph 3 .....
- 4. Paragraph 4 .....
- 5. Paragraph 5 .....

- A Advantages of the job
- B A new type of tourist
- C The problems of tourism
- D The perfect job?
- E Becoming a better step-on guide
- F A guide with a difference

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. **Write the letters of the TRUE statements on the lines below (in any order)**.

- 6. ....
- 7. ....
- 8. ....
- 9. ....
- 10. ....

- A Many young people have jobs as tour guides.
- B Being a tour guide is less exciting than some people think.
- C Modern travellers are no longer satisfied with traditional tourist activities.
- D People now prefer to describe themselves as travellers rather than tourists.
- E In some countries, step-on guides are replacing regular tour guides.
- F For Enrique, pay is a less important part of the job than meeting people.
- G Enrique understands his clients better now than when he first started.
- H Enrique talks to his customers like a teacher.

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. **Write the exact number, word or phrase on the lines below**.

- 11. Some young people think a tour guide's job is a kind of .....
- 12. Tourists nowadays often already know a lot because they have done .....
- 13. What makes step-on guides special is their .....
- 14. One reason Enrique works as a guide is to make some .....
- 15. Enrique wants to give visitors a more ..... instead of them just listening to him.

Turn over page

**Task 2 – Multi-text reading**

In this section there are four short texts for you to read and some questions for you to answer.

**Questions 16-20**

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. **Choose one letter – A, B, C or D – and write it on the lines below.** You can use any letter more than once.

Which text

- 16. describes a more relaxing activity? .....
- 17. mentions the importance of diet? .....
- 18. refers to all types of physical activity? .....
- 19. says that one activity is the best for your whole body? .....
- 20. talks about doing a variety of activities in the same place? .....

**Text A**





**If you are looking for a new regular exercise routine perhaps you can try swimming? There are a lot of reasons why we think swimming is the best exercise.**

The four swimming styles exercise all of the muscles in your body. It is a great activity as there is more breath control compared to running, and this increases the oxygen in your body, causing your muscles to work harder. Unlike running, swimming doesn't cause so much damage to joints such as knees and ankles.

**You do not need any special equipment; you only need a swimming costume, cap and goggles. Why not go to your local swimming pool today?**

**Text B**

**What are your opinions on going to the gym?**

	<b>Pippa:</b> I try to get to the gym at least three times a week but if I'm busy I only go once a week. I listen to music while using the running machine for 40 minutes. I have a really good pair of trainers. Sometimes I do the aerobics classes too.
	<b>Alex:</b> I go to the gym every day to lift weights as I want to make my upper body stronger, especially my arms.
	<b>Chris:</b> I am too busy to do exercise. I'm careful with what I eat so I think it isn't necessary.
	<b>Sunny:</b> @ Chris – It's important to exercise as well as taking care of what you eat. You feel much better after exercising.

**Text C**

To: gill@email.edu  
Subject: Walking

Hi Gill

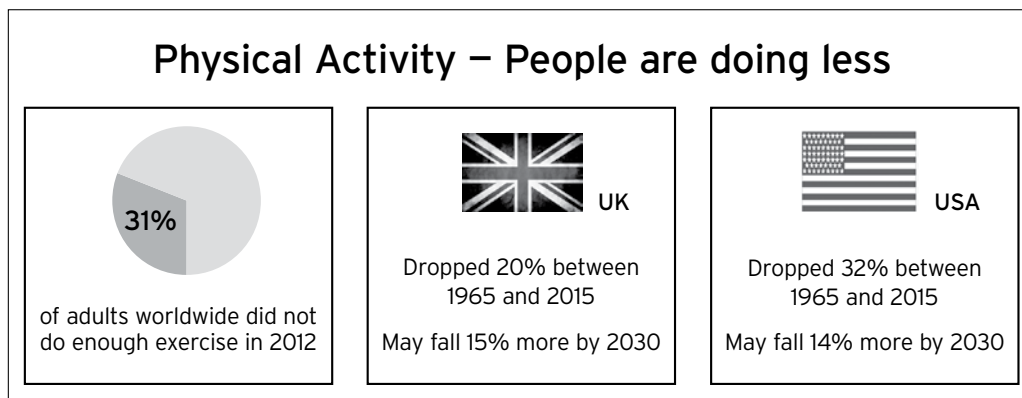
I went walking in the countryside yesterday with a local walking group. There were many people of all different ages so I have already made a lot of new friends. We walked about 12 kilometres and we had a picnic lunch on top of West Hill. The view from there was great.

I recently read that walking in the countryside is healthier than more intense exercise, such as running, playing football or volleyball. If you walk for four hours a week, you might burn more calories than going to the gym twice a week. I think walking in the fresh air also helps people feel calmer than other forms of keeping fit.

Why don't you come with me for a long walk next Sunday? You just need a pair of walking boots.

Sally

**Text D**



**Questions 21-25**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. **Write the letters of the TRUE statements on the lines below (in any order).**

- |   |   |
|---|---|
| <p>21. ....</p> <p>22. ....</p> <p>23. ....</p> <p>24. ....</p> <p>25. ....</p> | <p>A Swimming is better than running because more oxygen reaches your muscles.</p> <p>B You need to control your breathing more in running than swimming.</p> <p>C Pippa doesn't go to the gym as often as she wants to.</p> <p>D Sunny thinks diet is less important than exercising.</p> <p>E Sally thinks walking is a good way to meet new people.</p> <p>F Sally says that going to the gym is better than walking in the countryside.</p> <p>G In 2012 most people did enough exercise.</p> <p>H The number of people not doing exercise will fall more in the UK than the USA by 2030.</p> |
|---|---|

**Turn over page**

**Questions 26-30**

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

**Notes**

**Activities to get fit:**

**Swimming**

- Gives all muscles in body a total workout
- Needs good (26.) ..... – this increases oxygen so muscles work harder
- Less (27.) ..... to knees and ankles
- No special equipment needed

**Gym**

- Can do different activities such as running, (28.) ..... or lifting weights
- Can focus on particular parts of the body
- Can listen to music at the same time

**Walking**

- Can be a very sociable/friendly activity
- Can (29.) ..... than more intense exercise
- Makes people feel calmer and more relaxed

**Worldwide trend**

- Fall in physical activity since 1965
- Fewer people will exercise in (30.) ..... than in 2015

**Task 3 – Reading into writing**

Write an article (100-130 words) for a school or college magazine saying what you think is the best way to get fit.

Use the information you read in texts A, B, C and D (pages 4 and 5) to:

- ▶ explain which types of exercise are best for getting fit
- ▶ say what equipment you need to have for each activity and
- ▶ talk about a recent trend in exercise.

Do not copy from the texts. Use your own words as far as possible.

You should plan your article before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now write your article of 100-130 words on the lines below.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Turn over page













## ISE I Sample paper Answers

### Task 1 – Long reading

1. D
2. B
3. F
4. A
5. E

6-10 can appear in any order

6. B
7. C
8. D
9. F
10. G

11. paid holiday
12. (their) research
13. (local) knowledge
14. (extra) money
15. active experience

### Task 2 – Multi-text reading

16. C
17. B
18. D
19. A
20. B

21-25 can appear in any order

21. A
22. C
23. E
24. G
25. H

26. breath control
27. damage
28. aerobics (classes)
29. burn more calories
30. 2030

## ISE II task specifications

### ISE II

**Format:** A reading and writing exam with four tasks

**Timing:** 2 hours

**Level:** B2 of the CEFR

### ISE II task specifications

#### Task 1 – Long reading

Task type and format	One reading text and 15 questions.
Input text	<p>The text should be familiar to the candidate from their educational setting and is complex with factual ideas, opinions, argument and/or discussion, eg a textbook, article or review.</p> <p>Subject areas:</p> <ul style="list-style-type: none"><li>▶ Society and living standards</li><li>▶ Personal values and ideals</li><li>▶ The world of work</li><li>▶ Natural environmental concerns</li><li>▶ Public figures past and present</li><li>▶ Education</li><li>▶ National customs</li><li>▶ Village and city life</li><li>▶ National and local produce and products</li><li>▶ Early memories</li><li>▶ Pollution and recycling</li></ul> <p>Textual features: The language is of B2 level with few low-frequency words. Any topic-specific, low-frequency words will be glossed (their meaning explained in the text).</p>
Input text length	500 words divided into five paragraphs.
Number of items	15 items in three sections of five items each.
Item types	<p>Questions 1-5 – Title matching. These require the candidate to choose the most appropriate title for each paragraph of the text. The text has five paragraphs and there are six titles to choose from.</p> <p>Questions 6-10 – Selecting the true statements. These require the candidate to select the five true statements in a list of eight statements. Five statements are true, and three are false, according to the text.</p> <p>Questions 11-15 – Completing sentences (gap fill). These require the candidate to complete sentences with an exact number, word or phrase (up to three words) taken from the text.</p>
Task focus	<p>Each set of five items tests a different reading skill.</p> <p>Questions 1-5 test the ability to understand the main idea of each paragraph.</p> <p>Questions 6-10 test the ability to understand specific, factual information at the sentence level.</p> <p>Questions 11-15 test the ability to understand specific, factual information at the word and/or phrase level OR inferring and understanding across paragraphs (eg writer's attitude, line of argument etc).</p>
Timing	The candidate is advised to spend 20 minutes on this part of the exam.
Assessment	Objectively scored according to the number of correct items out of a total of 30.

