

# Integrated Skills in English (ISE) Guide for Teachers – ISE III (C1)

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Reading & Writing | Speaking & Listening

Trinity College London  
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## Foreword

Trinity's Integrated Skills in English (ISE) exam assesses 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 together in real-life situations.

This guide gives you a detailed overview of the two modules of the ISE Foundation exam – Reading & Writing and Speaking & Listening – and includes a sample exam paper and the rating scales for the level. For classroom activities to help prepare your students for ISE III, as well as the qualification specifications, see [trinitycollege.com/ISEIII](http://trinitycollege.com/ISEIII)

Please check [trinitycollege.com/ISE](http://trinitycollege.com/ISE) for the latest information about Trinity's ISE exams, and to make sure you are using the latest version of the related documents. Trinity's policies can be found at [trinitycollege.com/policies](http://trinitycollege.com/policies)

Please note that ISE IV has a different format to ISE Foundation, I, II and III – see [trinitycollege.com/ISEIV](http://trinitycollege.com/ISEIV) for details.

# **ISE III Reading & Writing exam**

### Overview of the ISE Reading & Writing exam

Trinity's ISE Reading & Writing exam tests reading and writing skills through an integrated approach. The integrated skills approach mirrors how we use reading and writing skills both together and separately in our studies and work. The reading texts reflect the range of subjects a student may encounter in an educational or academic setting and the way that he or she needs to find, select and report relevant and appropriate information. The writing tasks reflect the kind of activities a student does in a school or college context, 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.

The purpose of the exam is to assess a candidate's skills in reading and writing in the English language through tasks which correspond to his or her real-life activity and reason for learning English.

The ISE Reading & Writing exam is currently offered at four levels of the Common European Framework of Reference (CEFR) from A2 to C1.

### Who is ISE Reading & Writing for?

The intended candidates are young people or adults who use English as a second or foreign language as part of their studies in order to develop their skills and improve their knowledge in a range of subject areas.

Candidates at the lower levels of the exam (ISE Foundation and ISE I), are generally young people or adults in school or college who are taking ISE as evidence to progress to a higher level of English study within their mainstream or English language school. The higher levels of the exam (ISE II and ISE III), are appropriate for young people or adults preparing for further or higher education who are required to prove their English language proficiency levels within an educational context. ISE qualifications taken as a Secure English Language Test (SELT) are also accepted by UK Visas and Immigration (UKVI) as evidence of English language proficiency.

## Introduction to ISE Reading & Writing tasks at ISE III

The Reading & Writing exam consists of four tasks.

Task 1 is the Long reading task, where the candidate reads a single text and answers 15 questions. The aims of this task are to understand:

- ▶ the main idea of a paragraph or text
- ▶ specific information at sentence, phrase and word levels.

Task 2 is the Multi-text reading task, where the candidate reads four texts and answers 15 questions. The aims of this task are to:

- ▶ understand the main idea of a paragraph or text
- ▶ understand specific information at sentence, phrase and word levels
- ▶ find specific information in different texts in order to create a text summary.

Task 3 is the Reading into writing task, where the candidate produces a piece of writing based on the four texts in task 2.

Task 4 is the Extended writing task, where the candidate produces a piece of writing in response to a prompt.

## Overview of ISE Reading & Writing

	ISE Foundation	ISE I	ISE II	ISE III
<b>CEFR level</b>	A2	B1	B2	C1
<b>Time</b>	2 hours	2 hours	2 hours	2 hours
<b>Task 1</b>	Long reading ▶ 300 words ▶ 15 questions	Long reading ▶ 400 words ▶ 15 questions	Long reading ▶ 500 words ▶ 15 questions	Long reading ▶ 700 words ▶ 15 questions
<b>Task 2</b>	Multi-text reading ▶ 3 texts ▶ 300 words ▶ 15 questions	Multi-text reading ▶ 4 texts ▶ 400 words ▶ 15 questions	Multi-text reading ▶ 4 texts ▶ 500 words ▶ 15 questions	Multi-text reading ▶ 4 texts ▶ 700 words ▶ 15 questions
<b>Task 3</b>	Reading into writing ▶ 70-100 words	Reading into writing ▶ 100-130 words	Reading into writing ▶ 150-180 words	Reading into writing ▶ 200-230 words
<b>Task 4</b>	Extended writing ▶ 70-100 words	Extended writing ▶ 100-130 words	Extended writing ▶ 150-180 words	Extended writing ▶ 200-230 words

Please see pages 8 and 9 for glossaries of reading skills and writing aims for ISE III.