**Task 2 – Multi-text reading**

Task type and format	Four reading texts, presented together, followed by 15 questions.
Input text	<p>The texts are complex with factual ideas, opinions, argument and/or discussion of the kind that should be familiar to the candidate from their own educational context (eg textbooks, encyclopedia or online discussion). One text is an infographic (eg a diagram, drawing, map or table with some writing).</p> <p>Subject areas:</p> <ul style="list-style-type: none"> <li>▶ Society and living standards</li> <li>▶ Personal values and ideals</li> <li>▶ The world of work</li> <li>▶ Natural environmental concerns</li> <li>▶ Public figures past and present</li> <li>▶ Education</li> <li>▶ National customs</li> <li>▶ Village and city life</li> <li>▶ National and local produce and products</li> <li>▶ Early memories</li> <li>▶ Pollution and recycling</li> </ul> <p>All four texts are on the same subject area and thematically linked.</p> <p>Textual features: The language is of B2 (of the CEFR) level with few low-frequency words. Any topic-specific, low-frequency words will be glossed (their meaning explained through the text).</p>
Input text length	<p>A total of 500 words across four texts.</p> <p>One text is an infographic.</p>
Number of items	15 items in three sections of five items each.
Item types	<p>Questions 16-20 – Multiple matching. These require the candidate to choose which text each question refers to. There are questions and each will refer to one text only. The same text can be the correct answer for up to two questions.</p> <p>Questions 21-25 – Selecting the true statements. These require the candidate to select the five true statements in a list of eight statements. Five statements are true, and three are false, according to the texts.</p> <p>Questions 26-30 – Completing summary notes (gap fill). These require the candidate to complete sentences with an exact number, word or phrase (up to three words) taken from the text. The completed task represents a summary in note form of all the texts in this task.</p>
Task focus	<p>Each set of five items is testing a different reading skill.</p> <p>Questions 16-20 are testing the ability to understand the main idea or purpose of each text.</p> <p>Questions 21-25 are testing the ability to understand specific, factual information at the sentence level.</p> <p>Questions 26-30 are testing the ability to understand specific, factual information at the word and/or phrase level across the texts.</p>
Timing	The candidate is advised to spend 20 minutes on this part of the exam.
Assessment	Objectively scored according to the number of correct items out of a total of 30.

## ISE II task specifications

### Task 3 – Reading into writing

Task type and format	<p>A writing task in which the four texts from task 2 are used to respond to a prompt.</p> <p>The response should only take information from the texts in task 2.</p> <p>There is space for planning the response and an instruction to go back and check the response once it is finished.</p>
Task focus	<p>This section assesses the ability to:</p> <ul style="list-style-type: none"><li>▶ identify information that is relevant to the writing prompt</li><li>▶ identify common themes and links across multiple texts</li><li>▶ paraphrase and summarise factual ideas, opinions, argument and/or discussion</li><li>▶ synthesise such information to produce a coherent response to suit the purpose for writing (eg to offer solutions to a problem and/or evaluation of the ideas).</li></ul>
Output length	150-180 words, excluding headings and addresses
Output genre	<p>The genre will be one of the following:</p> <ul style="list-style-type: none"><li>▶ Descriptive essay</li><li>▶ Discursive essay</li><li>▶ Argumentative essay</li><li>▶ Article (magazine or online)</li><li>▶ Informal email or letter</li><li>▶ Formal email or letter</li><li>▶ Review</li><li>▶ Report</li></ul>
Timing	The candidate is advised to spend 40 minutes on this part of the exam.
	This task is assessed using the Reading into writing rating scale on pages 58-59.



**Task 4 – Extended writing**

Task type and format	A writing task in which the candidate responds to a prompt. There is space for planning the response and a prompt to go back and check the response once it is finished.
Task focus	This section assesses the ability to produce a clear and detailed text in response to the prompt. For the target language functions see appendix 1.
Output length	150-180 words
Output genre	The genre will be one of the following: <ul style="list-style-type: none"> <li>▶ Descriptive essay</li> <li>▶ Discursive essay</li> <li>▶ Argumentative essay</li> <li>▶ Article (magazine or online)</li> <li>▶ Informal email or letter</li> <li>▶ Formal email or letter</li> <li>▶ Review</li> <li>▶ Report</li> </ul>
Subject area	The writing prompt relates to one of the subjects for ISE II. These are: <ul style="list-style-type: none"> <li>▶ Society and living standards</li> <li>▶ Personal values and ideals</li> <li>▶ The world of work</li> <li>▶ Natural environmental concerns</li> <li>▶ Public figures past and present</li> <li>▶ Education</li> <li>▶ National customs</li> <li>▶ Village and city life</li> <li>▶ National and local produce and products</li> <li>▶ Early memories</li> <li>▶ Pollution and recycling</li> </ul>
Timing	The candidate is advised to spend 40 minutes on this part of the exam.
Assessment	This task is assessed using the Extended writing rating scale on page 60.

### ISE II Task 3 – Reading into writing rating scale

Score	Reading for writing	Task fulfilment
	<ul style="list-style-type: none"> <li>▮ Understanding of source materials</li> <li>▮ Selection of relevant content from source texts</li> <li>▮ Ability to identify common themes and links within and across the multiple texts</li> <li>▮ Adaptation of content to suit the purpose for writing</li> <li>▮ Use of paraphrasing/summarising</li> </ul>	<ul style="list-style-type: none"> <li>▮ Overall achievement of communicative aim</li> <li>▮ Awareness of the writer-reader relationship (style and register)</li> <li>▮ Adequacy of topic coverage</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▮ Full and accurate understanding of the essential meaning of all source materials demonstrated</li> <li>▮ A wholly appropriate and accurate selection of relevant content from the source texts</li> <li>▮ Excellent ability to identify common themes and links within and across the multiple texts and the writers' stances</li> <li>▮ An excellent adaptation of content to suit the purpose for writing</li> <li>▮ Excellent paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>▮ Excellent achievement of the communicative aim</li> <li>▮ Excellent awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text)</li> <li>▮ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▮ Full and accurate understanding of the essential meaning of most source materials demonstrated</li> <li>▮ An appropriate and accurate selection of relevant content from the source texts (ie most relevant ideas are selected and most ideas selected are relevant)</li> <li>▮ Good ability to identify common themes and links within and across the multiple texts and the writers' stances</li> <li>▮ A good adaptation of content to suit the purpose for writing (eg apply the content of the source texts appropriately to offer solutions, offer some evaluation of the ideas based on the purpose for writing)</li> <li>▮ Good paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated (with very limited lifting and few disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▮ Good achievement of the communicative aim (ie easy to follow and convincing for reader)</li> <li>▮ Good awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text)</li> <li>▮ Most requirements (ie, genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▮ Full and accurate understanding of more than half of the source materials demonstrated</li> <li>▮ An acceptable selection of relevant content from the source texts (the content selected must come from more than one text)</li> <li>▮ Acceptable ability to identify common themes and links within and across the multiple texts and the writers' stances (eg ability to discern when the same idea has been mentioned in several texts and therefore avoid repeating it)</li> <li>▮ Acceptable adaptation of content to suit the purpose for writing</li> <li>▮ Acceptable paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>▮ Acceptable achievement of the communicative aim</li> <li>▮ Some awareness of the writer-reader relationship</li> <li>▮ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▮ Inaccurate and limited understanding of most source materials</li> <li>▮ Inadequate and inaccurate selection of relevant content from the source texts (ie fewer than half of the relevant ideas are selected and most of the selected ideas are irrelevant)</li> <li>▮ Poor ability to identify common themes and links within and across the multiple texts and the writers' stances (ie misunderstanding of the common themes and links is evident)</li> <li>▮ Poor adaptation of content to suit the purpose for writing (ie does not use the source texts' content to address the purpose for writing)</li> <li>▮ Poor paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion (with heavy lifting and many disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▮ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader)</li> <li>▮ Poor awareness of the writer-reader relationship</li> <li>▮ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are <b>not</b> met</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▮ Task not attempted</li> <li>▮ Paper void</li> <li>▮ No performance to evaluate</li> </ul>	