## Glossary of reading skills for ISE III

<b>Reading for general comprehension</b>	<ul style="list-style-type: none"> <li>▶ Reading a wide range of complex texts or infographics likely to be encountered in social, professional or academic life, containing ideas, opinions and implied writer's attitude</li> </ul>
<b>Skimming</b>	<ul style="list-style-type: none"> <li>▶ Reading to understand the general meaning of a paragraph, text or infographic (graphic with writing)</li> </ul>
<b>Reading for gist</b>	<ul style="list-style-type: none"> <li>▶ Reading to understand the main idea of a paragraph, text or infographic</li> <li>▶ Reading to identify the content and relevance of news items, articles and reports on a wide range of professional topics quickly</li> <li>▶ Deciding if closer study is worthwhile</li> </ul>
<b>Scanning</b>	<ul style="list-style-type: none"> <li>▶ Reading longer and more complex texts or infographics to find relevant details</li> <li>▶ Identifying relevant information and common themes and links across multiple texts, including the finer points of detail, eg implied attitudes</li> </ul>
<b>Careful reading to understand specific facts, information and significant points</b>	<ul style="list-style-type: none"> <li>▶ Reading to understand specific, factual information at the word, phrase or sentence level</li> <li>▶ Reading to understand important points in a text</li> <li>▶ Looking for main points and clues from context</li> <li>▶ Identifying which information is factual, which is opinion</li> <li>▶ Comparing and evaluating information at sentence, phrase and word level</li> <li>▶ Identifying finer points of detail including attitudes and implied as well as stated opinions</li> <li>▶ Guessing the meaning of unknown words and sentences from their context</li> <li>▶ Understanding cohesion by focusing on word-grammar patterns and words which go together (collocations)</li> <li>▶ Adapting style and speed of reading to different texts and purposes</li> </ul>
<b>Deducing meaning</b>	<ul style="list-style-type: none"> <li>▶ Using contextual, grammatical and lexical cues to infer attitude, mood and intentions, and anticipate what will come next</li> <li>▶ Guessing the meaning of sentences, phrases and words from their context</li> <li>▶ Using word-grammar patterns or collocation to understand cohesion</li> </ul>
<b>Understanding a range of texts</b>	<ul style="list-style-type: none"> <li>▶ Reading to understand in detail a wide range of texts likely to be encountered in social, professional or academic life</li> <li>▶ Reading texts that are outside his or her field of interest</li> <li>▶ Reading articles and reports concerned with contemporary issues, in which the writers adopt particular positions or points of view</li> </ul>
<b>Summarising</b>	<ul style="list-style-type: none"> <li>▶ Reading to identify the main conclusions in clearly structured and signposted argumentative texts</li> <li>▶ Synthesising and evaluating information and arguments from a number of different types of texts</li> <li>▶ Commenting on and discussing contrasting points of view and the main themes</li> </ul>



## Glossary of writing aims for ISE III

<b>Reading for writing</b>	<ul style="list-style-type: none"> <li>▶ Showing understanding of reading texts</li> <li>▶ Identifying common themes in reading texts</li> <li>▶ Summarising or paraphrasing ideas from reading texts</li> </ul>
<b>Task fulfilment</b>	<ul style="list-style-type: none"> <li>▶ Responding to the prompt fully</li> <li>▶ Achieving the communicative aim</li> <li>▶ Showing awareness of the reader and the purpose for writing</li> </ul>
<b>Organisation and structure</b>	<ul style="list-style-type: none"> <li>▶ Presenting ideas and arguments clearly</li> <li>▶ Using the best format to fulfil the task and text type</li> <li>▶ Structuring the writing appropriately, eg using beginnings, endings and paragraphs</li> </ul>
<b>Language control</b>	<ul style="list-style-type: none"> <li>▶ Using a range of language functions, grammar and vocabulary</li> <li>▶ Using language functions, grammar and vocabulary accurately</li> <li>▶ Using spelling and punctuation accurately</li> </ul>

### Candidate profile

#### Reading (tasks 1 and 2)

A candidate who passes ISE III Reading can:

- ▶ understand in detail lengthy, complex texts, whether or not they relate to his or her own area of speciality, provided he or she can reread difficult sections
- ▶ understand in detail a wide range of complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes, and implied as well as stated opinions
- ▶ use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next
- ▶ summarise long, demanding texts.

In tasks 1 and 2, the candidate is assessed on his or her ability to read across several texts and demonstrate a range of reading skills including skimming, scanning, reading for gist and detail, and inferring, summarising and evaluating.

#### Reading into writing (task 3)

A candidate who passes ISE III Task 3 – Reading into writing can:

- ▶ identify connections and themes between four texts in task 2
- ▶ identify information from the texts in task 2 that is relevant to task 3
- ▶ synthesise the information in task 2 to produce an elaborated response with clarity and precision in task 3.

#### Writing (tasks 3 and 4)

A candidate who passes ISE III Writing can:

- ▶ express himself or herself with clarity and precision, relating to the addressee flexibly and effectively
- ▶ write clear, detailed and well-structured descriptions and imaginative texts on complex subjects, underlining the relevant issues, in an assured style appropriate to the reader in mind
- ▶ expand and support points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

This profile is based on the level C1, Proficient User, of the Council of Europe's Common European Framework of Reference (CEFR).

## Task specifications for ISE III Reading & Writing

<b>Task 1 – Long reading</b>	
<b>Task</b>	One reading text followed by 15 questions
<b>Text</b>	<p>The text is complex with detailed information, ideas and opinions, and the writer's attitude implied. It is the type of text that the candidate is familiar with from his or her own educational setting.</p> <p><b>Subject areas for ISE III:</b></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>
<b>Text length</b>	700 words (approximately), divided into five paragraphs
<b>Number of questions</b>	15 questions
<b>Question types</b>	<p><b>Title matching</b> (questions 1-5)</p> <p>In this section, the candidate chooses the most appropriate title for each paragraph of the text. The text has five paragraphs and there are six titles to choose from. Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> <li>▸ skimming</li> <li>▸ scanning</li> <li>▸ reading for gist</li> <li>▸ reading for main ideas</li> <li>▸ understanding the main idea of each paragraph.</li> </ul> <p><b>Selecting the true statements</b> (questions 6-10)</p> <p>In this section, the candidate selects five true statements from a list of eight statements. Five statements are true, and three are false, according to the text. Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> <li>▸ careful reading for detail</li> <li>▸ distinguishing principal statement from supporting examples or detail</li> <li>▸ distinguishing fact from opinion</li> <li>▸ comparing, evaluating and inferring</li> <li>▸ scanning.</li> </ul> <p><b>Completing sentences</b> (questions 11-15)</p> <p>In this section, the candidate completes sentences with an exact number, word or phrase (up to three words) taken from the text. Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> <li>▸ careful reading for comprehension</li> <li>▸ careful reading for detail</li> <li>▸ cohesion via word-grammar or collocation</li> <li>▸ understanding specific, factual information at the word and/or phrase level</li> <li>▸ inferring and understanding across paragraphs (eg writer's attitude, line of argument)</li> </ul>
<b>Timing</b>	The candidate is advised to spend 20 minutes on this part of the exam
<b>Assessment</b>	The task is scored against an answer key

## Task specifications for ISE III Reading & Writing

<b>Task 2 – Multi-text reading</b>	
<b>Task</b>	Four reading texts, presented together, and 15 questions
<b>Text</b>	<p>The four texts are complex with detailed information, ideas and/or opinions, and the writers' attitudes implied. The texts are of the kind that would be familiar to a candidate from his or her educational setting. One text is an infographic (eg a diagram, drawing, map or table with some writing).</p> <p><b>Subject areas for ISE III:</b></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>
<b>Text length</b>	<ul style="list-style-type: none"> <li>▶ 700 words (approximately) across the four texts</li> <li>▶ One text is an infographic</li> </ul>
<b>Number of questions</b>	15 questions
<b>Question types</b>	<p><b>Multiple matching</b> (questions 16-20)</p> <p>In this section, the candidate chooses 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. Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> <li>▶ skimming</li> <li>▶ scanning</li> <li>▶ reading for gist</li> <li>▶ reading for purpose or main ideas.</li> </ul> <p><b>Selecting the true statements</b> (questions 21-25)</p> <p>In this section, the candidate selects five true statements from a list of eight statements. Five statements are true, and three are false, according to the text. Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> <li>▶ careful reading for detail</li> <li>▶ distinguishing principal statement from supporting examples or detail</li> <li>▶ distinguishing fact from opinion</li> <li>▶ comparing, evaluating and inferring</li> <li>▶ scanning.</li> </ul> <p><b>Completing notes</b> (questions 26-30)</p> <p>In this section, the candidate completes sentences with an exact number, word or phrase (up to three words) taken from the four texts. The completed task represents a summary in note form of all the texts in this task. Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> <li>▶ careful reading for comprehension</li> <li>▶ understanding specific, factual information at the word and/or phrase level across texts</li> <li>▶ comparing and evaluating</li> <li>▶ inferring</li> <li>▶ summarising the texts.</li> </ul>
<b>Timing</b>	The candidate is advised to spend 20 minutes on this part of the exam
<b>Assessment</b>	The task is scored against an answer key