Score	<b>Organisation and structure</b> <ul style="list-style-type: none"> <li>▶ Text organisation, including use of paragraphing, beginnings/endings</li> <li>▶ Presentation of ideas and arguments, including clarity and coherence of their development</li> <li>▶ Consistent use of format to suit the task</li> <li>▶ Use of signposting</li> </ul>	<b>Language control</b> <ul style="list-style-type: none"> <li>▶ Range and accuracy of grammar</li> <li>▶ Range and accuracy of lexis</li> <li>▶ Effect of linguistic errors on understanding</li> <li>▶ Control of punctuation and spelling</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▶ Effective organisation of text</li> <li>▶ Very clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail</li> <li>▶ Appropriate format throughout the text</li> <li>▶ Effective signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Wide range of grammatical items relating to the task with good level of accuracy</li> <li>▶ Wide range of lexical items relating to the task with good level of accuracy</li> <li>▶ Any errors do not impede understanding</li> <li>▶ Excellent spelling and punctuation</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Good organisation of text (eg appropriately organised into clear and connected paragraphs, appropriate opening and closing)</li> <li>▶ Clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail</li> <li>▶ Appropriate format in most of the text</li> <li>▶ Good signposting (eg appropriate use of cohesive devices and topic sentences)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate range of grammatical items relating to the task with good level of accuracy (with mostly non-systematic errors)</li> <li>▶ Appropriate range of lexical items relating to the task with good level of accuracy (without frequent repetition)</li> <li>▶ Errors only occasionally impede understanding</li> <li>▶ Good spelling and punctuation (may show some signs of first language influence)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Acceptable organisation of text</li> <li>▶ Presentation and development of most ideas and arguments are acceptably clear and logical, with some highlighting of significant points and relevant supporting detail</li> <li>▶ Appropriate format in general</li> <li>▶ Acceptable signposting (eg some inconsistent/faulty use of cohesive devices and topic sentences)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Errors sometimes impede understanding</li> <li>▶ Acceptable spelling and punctuation</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Very limited or poor text organisation</li> <li>▶ Most ideas and arguments lack coherence and do not progress logically</li> <li>▶ Inappropriate format throughout the text</li> <li>▶ Poor signposting (eg inappropriate or poor use of cohesive devices and topic sentences)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inadequate evidence of grammatical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Inadequate evidence of lexical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Errors frequently impede understanding</li> <li>▶ Poor spelling and punctuation throughout</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>	

## ISE II Task 4 – Extended writing rating scale

Score	Task fulfilment	Organisation and structure	Language control
	<ul style="list-style-type: none"> <li>▶ Overall achievement of communicative aim</li> <li>▶ Awareness of the writer-reader relationship (style and register)</li> <li>▶ Adequacy of topic coverage</li> </ul>	<ul style="list-style-type: none"> <li>▶ Text organisation, including use of paragraphing, beginnings/endings</li> <li>▶ Presentation of ideas and arguments, including clarity and coherence of their development</li> <li>▶ Consistent use of format to suit the task</li> <li>▶ Use of signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Range and accuracy of grammar</li> <li>▶ Range and accuracy of lexis</li> <li>▶ Effect of linguistic errors on understanding</li> <li>▶ Control of punctuation and spelling</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▶ Excellent achievement of the communicative aim</li> <li>▶ Excellent awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text)</li> <li>▶ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Effective organisation of text</li> <li>▶ Very clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail</li> <li>▶ Appropriate format throughout the text</li> <li>▶ Effective signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Wide range of grammatical items relating to the task with good level of accuracy</li> <li>▶ Wide range of lexical items relating to the task with good level of accuracy</li> <li>▶ Any errors do not impede understanding</li> <li>▶ Excellent spelling and punctuation</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Good achievement of the communicative aim (ie easy to follow and convincing for reader)</li> <li>▶ Good awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text)</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Good organisation of text (eg appropriately organised into clear and connected paragraphs, appropriate opening and closing)</li> <li>▶ Clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail</li> <li>▶ Appropriate format in most of the text</li> <li>▶ Good signposting (eg appropriate use of cohesive devices and topic sentences)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate range of grammatical items relating to the task with good level of accuracy (with mostly non-systematic errors)</li> <li>▶ Appropriate range of lexical items relating to the task with good level of accuracy (without frequent repetition)</li> <li>▶ Errors only occasionally impede understanding</li> <li>▶ Good spelling and punctuation (may show some signs of first language influence)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Acceptable achievement of the communicative aim</li> <li>▶ Some awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable organisation of text</li> <li>▶ Presentation and development of most ideas and arguments are acceptably clear and logical, with some highlighting of significant points and relevant supporting detail</li> <li>▶ Appropriate format in general</li> <li>▶ Acceptable signposting (eg some inconsistent/faulty use of cohesive devices and topic sentences)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Errors sometimes impede understanding</li> <li>▶ Acceptable spelling and punctuation</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader)</li> <li>▶ Poor awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are <b>not</b> met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Very limited or poor text organisation</li> <li>▶ Most ideas and arguments lack coherence and do not progress logically</li> <li>▶ Inappropriate format throughout the text</li> <li>▶ Poor signposting (eg inappropriate or poor use of cohesive devices and topic sentences)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inadequate evidence of grammatical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Inadequate evidence of lexical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Errors frequently impede understanding</li> <li>▶ Poor spelling and punctuation throughout</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>		

**ISE II sample exam paper**

ISE II

**Integrated Skills in English II**

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

**Task 1 – Long reading**

Read the following text about children's play and answer the 15 questions on page 3.

**Paragraph 1**

Play makes children very happy. When asked, they say they are happier when playing with friends than in any other situation. Yet the amount of time children play together without parents or teachers watching them or telling them what to do (what the experts call 'free play') is getting less and less. This trend has started to worry a number of senior psychologists and child experts. They argue that without adequate time for free play children cannot develop into confident and fully mature adults, which will eventually have a negative effect on society as a whole.

**Paragraph 2**

Part of the problem lies with parents. They recognise that their children play by themselves less frequently than they did, but admit that they restrict the amount of outdoor play because they worry about their safety. But another part of the problem is that we now want school to start at a very early age. Preschools and nursery schools have introduced more academic activities and many schools have even reduced break times. This doesn't mean we are against the idea of play, but it does show that we don't value play enough as part of a child's development.

**Paragraph 3**

Play is important because it gives children a chance to find and develop their own interests without being instructed by adults. It is here that children first learn how to make decisions, solve problems, use self-control, and follow rules. Children who don't go through this stage are likely to grow up feeling that they are not in control of their own lives and are much more likely to feel anxious as a result.

**Paragraph 4**

As well as making decisions, children also learn how to deal with emotions such as anger or fear when they are playing. Things like role playing and climbing trees can be a little frightening but it is the children themselves who decide how far they want to go with each activity. People who do not have the opportunity to experience and cope with such feelings will be less able to manage when they are faced with emotionally challenging situations in adult life.

**Paragraph 5**

Finally, play is a natural means of making friends through learning to cooperate with other children and treating them fairly. Children must think about the needs and wishes of those they play with as well as their own. If they don't, they will not be allowed to stay in the group (largely because their behaviour will cause the game to fail). Those who miss this early form of social interaction are more likely to feel socially isolated in later life.

**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and **write the letter (A-F) on the lines below**. There is one title you don't need.

- 1. Paragraph 1 .....
- 2. Paragraph 2 .....
- 3. Paragraph 3 .....
- 4. Paragraph 4 .....
- 5. Paragraph 5 .....

- A Discovering yourself early in life
- B Thinking about others
- C What this means for all of us
- D Play leads to improved academic results
- E Being limited from two sides
- F Knowing when to stop

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. **Write the letters of the TRUE statements on the lines below (in any order)**.

- 6. ....
- 7. ....
- 8. ....
- 9. ....
- 10. ....

- A Free play requires no adult to supervise.
- B Adults feel they should supervise some play activities.
- C Parents base attitudes to play on their own childhood experience.
- D Opportunities for play in schools have become fewer.
- E Free play will help children to become more obedient.
- F Play should never be frightening.
- G Play makes children less selfish.
- H Children should not forget their own needs when playing.

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. **Write the exact number, word or phrase on the lines below**.

- 11. Today, children's play is more likely to be watched by either  
..... .
- 12. Parents allow children less free play because of .....  
concerns.
- 13. There is less time for play because early schooling has become more  
..... .
- 14. Children who don't play are less able to cope later with situations which are  
..... .
- 15. Early social interaction will prevent people becoming .....