### Task 3 – Reading into writing

<b>Task</b>	A writing task in which the four texts from task 2 are used to respond to a prompt. The response should only take information from the texts in task 2. The candidate must use his or her own words as far as possible. There is space for planning. The candidate should check his or her response when he or she has finished.
<b>Task focus</b>	This task assesses the ability to: <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>
<b>Output length</b>	200-230 words, excluding headings and addresses
<b>Output genre</b>	The genre will be one of the following: <ul style="list-style-type: none"> <li style="width: 50%;">▸ Descriptive essay</li> <li style="width: 50%;">▸ Informal email or letter</li> <li style="width: 50%;">▸ Discursive essay</li> <li style="width: 50%;">▸ Formal email or letter</li> <li style="width: 50%;">▸ Argumentative essay</li> <li style="width: 50%;">▸ Review</li> <li style="width: 50%;">▸ Article (magazine or online)</li> <li style="width: 50%;">▸ Report</li> </ul>
<b>Timing</b>	The candidate is advised to spend 40 minutes on this part of the exam
<b>Assessment</b>	The task is assessed using the Reading into writing rating scale on pages 41-42

### Task 4 – Extended writing

<b>Task</b>	A writing task in which the candidate responds to a prompt. There is space for planning. The candidate should check his or her response when he or she has finished.
<b>Task focus</b>	This task assesses the ability to produce a discursive, well-developed response to a prompt. For the target ISE III language functions see page 40.
<b>Output length</b>	200-230 words, excluding headings and addresses.
<b>Output genre</b>	The genre will be one of the following: <ul style="list-style-type: none"> <li style="width: 50%;">▸ Descriptive essay</li> <li style="width: 50%;">▸ Informal email or letter</li> <li style="width: 50%;">▸ Discursive essay</li> <li style="width: 50%;">▸ Formal email or letter</li> <li style="width: 50%;">▸ Argumentative essay</li> <li style="width: 50%;">▸ Review</li> <li style="width: 50%;">▸ Article (magazine or online)</li> <li style="width: 50%;">▸ Report</li> </ul>
<b>Subject area</b>	The writing prompt relates to one of the subject areas for ISE III: <ul style="list-style-type: none"> <li style="width: 50%;">▸ Independence</li> <li style="width: 50%;">▸ Roles in the family</li> <li style="width: 50%;">▸ Ambitions</li> <li style="width: 50%;">▸ Communication</li> <li style="width: 50%;">▸ Stereotypes</li> <li style="width: 50%;">▸ The school curriculum</li> <li style="width: 50%;">▸ Role models</li> <li style="width: 50%;">▸ Youth behaviour</li> <li style="width: 50%;">▸ Competitiveness</li> <li style="width: 50%;">▸ Use of the internet</li> <li style="width: 50%;">▸ Young people's rights</li> <li style="width: 50%;">▸ Designer goods</li> <li style="width: 50%;">▸ The media</li> <li style="width: 50%;">▸ International events</li> <li style="width: 50%;">▸ Advertising</li> <li style="width: 50%;">▸ Equal opportunities</li> <li style="width: 50%;">▸ Lifestyles</li> <li style="width: 50%;">▸ Social issues</li> <li style="width: 50%;">▸ The arts</li> <li style="width: 50%;">▸ The future of the planet</li> <li style="width: 50%;">▸ The rights of the individual</li> <li style="width: 50%;">▸ Scientific developments</li> <li style="width: 50%;">▸ Economic issues</li> <li style="width: 50%;">▸ Stress management</li> </ul>
<b>Timing</b>	The candidate is advised to spend 40 minutes on this part of the exam
<b>Assessment</b>	The task is assessed using the Extended writing rating scale on page 43



# **ISE III Speaking & Listening exam**

### Overview of the ISE Speaking & Listening exam

ISE Speaking & Listening exams are communicative and performance-based exams which assess speaking and listening skills through an integrated approach. The integrated skills approach reflects how we use listening and speaking skills both together and separately in our studies and work. The integrated speaking and listening tasks reflect the kind of activities a student does at school, college or university. Additionally, the Independent listening tasks reflect the way that a student finds, selects and reports relevant and appropriate information in an educational or academic setting.

The purpose of the exam is to assess a candidate's English language skills in speaking and listening through tasks which correspond to his or her real-life activities and reasons for learning English.

The ISE Speaking & Listening exam is currently offered at four levels of the Common European Framework of Reference (CEFR) from A2 to C1.

### Who is ISE Speaking & Listening for?

The intended candidates are young people or adults who use English as a second or foreign language as part of their studies in order to develop their skills and improve their knowledge in a range of subject areas.

Candidates at the lower levels of the exam (ISE Foundation and ISE I), are generally young people or adults in school or college who are taking ISE as evidence to progress to a higher level of English study within their mainstream or English language school. The higher levels of the exam (ISE II and ISE III), are appropriate for young people or adults preparing for further or higher education who are required to prove their English language proficiency levels within an educational context. ISE qualifications are also accepted by UK Visas and Immigration (UKVI) as evidence of English language proficiency.



## Introduction to ISE Speaking & Listening tasks

The Speaking & Listening exam consists of several tasks and increases in length as the level increases. The table below shows the progression across the levels.

	ISE Foundation	ISE I	ISE II	ISE III
CEFR level	A2	B1	B2	C1
Total exam time	13 minutes	18 minutes	20 minutes	25 minutes
Topic task	4 minutes	4 minutes	4 minutes	8 minutes
Collaborative task	–	–	4 minutes	4 minutes
Conversation task	2 minutes	2 minutes	2 minutes	3 minutes
Independent listening task	6 minutes	10 minutes	8 minutes	8 minutes
Examiner administration time	1 minute	2 minutes	2 minutes	2 minutes

### The Topic task

#### What is the formal topic presentation?

Before the exam, the candidate prepares a topic of his or her own choice to formally present to the examiner, in an uninterrupted presentation of up to four minutes. The Topic task provides the candidate with the opportunity to talk about a topic which is of personal interest or relevance to him or her and which he or she feels confident about. This task gives the candidate some degree of autonomy and control over the content of the presentation and discussion.

#### What language skills can the candidate demonstrate in the topic presentation?

The presentation provides the candidate with the opportunity to show he or she can:

- ▶ present a discursive topic with different points of view and sub-themes
- ▶ construct, present and develop an argument, and expand and support points of view at some length
- ▶ use the language functions of ISE III (see page 40).

#### What is the formal topic discussion?

After the presentation the candidate asks the examiner if they have any questions or comments about the ideas discussed in the presentation. The examiner and candidate then have a discussion, which will last up to four minutes.

#### What language skills can the candidate demonstrate in the topic discussion?

The candidate can:

- ▶ initiate and maintain the discussion, not just respond to the examiner's questions and observations
- ▶ engage in a one-to-one, unscripted discussion with an expert speaker of English
- ▶ use the language functions of ISE III (see page 40).

#### Can the candidate bring notes with them?

In the ISE III exam the candidate must prepare a formal handout to go with their formal topic presentation. The candidate gives the handout to the examiner. The candidate can prepare brief notes for themselves to use in their presentation. However, written scripts are not permitted.

Level	Support
ISE Foundation	Topic form with four points, plus optional small item
ISE I	Topic form with four points, plus optional small item
ISE II	Candidate may use notes or a mind map and may bring a small item
ISE III	Formal handout must accompany the presentation

### **The Collaborative task**

#### **What happens in the Collaborative task?**

The examiner reads the candidate a prompt. The candidate responds to the prompt by starting, leading and maintaining the interaction. For example, the candidate can ask questions to find out more information, respond to information and comments from the examiner and demonstrate skills in turn-taking. It is essential for the candidate to initiate, interact and collaborate with the examiner. The candidate should not wait for the examiner to lead the conversation, and monologues from the candidate will receive a low mark.