**Turn over page**

**Task 2 – Multi-text reading**

In this section there are four short texts for you to read and some questions for you to answer.

**Questions 16-20**

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. **Choose one letter – A, B, C or D – and write it on the lines below.** You can use any letter more than once.

Which text

- 16. draws attention to the unpleasant effects of waste disposal? .....
- 17. predicts that waste will increase in the future? .....
- 18. explains how national waste management can be improved by working together? .....
- 19. shows why the world needs to take action on the problem of waste? .....
- 20. describes the different stages in getting the maximum benefit from waste products? .....

**Text A**

The Netherlands is a good example of a country which manages its waste effectively. It discovered that its landfill sites, areas of land where rubbish is put, were almost full. Since then a combination of government action, positive response from industry and the determination of ordinary people to minimise waste has made the Netherlands one of the cleanest countries in Europe.

As well as finding effective ways of dealing with waste once it is produced, the emphasis has also been on creating as little waste as possible in the first place. 90% of Dutch families separate their household waste, and many companies have developed their own recycling schemes, taking out any valuable raw materials from waste products, burning anything that is left over and disposing of what is left in an environmentally friendly way.

**Text B**

To: jake@email.net  
Subject: Recycling

Hi Jake

We visited this waste management company yesterday as part of my school project. It's amazing what they're doing. First they take out all the stuff they can recycle from the waste; then they use a special process on the rest which produces a gas that generates electricity. The solid stuff that's left over they use to produce materials for the building industry. After that there's hardly any left to throw away. They told us how important this is as the country is running out of landfill space. They are even considering digging up old landfill sites and recovering waste material from years ago to do the same process. It all depends on the costs. Ideally, we could turn into a waste-free society within a few years.

Mark

**Text C**

**Say 'NO' to Audley**

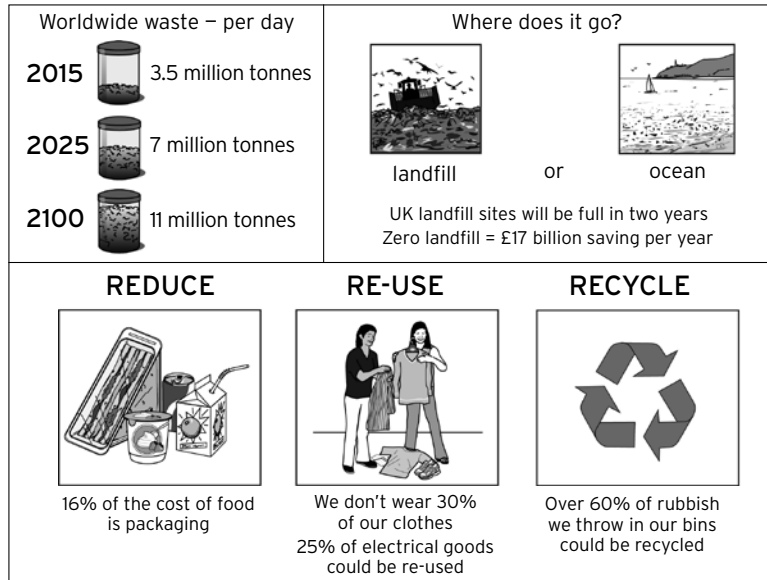
The news that the operators of Audley landfill site have submitted an application to extend the life of the site by ten years is a serious threat to the area. The operators say the site is needed, but none of the waste is from our area. We say to the authorities that we have had twenty years of noisy lorries entering and exiting the site all day and twenty years of smells and fumes, which damage our peaceful neighbourhood. So join us in a demonstration against the application this Friday. Bring cars, vans and bikes to block access to the site by rubbish trucks, and demand that our protest is heard.

For full details, see 'Action against Audley' on our website.

From the team at the 'No-To-Audley-Landfill' campaign

**Text D**

**Breaking the waste cycle**



**Questions 21-25**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below (in any order).

- 21. ....
- 22. ....
- 23. ....
- 24. ....
- 25. ....

- A Food packaging is expensive for the customer and the environment.
- B With modern methods it's possible to put almost all waste to good use.
- C It would be too expensive to take waste out of old landfill sites.
- D We should put as much effort into reducing waste as we do into managing it.
- E Commercial waste is more of a problem than domestic waste.
- F The most frequent protests are against landfill sites in residential areas.
- G We could recycle over half of the waste we currently put in our dustbins.
- H The demonstration aims to stop vehicles getting into the landfill site.

**Turn over page**



**Questions 26-30**

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

**Notes****Community effort**

- Politicians, businesses and citizens can (26.) .....
- Households separate rubbish and companies have (27.) .....

**Waste management**

- Take out recyclable goods
- Produce electricity using (28.) .....
- Aim: to become a (29.) ..... in a short time

**Problems of landfill sites**

- Running out
- Lorries cause:
  - noise
  - (30.) .....

**The future**

- 7 million tonnes of rubbish by 2025







**Task 4 – Extended writing**

Write an article (150-180 words) for your college magazine with the title 'Someone I admire'. Choose a public figure from the past or present, giving reasons for your choice.

You should plan your article before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now write your article of 150-180 words on the lines below.

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## ISE II Sample paper Answers

### Task 1 – Long reading

1. C
2. E
3. A
4. F
5. B

6-10 can appear in any order

6. A
7. B
8. D
9. G
10. H

11. parents or teachers
12. safety
13. academic
14. emotionally challenging
15. (socially) isolated

### Task 2 – Multi-text reading

16. C
17. D
18. A
19. D
20. B

21-25 can appear in any order

21. A
22. B
23. D
24. G
25. H

26. minimise waste
27. recycling schemes
28. a special process / gas
29. waste-free society
30. smells and fumes



## ISE III

**Format:** A reading and writing exam with four tasks

**Timing:** 2 hours

**Level:** C1 of the CEFR

### ISE III task specifications

#### Task 1 – Long reading

Task type and format	One reading text followed by 15 questions.
Input text	<p>The text is complex with information, ideas and/or opinions given in detail and the writer's attitude implied. The text should be familiar to the candidate through their educational context, for example the kind of texts used in schools and colleges (eg textbook, article, review, newspaper article, online content) and from their own language and language learning experience.</p> <p>Subject areas:</p> <ul style="list-style-type: none"> <li>▶ Independence</li> <li>▶ Ambitions</li> <li>▶ Stereotypes</li> <li>▶ Role models</li> <li>▶ Competitiveness</li> <li>▶ Young people's rights</li> <li>▶ The media</li> <li>▶ Advertising</li> <li>▶ Lifestyles</li> <li>▶ The arts</li> <li>▶ The rights of the individual</li> <li>▶ Economic issues</li> <li>▶ Roles in the family</li> <li>▶ Communication</li> <li>▶ The school curriculum</li> <li>▶ Youth behaviour</li> <li>▶ Use of the internet</li> <li>▶ Designer goods</li> <li>▶ International events</li> <li>▶ Equal opportunities</li> <li>▶ Social issues</li> <li>▶ The future of the planet</li> <li>▶ Scientific developments</li> <li>▶ Stress management</li> </ul> <p>Textual features: The language is of C1 level. Any topic-specific, low-frequency words will be glossed (their meaning explained in the text).</p>
Input text length	700 words divided into five paragraphs.
Number of items	15 items in three sections of five items each.

## ISE III task specifications

Item types	<p>Questions 1-5 – Title matching. These require the candidate to choose the most appropriate title for each paragraph of the text. The text has five paragraphs and there are six titles to choose from.</p> <p>Questions 6-10 – Selecting the true statements. These require the candidate to select the five true statements in a list of eight statements. Five statements are true, and three are false, according to the text.</p> <p>Questions 11-15 – Completing sentences (gap fill). These require the candidate to complete sentences with an exact number, word or phrase (up to three words) taken from the text.</p>
Task focus	<p>Each set of five items tests a different reading skill.</p> <p>Questions 1-5 test the ability to understand the main idea of each paragraph.</p> <p>Questions 6-10 test the ability to understand specific, factual information at the sentence level.</p> <p>Questions 11-15 test the ability to understand specific, factual information OR to infer and understand across paragraphs (eg writers' attitude, line of argument etc).</p>
Assessment	Objectively scored according to the number of correct items out of a total of 30.
Marking	All items are objectively marked.
Timing	The candidate is advised to spend 20 minutes on this part of the exam.

### Task 2 – Multi-text reading

Task type and format	Four reading texts, presented together, and 15 questions.
Input text	<p>The texts are complex with information, ideas and/or opinions given in detail, and the writers' attitudes implied. One text is an infographic (eg a diagram, drawing, map or table with some writing).</p> <p>The texts should be familiar to the candidate through their educational setting, for example the kind of texts used in schools and colleges (eg textbook, article, review, newspaper article, online content) and from their own language and language learning experience.</p> <p>Subject areas:</p> <ul style="list-style-type: none"> <li>▶ Independence</li> <li>▶ Ambitions</li> <li>▶ Stereotypes</li> <li>▶ Role models</li> <li>▶ Competitiveness</li> <li>▶ Young people's rights</li> <li>▶ The media</li> <li>▶ Advertising</li> <li>▶ Lifestyles</li> <li>▶ The arts</li> <li>▶ The rights of the individual</li> <li>▶ Economic issues</li> <li>▶ Roles in the family</li> <li>▶ Communication</li> <li>▶ The school curriculum</li> <li>▶ Youth behaviour</li> <li>▶ Use of the internet</li> <li>▶ Designer goods</li> <li>▶ International events</li> <li>▶ Equal opportunities</li> <li>▶ Social issues</li> <li>▶ The future of the planet</li> <li>▶ Scientific developments</li> <li>▶ Stress management</li> </ul> <p>All four texts are on the same subject area and thematically linked.</p> <p>Textual features: The language is of C1 level. Any topic-specific, low-frequency words will be glossed (their meaning explained in the text).</p>
Input text length	A total of 700 words across four texts. One text is an infographic.
Number of items	15 items in three sections of five items each.

Item types	<p>Questions 16-20 – Multiple matching. These require the candidate to choose which text each question refers to. There are five sentences and each refers to one text only. The same text can be the correct answer for up to two questions.</p> <p>Questions 21-25 – Selecting the true statements. These require the candidate to select the five true statements in a list of eight statements. Five statements are true, and three are false, according to the texts.</p> <p>Questions 26-30 – Completing summary notes (gap fill). These require the candidate to complete sentences with an exact number, word or phrase (up to three words) taken from the text. The completed task represents a summary in note form of all the texts in this task.</p>
Task focus	<p>Each set of five items tests a different reading skill.</p> <p>Questions 16-20 test the ability to understand the main idea and purpose of each text.</p> <p>Questions 21-25 test the ability to understand specific, factual information at the sentence level.</p> <p>Questions 26-30 test the ability to understand specific, factual information at the word and/or phrase level across the texts.</p>
Timing	The candidate is advised to spend 20 minutes on this part of the exam.
Assessment	Objectively scored according to the number of correct items out of a total of 30.

### Task 3 – Reading into writing

Task type and format	<p>A writing task in which the four texts from task 2 are used to respond to a prompt.</p> <p>The response should only take information from the texts in task 2.</p> <p>There is space for planning the response and an instruction to go back and check the response once it is finished.</p>
Task focus	<p>This section assesses the ability to:</p> <ul style="list-style-type: none"> <li>▶ identify information that is relevant to the writing prompt</li> <li>▶ identify common themes and links across multiple texts</li> <li>▶ identify finer points of detail, eg implied attitudes</li> <li>▶ paraphrase and summarise complex and demanding texts</li> <li>▶ synthesise such information to produce a sophisticated response with clarity and precision.</li> </ul>
Output length	200-230 words, excluding headings and addresses
Output genre	<p>The genre will be one of the following:</p> <ul style="list-style-type: none"> <li>▶ Descriptive essay</li> <li>▶ Discursive essay</li> <li>▶ Argumentative essay</li> <li>▶ Article (magazine or online)</li> <li>▶ Informal email or letter</li> <li>▶ Formal email or email</li> <li>▶ Review</li> <li>▶ Report</li> </ul>
Timing	The candidate is advised to spend 40 minutes on this part of the exam.
Assessment	The task is assessed using the Reading into writing rating scale on pages 77-78.

## ISE III task specifications

### Task 4 – Extended writing

Task type and format	A writing task in which the candidate responds to a prompt. There is space for planning the response and a prompt to go back and check the response once it is finished.
Task focus	This section assesses the ability to produce a discursive, well-developed text following the instructions. For the target language functions see appendix 1.
Output length	200-230 words
Output genre	The genre will be one of the following: <ul style="list-style-type: none"> <li>▸ Descriptive essay</li> <li>▸ Discursive essay</li> <li>▸ Argumentative essay</li> <li>▸ Article (magazine or online)</li> <li>▸ Informal email or letter</li> <li>▸ Formal email or letter</li> <li>▸ Review</li> <li>▸ Report</li> </ul>
Subject area	The writing prompt relates to one of the subjects for ISE III. These are: <ul style="list-style-type: none"> <li>▸ Independence</li> <li>▸ Roles in the family</li> <li>▸ Ambitions</li> <li>▸ Communication</li> <li>▸ Stereotypes</li> <li>▸ The school curriculum</li> <li>▸ Role models</li> <li>▸ Youth behaviour</li> <li>▸ Competitiveness</li> <li>▸ Use of the internet</li> <li>▸ Young people's rights</li> <li>▸ Designer goods</li> <li>▸ The media</li> <li>▸ International events</li> <li>▸ Advertising</li> <li>▸ Equal opportunities</li> <li>▸ Lifestyles</li> <li>▸ Social issues</li> <li>▸ The arts</li> <li>▸ The future of the planet</li> <li>▸ The rights of the individual</li> <li>▸ Scientific developments</li> <li>▸ Economic issues</li> <li>▸ Stress management</li> </ul>
Timing	The candidate is advised to spend 40 minutes on this part of the exam.
Assessment	The task is assessed using the Extended writing rating scale on page 79.

### ISE III Task 3 – Reading into writing rating scale

Score	Reading and writing	Task fulfilment
4	<ul style="list-style-type: none"> <li>▶ Understanding of source materials</li> <li>▶ Selection of relevant content from source texts</li> <li>▶ Ability to identify common themes and links within and across the multiple texts</li> <li>▶ Adaptation of content to suit the purpose for writing</li> <li>▶ Use of paraphrasing/summarising</li> </ul>	<ul style="list-style-type: none"> <li>▶ Overall achievement of communicative aim</li> <li>▶ Awareness of the writer-reader relationship (style and register)</li> <li>▶ Adequacy of topic coverage</li> </ul>
3	<ul style="list-style-type: none"> <li>▶ Full and accurate understanding of all source material in detail demonstrated</li> <li>▶ A wholly appropriate and accurate selection of relevant content from the source texts</li> <li>▶ Excellent ability to identify common themes and links within and across the multiple texts and finer points of detail</li> <li>▶ An excellent adaptation of content to suit the purpose for writing</li> <li>▶ Excellent paraphrasing/summarising skills of long and demanding texts demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>▶ Excellent achievement of the communicative aim with clarity and precision</li> <li>▶ Excellent awareness of the writer-reader relationship</li> <li>▶ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction completely met</li> </ul>
2	<ul style="list-style-type: none"> <li>▶ Full and accurate understanding of most source materials in detail demonstrated</li> <li>▶ An appropriate and accurate selection of relevant content from the source texts (ie most relevant ideas are selected and most ideas selected are relevant)</li> <li>▶ Good ability to identify common themes and links within and across the multiple texts and finer points of detail, eg attitudes implied</li> <li>▶ A good adaptation of content to suit the purpose for writing (eg apply the content of the source texts appropriately to offer solutions, offer some evaluation of the ideas based on the purpose for writing)</li> <li>▶ Good paraphrasing/summarising skills of long and demanding texts demonstrated (with very limited lifting and few disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Good achievement of the communicative aim with clarity and precision</li> <li>▶ Good awareness of the writer-reader relationship (ie appropriate and helpful use of style and register throughout the text)</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>
1	<ul style="list-style-type: none"> <li>▶ Full and accurate understanding of more than half of the source materials in detail demonstrated</li> <li>▶ An acceptable selection of relevant content from the source texts (the content selected must come from multiple texts)</li> <li>▶ Acceptable ability to identify common themes and links within and across the multiple texts and finer points of detail, eg attitudes implied</li> <li>▶ Acceptable adaptation of content to suit the purpose for writing</li> <li>▶ Acceptable paraphrasing/summarising skills of long and demanding texts demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable achievement of the communicative aim with clarity and precision</li> <li>▶ Some awareness of the writer-reader relationship (ie appropriate and helpful use of style and register in general)</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met</li> </ul>
0	<ul style="list-style-type: none"> <li>▶ Inaccurate and limited understanding of most source materials demonstrated</li> <li>▶ Inadequate and inaccurate selection of relevant content from the source texts (ie fewer than half of the relevant ideas are selected and most of the selected ideas are irrelevant)</li> <li>▶ Poor ability to identify common themes and links within and across the multiple texts and finer points of detail, eg attitudes implied (ie misunderstanding of the common themes and links is evident)</li> <li>▶ Poor adaptation of content to suit the purpose for writing (ie does not use the source texts' content to address the purpose for writing)</li> <li>▶ Poor paraphrasing/summarising skills of long and demanding texts demonstrated (with heavy lifting and many disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader)</li> <li>▶ Poor awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are <b>not</b> met</li> </ul>
0	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>	

## ISE III rating scales

Score	Organisation and structure	Language control
	<ul style="list-style-type: none"> <li>▶ Text organisation, including use of paragraphing, beginnings/endings</li> <li>▶ Presentation of ideas and arguments, including clarity and coherence of their development</li> <li>▶ Consistent use of format to suit the task</li> <li>▶ Use of signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Range and accuracy of grammar</li> <li>▶ Range and accuracy of lexis</li> <li>▶ Effect of linguistic errors on understanding</li> <li>▶ Control of punctuation and spelling</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▶ Effective organisation of text</li> <li>▶ Very clear presentation and logical development of all ideas and arguments, underpinning the salient issues with expanding and supporting details at some length</li> <li>▶ Appropriate and helpful format throughout the text</li> <li>▶ Effective signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Wide range of grammatical items relating to the task with high level of accuracy</li> <li>▶ Wide range of lexical items relating to the task with high level of accuracy</li> <li>▶ Any errors do not impede understanding</li> <li>▶ Excellent spelling and punctuation of complex sentences</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Good organisation of text (ie a clear and well-structured text of complex subjects)</li> <li>▶ Clear presentation and logical development of most ideas and arguments, underpinning the salient issues with expanding and supporting details at some length</li> <li>▶ Appropriate and helpful format in most of the text</li> <li>▶ Good signposting (eg appropriate and flexible use of cohesive devices and topic sentences)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate range of grammatical items relating to the task with good level of accuracy</li> <li>▶ Appropriate range of lexical items relating to the task with good level of accuracy (with little evidence of avoidance strategies and good command of colloquialisms)</li> <li>▶ Errors do not impede understanding</li> <li>▶ Good spelling and punctuation of complex sentences, apart from occasional slips</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Acceptable organisation of text (shows awareness of the need for structure, but may only be partially achieved with limited use of introductions/conclusions and topic sentences – however, paragraphs are used throughout)</li> <li>▶ Presentation and development of most ideas and arguments are acceptably clear and logical, underpinning the salient issues with expanding and supporting details at some length (but arguments may not follow in a predictable order)</li> <li>▶ Appropriate and helpful format in general</li> <li>▶ Acceptable signposting (some signposting used but may be inconsistent, some use of cohesive devices but may be inconsistent)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable range of grammatical items relating to the task with acceptable level of accuracy</li> <li>▶ Acceptable range of lexical items relating to the task with acceptable level of accuracy</li> <li>▶ Errors sometimes impede understanding (sometimes require the reader to reread and/or reflect)</li> <li>▶ Acceptable spelling and punctuation of complex sentences</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Very limited or poor text organisation (the writing appears to lack structure with limited use of introductions/ conclusions and topic sentences. Paragraphing may be absent/inappropriate)</li> <li>▶ Most ideas and arguments lack coherence and do not progress logically, ideas are arranged in an entirely unpredictable order)</li> <li>▶ Inappropriate format throughout the text</li> <li>▶ Poor signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inadequate evidence of grammatical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Inadequate evidence of lexical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Errors frequently impede understanding</li> <li>▶ Poor spelling and punctuation throughout</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>	

## ISE III Task 4 – Extended writing rating scale

Score	Task fulfilment	Organisation and structure	Language control
	<ul style="list-style-type: none"> <li>▶ Overall achievement of communicative aim</li> <li>▶ Awareness of the writer-reader relationship (style and register)</li> <li>▶ Adequacy of topic coverage</li> </ul>	<ul style="list-style-type: none"> <li>▶ Text organisation, including use of paragraphing, beginnings/endings</li> <li>▶ Presentation of ideas and arguments, including clarity and coherence of their development</li> <li>▶ Consistent use of format to suit the task</li> <li>▶ Use of signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Range and accuracy of grammar</li> <li>▶ Range and accuracy of lexis</li> <li>▶ Effect of linguistic errors on understanding</li> <li>▶ Control of punctuation and spelling</li> </ul>
4	<ul style="list-style-type: none"> <li>▶ Excellent achievement of the communicative aim with clarity and precision</li> <li>▶ Excellent awareness of the writer-reader relationship</li> <li>▶ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction completely met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Effective organisation of text</li> <li>▶ Very clear presentation and logical development of all ideas and arguments, underpinning the salient issues with expanding and supporting details at some length</li> <li>▶ Appropriate and helpful format throughout the text</li> <li>▶ Effective signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Wide range of grammatical items relating to the task with high level of accuracy</li> <li>▶ Wide range of lexical items relating to the task with high level of accuracy</li> <li>▶ Any errors do not impede understanding</li> <li>▶ Excellent spelling and punctuation of complex sentences</li> </ul>
3	<ul style="list-style-type: none"> <li>▶ Good achievement of the communicative aim with clarity and precision</li> <li>▶ Good awareness of the writer-reader relationship (ie appropriate and helpful use of style and register throughout the text)</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Good organisation of text (ie a clear and well-structured text of complex subjects)</li> <li>▶ Clear presentation and logical development of most ideas and arguments, underpinning the salient issues with expanding and supporting details at some length</li> <li>▶ Appropriate and helpful format in most of the text</li> <li>▶ Good signposting (eg appropriate and flexible use of cohesive devices and topic sentences)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate range of grammatical items relating to the task with good level of accuracy</li> <li>▶ Appropriate range of lexical items relating to the task with good level of accuracy (with little evidence of avoidance strategies and good command of colloquialisms)</li> <li>▶ Errors do not impede understanding</li> <li>▶ Good spelling and punctuation of complex sentences, apart from occasional slips</li> </ul>
2	<ul style="list-style-type: none"> <li>▶ Acceptable achievement of the communicative aim with clarity and precision</li> <li>▶ Some awareness of the writer-reader relationship (ie appropriate and helpful use of style and register in general)</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable organisation of text (shows awareness of the need for structure, but may only be partially achieved with limited use of introductions/conclusions and topic sentences – however, paragraphs are used throughout)</li> <li>▶ Presentation and development of most ideas and arguments are acceptably clear and logical, underpinning the salient issues with expanding and supporting details at some length (but arguments may not follow in a predictable order)</li> <li>▶ Appropriate and helpful format in general</li> <li>▶ Acceptable signposting (some signposting used but may be inconsistent – some use of cohesive devices but may be inconsistent)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable range of grammatical items relating to the task with acceptable level of accuracy</li> <li>▶ Acceptable range of lexical items relating to the task with acceptable level of accuracy</li> <li>▶ Errors sometimes impede understanding (sometimes require the reader to reread and/or reflect)</li> <li>▶ Acceptable spelling and punctuation of complex sentences</li> </ul>
1	<ul style="list-style-type: none"> <li>▶ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader)</li> <li>▶ Poor awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are <b>not</b> met</li> </ul>	<ul style="list-style-type: none"> <li>▶ Very limited or poor text organisation (the writing appears to lack structure with limited use of introductions/conclusions and topic sentences. Paragraphing may be absent/inappropriate)</li> <li>▶ Most ideas and arguments lack coherence and do not progress logically, ideas are arranged in an entirely unpredictable order)</li> <li>▶ Inappropriate format throughout the text</li> <li>▶ Poor signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inadequate evidence of grammatical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Inadequate evidence of lexical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Errors frequently impede understanding</li> <li>▶ Poor spelling and punctuation throughout</li> </ul>
0	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>		

## ISE III sample exam paper

ISE III

**Integrated Skills in English III**

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

**Task 1 – Long reading**

Read the following text about languages and answer the 15 questions on page 3.

**Paragraph 1**

The writer and Professor of Linguistics David Crystal relates the experience of a fellow linguist called Bruce Connell, who was doing some research in West Africa in the 1990s when he discovered a language that had never been studied before. The problem was that there was only one man left who spoke it. Connell was too busy to investigate further, so resolved to return the following year. By the time he got back, the man had died, and of course the language along with him. One day it existed, the next day it was extinct.

**Paragraph 2**

In itself, this story is not all that surprising: languages have been dying out (and new ones emerging) for as long as humans have been on the earth. More alarming is the current rate of language extinction. Professor Crystal, who has written a book called 'Language Death' as part of his campaign to raise awareness of the problem, estimates that of approximately 6,000 languages in the world, around half will disappear over the next 100 years. This means that's one language less every couple of weeks. As for endangered languages, it has been estimated that there are nearly 500 with only one speaker left, and over 3,000 with 10,000 speakers or fewer.

**Paragraph 3**

Does this matter? I confess that until I looked into it, I thought of this situation (if I thought about it at all) as just natural evolution. Languages come and go according to whether they meet the needs of the speakers, and of all the world's problems, this is nowhere near the most pressing. Professor Crystal, though, offers a number of reasons why we should care. Languages, he says, are interesting in themselves and teach us about language and communication in general. They contain the culture and history of those who speak them, and are a vital part of group identity. A further and more abstract argument is that diversity is necessary for evolution, or even survival, just as much in cultural terms as in biology. Speaking personally, I must say these arguments haven't converted me into a campaigner for endangered languages, but at least I'm grateful that there are people like David Crystal doing their best to keep the issue alive.

**Paragraph 4**

There are various reasons why languages die, including the obvious one of populations disappearing as a result of natural disasters or war, but the most common one is a gradual cultural assimilation. When one culture dominates another, there is pressure on people to adopt the dominant language. What usually happens is that, after some time, most people begin to speak both languages. This phase, however, tends to lead to a gradual decline in the 'dominated' language as younger generations stop speaking it. From then on, basic population changes take over as its surviving speakers become fewer and fewer. Later generations may look back with regret and realise that something valuable has been lost, but by then of course it's too late.

**Paragraph 5**

So, if we accept that disappearing languages is an important problem, can anything be done? Unsurprisingly, David Crystal is convinced that steps can be taken (and furthermore have been successful in various places). He cites examples from around the world, including the revival of Welsh, which was the result of deliberate policy decisions. Favourable conditions, however, must be in place, not least of which is the desire and willingness of the community to save their language. In cases where this doesn't exist, any efforts that are made will be doomed to failure. Beyond that, a threatened language needs to have prestige, which requires that it should be given a place in the education system and, in most cases, an agreed grammar and preferably a written form (if it doesn't already have one). None of this is cheap. One estimate is that there would be an annual cost of £40,000 per language. But when you compare that to the amount spent in other areas, perhaps it's not so much after all.

page 2

This exam paper has four tasks. Complete all tasks.



**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and **write the letter (A-F) on the lines below**. There is one more title than you need.

- 1. Paragraph 1 .....
- 2. Paragraph 2 .....
- 3. Paragraph 3 .....
- 4. Paragraph 4 .....
- 5. Paragraph 5 .....

- A Why disappearing languages is a big issue
- B How a language becomes dominant
- C How languages can be rescued
- D A story of a lost language
- E Rate of language extinction
- F Typical process of language extinction

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. **Write the letters of the TRUE statements on the lines below (in any order)**.

- 6. ....
- 7. ....
- 8. ....
- 9. ....
- 10. ....

- A The decline in world languages will slow down in the future.
- B The writer is now convinced that he should help to make people aware of the issue.
- C People tend to give a language more respect if it is taught in schools.
- D Languages are always dying out and new ones are born.
- E Some languages are lost along with the people because of natural disasters.
- F A researcher who returned to study a 'new' language found there were no speakers left.
- G The writer used to think that language death was not a problem.
- H It's thought that 3,000 languages will disappear in a century.

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. **Write the exact number, word or phrase on the lines below**.

- 11. The writer's view was that the survival of languages depends on if they ..... of people.
- 12. According to Professor Crystal, the ..... of languages is necessary for evolution and survival.
- 13. Typically, after a period of bilingualism, one language will suffer .....
- 14. Attempts to save a language are ..... without commitment from the people who speak it.
- 15. A language will be easier to save if it can be ..... down.

**Turn over page**

**Task 2 – Multi-text reading**

In this section there are four short texts for you to read and some questions for you to answer.

**Questions 16-20**

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. **Choose one letter – A, B, C or D – and write it on the lines below.** You can use any letter more than once.

Which text would be most useful for someone who:

- 16. is thinking of getting involved in beekeeping? .....
- 17. has never seen inside a beehive before? .....
- 18. wants to understand the reasons why bees are in danger? .....
- 19. wants to learn more about the organisation of social insects? .....
- 20. is interested in myths and legends about bees? .....

**Text A**

The single queen lays up to 2,000 eggs a day.

The role of the drone is to mate with the queen. They can't sting, and when winter comes, they are driven out by workers to starve to death.

Most of the bees in a colony are 'workers'. They are females who collect nectar and pollen from flowers, and maintain and defend the hive.

We rely on pollination by honeybees and other species of bee for around one third of the food we grow.

The 'waggledance' communicates the distance and location of nectar to other bees.

**Text B**

**The Great Bee Mystery**

Beekeeper Jack Walsh opens the first hive and I look inside. 'You can see the workers have gone, but the queen and the honey are still there – other bees would normally steal that, but won't touch it in a CCD hive.'

CCD, or Colony Collapse Disorder, has wiped out over a third of the UK's hives, and some believe up to 70% could be threatened. The phenomenon involves the sudden abandonment of a hive, and is yet to be explained, although, as Dr Karen Marsh at the University of London told me, various theories are being examined: 'The chief suspect is the varroa mite, a tiny parasite which sucks the bees' blood and carries a number of diseases. However, to stay healthy, bees also need a varied diet, but nowadays many farms grow just one crop. Plus, some pesticides may interfere with the bees' navigation system. The only consensus is that a number of factors play a role.'

Jack Walsh blames modern methods: 'We need to get back to basics, so no more antibiotics, or transporting bees hundreds of miles for pollination.'

**Text C**

**Bees in folklore – What traditions have you heard?**

**Joe:** My granddad told me bees can recognise their beekeeper!

**Alex:** Here they say that if someone in the family gets married, you have to ‘tell the bees’ and leave them some wedding cake, or they’ll get annoyed.

**Luis:** Because honey was the main sweet food in the old days, quite a few cultures say bees originated with the gods.

**Helen:** @Alex – Yes, but the same goes for bad news – they like to feel part of the family!

**Rashid:** I’ve heard they don’t sting at night. Is it true?

**Silvio:** @Joe – Tell him it’s not just an old wives’ tale – there’s research that says they might be able to tell faces apart.

**Silvio:** @Rashid – No, they’ll sting you any time if they’re threatened.

**Benjamin:** @Alex – I read that they’ve always been seen as a model for a good family – the way they all play their part and work hard and all that. So I suppose the belief is that if you include them in your family, that’ll be harmonious too.

**Text D**

**The Newbie Beekeeper’s blog** 10 December

Starting out

After studying a few books, I bought my first hive – a new one (it’s best to avoid second-hand ones because of risk of disease) – and a small colony of workers with a queen. I found a second-hand veil and jacket, and a cheap smoker for calming down the bees before opening the hive – the smoke makes them think they need to evacuate the hive, so they quickly eat as much honey as they can, which makes them sleepy and slow. A local farmer was happy to have the hive on his land as long as it was away from his horses, as for some reason bees don’t like them.

I got stung a lot more than I expected at first, until an experienced beekeeper watched me open the hive, and advised me to keep my movements much more calm and gentle. Oh, and to zip up my veil all the way – I learnt that lesson the hard way!

**Questions 21-25**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. **Write the letters of the TRUE statements on the lines below (in any order).**

- |          |  |
|----------|--|
| 21. .... | A There is an old tradition that you should share news of the family with the bees.              |
| 22. .... | B Research studies have shown that bees only sting people during the daytime.                    |
| 23. .... | C A certain proportion of the beehive colony will not survive from one year to another.          |
| 24. .... | D The spread of CCD risks causing a major problem for the UK’s farm and food production.         |
| 25. .... | E The smell that the bee colony produces is determined by the specific flowers which they visit. |
|          | F More research is needed to confirm whether the varroa mite is the main cause of CCD.           |
|          | G Anecdotal and scientific evidence suggest bees can recognise human facial features.            |
|          | H CCD means that beehives now have to be moved around the country for pollination.               |

**Turn over page**

**Questions 26-30**

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

**Notes**

**How to keep bees**

**Essential equipment needed:**

- A beehive, ideally a (26.) ..... one
- A bee colony, including (27.) .....
- Suitable protective clothing, ie (28.) .....
- An instrument for calming the bees, ie a smoker

**Choice of location:**

- On a piece of land near nectar-bearing plants, eg flowers, crops
- At a safe distance from other animals, eg (29.) .....

**Other considerations:**

- Keeping the hive healthy, ie ensuring a varied diet and avoiding (30.) .....
- Getting advice from experienced beekeepers
- Keeping up-to-date with the latest research

**Task 3 – Reading into writing**

Use the information you read in texts A, B, C and D (pages 4 and 5) to write an article (200-230 words) for a general interest science magazine about the relationship between honeybees and humans.

Do not copy from the texts. Use your own words as far as possible.

You should plan your article before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now write your article of 200-230 words on the lines below.

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Turn over page

Blank writing area with horizontal lines.



**Task 4 – Extended writing**

Write an essay (200-230 words) giving your opinions on the topic:

‘When studying the past, it’s more important to know about ordinary people than famous people. Do you agree?’

You should plan your essay before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now write your essay of 200-230 words on the lines below.

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## ISE III Sample paper Answers

### Task 1 – Long reading

1. D
2. E
3. A
4. F
5. C

6-10 can appear in any order

6. C
7. D
8. E
9. F
10. H

11. meet the needs
12. diversity
13. (language) extinction / a gradual decline
14. doomed (to failure)
15. written

### Task 2 – Multi-text reading

16. D
17. A
18. B
19. A
20. C

21-25 can appear in any order

21. A
22. C
23. D
24. F
25. G

26. new
27. workers (and) queen (in either order)
28. veil and jacket (both required in either order)
29. horses
30. pesticides OR antibiotics / use of antibiotics



# Appendices

### Appendix 1 – Language functions

Below is a complete list of all the language functions for each level of the ISE exam.

#### ISE Foundation

- ▶ Giving personal information about present and past circumstances/activities
- ▶ Describing routines
- ▶ Expressing ability and inability
- ▶ Describing future plans
- ▶ Expressing likes and dislikes
- ▶ Describing people, objects and places
- ▶ Expressing simple comparisons
- ▶ Asking for information (eg simple questions about everyday life)
- ▶ Asking for clarification
- ▶ Responding to requests for clarification

#### ISE I

In addition to the language functions listed for the previous level, the candidate is expected to meet the language functions listed below during the exam.

- ▶ Describing past actions in the indefinite and recent past
- ▶ Describing the future, informing and expressing intentions
- ▶ Predicting and expressing certainty and uncertainty
- ▶ Giving reasons, opinions and preferences
- ▶ Expressing obligation
- ▶ Asking for information and opinions

#### ISE II

In addition to the language functions listed for the previous levels, the candidate is expected to meet the language functions listed below during the exam.

- ▶ Initiating and maintaining the conversation
- ▶ Expressing and expanding ideas and opinions
- ▶ Highlighting advantages and disadvantages
- ▶ Speculating
- ▶ Giving advice
- ▶ Expressing agreement and disagreement
- ▶ Eliciting further information
- ▶ Establishing common ground

#### ISE III

In addition to the language functions listed for the previous levels, the candidate is expected to meet the language functions listed below during the exam.

- ▶ Developing and justifying an argument
- ▶ Summarising
- ▶ Evaluating options, past actions/course of events, different standpoints
- ▶ Deducing and inferring
- ▶ Staging
- ▶ Hypothesising
- ▶ Indicating understanding of points made by examiner
- ▶ Establishing common ground/purpose or strategy

## Appendix 2 – Regulations and policies

### Child protection

Trinity College London is fully committed to safeguarding and protecting the candidates that we work with. All posts, including examiners, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

### Candidates with special needs

Trinity welcomes entries from candidates with particular needs and disabilities. We recognise that many disabled people face barriers to access and achievement and are committed to eliminating discrimination on grounds of disability and promoting equality of opportunity.

We are committed to the following principles:

- ▶ encouraging disabled people to declare their special needs to us so that we can assist them
- ▶ eliminating any discriminatory practices
- ▶ enabling individuals to demonstrate their skills by removing unnecessary barriers
- ▶ empowering individuals through listening to what adjustments they may need rather than second guessing what will work for them
- ▶ engaging with people to develop the right solutions
- ▶ ensuring the standards we examine are not compromised in any way.

Please refer to our Disabled Learners Policy at [trinitycollege.com/policies](http://trinitycollege.com/policies)

### Reasonable adjustments

In order to support access to our qualifications, we will make changes where practical to the way we do things in order to remove any unnecessary barriers. This is called making 'reasonable adjustments'. We will take reasonable steps to prevent a candidate who has special needs suffering a substantial disadvantage compared with a candidate who doesn't.

In practice, reasonable adjustments are implemented according to:

- ▶ the individual's particular need, reflecting their usual method of working
- ▶ the assessment requirements
- ▶ the guidelines stipulated by regulatory authorities and industry bodies, such as the Joint Council for Qualifications.

The same standard of assessment applies to all candidates, regardless of any particular need/disability, and allowances will only be made, if appropriate, to the conduct of the exam.

### Requesting special provision

All requests for reasonable adjustments must be made using the appropriate application form, available by emailing [language-csn@trinitycollege.com](mailto:language-csn@trinitycollege.com). Further guidance on how to complete the application form as well as information on the types of provision that can be made can also be obtained by emailing the above. This form must be completed and submitted to Trinity at least one month before the exam date. Additional time must be allowed for requests for braille materials.

### Supporting evidence

In certain cases the application must be supported by appropriate documentary evidence. Further details on the type of evidence that can be supplied and when it is necessary to supply this can be obtained by contacting [language-csn@trinitycollege.com](mailto:language-csn@trinitycollege.com). Details of medical and psychological reports are not disclosed to anyone, including examiners. If the original evidence is in a language other than English, it must be accompanied by a full English translation. Trinity College London reserves the right to turn down requests for provision if sufficient information is not submitted in time.

### Access arrangements

If you have any particular access requirements on the day of your exam please contact the centre or venue where you will be taking the exam for details of how they can assist when using their building and facilities.

## Appendix 2 – Regulations and policies (continued)

### Exam monitoring

Trinity examiners will audio record oral exams for monitoring and research purposes. All exams are recorded unless stated otherwise. Trinity reserves the right to allow Trinity monitors into the exam room while the exam is in progress in order to observe the conduct of the exams. Recordings of exams are retained at Trinity's central office and not made available to centres or candidates.

These procedures are an essential feature of Trinity's commitment to the consistency of marking and administration by its examiners and are in no way detrimental to the candidate. Every effort will be made to give advance notice of such monitoring sessions and arrangements will be discussed with the Registered Centre involved wherever possible. Entrance for the Trinity exams constitutes acceptance of all the quality assurance procedures.

In normal circumstances, no other person is permitted to be present in the exam room. Special arrangements apply, with prior authorisation, in cases where candidates with special needs/disabilities require assistance.

Candidate privacy and data are protected under the UK Data Protection Act 1998. Please see the Trinity College London website [trinitycollege.com](http://trinitycollege.com) for the most up-to-date information about our data protection procedures and policies.

### Exam delivery

Trinity works with the centre to ensure that the exam session is delivered at the mutual convenience of the centre and the examiner. During the planning process, the centre may be approached regarding alternative dates for delivery.

Trinity reserves the right not to conduct an exam session in the following circumstances:

- ▶ exam entries are not received prior to the specified closing dates. Closing dates are available from your National/Area Representative or Trinity's central office
- ▶ exam fees are not paid in full by the closing date
- ▶ the minimum fee required by Trinity in order to cover the costs of an examiner visiting an exam venue is not met. Details of the minimum fee required can be obtained from your National/Area Representative or Trinity's central office
- ▶ centres have not used the correct fees for their exam session.

Trinity takes every effort to ensure the delivery of its exams on the dates and at the locations planned. However, there may on occasion be exceptional circumstances that mean we are not able to meet our commitment. This would include, for example, lack of examiner availability, national strikes, labour disputes, industrial disruption, natural disasters, widespread disruption of international travel, terrorist attacks, acts of war or pandemics.

### Appeals procedure

Entry for Trinity exams constitutes acceptance of the professional judgement of the examiners. Teachers, schools, parents and candidates who wish to question the outcome of Integrated Skills in English exams should use the procedure set out at [trinitycollege.com/appeals](http://trinitycollege.com/appeals). In any other dispute concerning the conduct of any exam, the decision of Trinity's Academic Director shall be final.

### Malpractice policy

Trinity takes any attempt on the part of individual candidates or centres to influence the outcome of exams by unfair means very seriously. Please see [trinitycollege.com/policies](http://trinitycollege.com/policies) for details of Trinity's Malpractice policy.

### Data protection

Trinity College London is registered as a Data Controller with the Information Commissioner's Office in the UK under the Data Protection Act 1998. Please see the Trinity College London website [trinitycollege.com](http://trinitycollege.com) for the most up-to-date information about our data protection procedures and policies.