#### **What is the examiner's prompt?**

The prompt presents a dilemma or opinion. The candidate then needs to take the initiative to find out more about the background of the examiner's circumstances or position and engage the examiner in a sustained discussion about his or her circumstances or views. All of the examiner's prompts are prepared in advance by Trinity.

#### **What language skills can the candidate demonstrate in the Collaborative task?**

The task provides the opportunity for the candidate to demonstrate his or her ability to take control through the use of questioning techniques and language functions such as requesting information and clarification. This task allows the candidate to show that they can initiate 'turns' and control the direction of the interaction. The Collaborative task produces an authentic exchange of information and opinions, with the language functions listed at ISE III arising naturally from the interaction. The language functions for ISE III are on page 40.

### **The Conversation task**

#### **What is the Conversation task?**

The Conversation task is a meaningful and authentic exchange of information, ideas and opinions. It is not a formal 'question and answer' interview. In this task, the examiner selects one subject area for discussion with the candidate.

#### **What are the possible subjects for discussion?**

The subject areas have been carefully selected to offer a progression from the 'concrete' subjects at ISE Foundation to the 'abstract' at ISE III. For the subject areas for the Conversation task at ISE III, please see page 23.

#### **What does the interaction in the Conversation task involve?**

The examiner asks a question or makes a comment to start the conversation but the candidate is expected to take responsibility for initiating and maintaining the conversation. At ISE III, the candidate is expected to lead the conversation to explore the issue with the examiner.

### **The Independent listening task**

#### **What is the Independent listening task?**

Listening skills are tested in an integrated way together with speaking skills in the Topic task, Collaborative task and Conversation task. In the Independent listening task the candidate has the opportunity to demonstrate the kind of listening skills that are required in lessons and lectures. The candidate listens to a recording and talks about the content of the recording.

#### **What is the procedure for the Independent listening task?**

The examiner plays an audio recording. The candidate listens once and the examiner asks the candidate to say in one or two sentences what the recording was about. The examiner then asks the candidate a question that requires listening for detail. The examiner plays the recording for a second time, and then asks the question again. The candidate responds orally, and has one minute to talk. Candidates may take notes while they are listening for the second time. Notes are optional and are not assessed.

## Glossary of speaking aims for ISE III

Communicative effectiveness	<ul style="list-style-type: none"> <li>▶ Responding appropriately to interaction</li> <li>▶ Initiating and maintaining conversation</li> </ul>
Interactive listening	<ul style="list-style-type: none"> <li>▶ Showing understanding of other speakers or the examiner</li> <li>▶ Following the speech of other speakers or the examiner</li> </ul>
Language control	<ul style="list-style-type: none"> <li>▶ Using a range of language functions, grammar and vocabulary</li> <li>▶ Using language functions, grammar and vocabulary accurately</li> <li>▶ Avoiding errors which affect the understanding of the listener</li> </ul>
Delivery	<ul style="list-style-type: none"> <li>▶ Using clear and understandable pronunciation</li> <li>▶ Using stress and intonation appropriately</li> </ul>

## Glossary of listening skills for ISE III

Intensive listening in detail to gather as much information as possible	<ul style="list-style-type: none"> <li>▶ Understanding specific, factual information at the word and/or phrase level</li> <li>▶ Listening for explicitly stated ideas and information</li> <li>▶ Listening for ideas and information which are not explicitly stated</li> </ul>
Intensive listening for detailed understanding	<ul style="list-style-type: none"> <li>▶ Listening to understand all or most of the information the recording provides</li> <li>▶ Identifying finer points of detail including attitudes and implied as well as stated opinions</li> </ul>
Extensive listening for gist, for main ideas and for global understanding	<ul style="list-style-type: none"> <li>▶ Listening to understand the topic and main ideas of the recording</li> </ul>
Deducing meaning	<ul style="list-style-type: none"> <li>▶ Guessing the meaning of utterances, phrases and words from their context</li> </ul>
Inferring attitude, intentions, viewpoints and implications	<ul style="list-style-type: none"> <li>▶ Identifying which information is factual and which information is opinion</li> <li>▶ Inferring meaning, eg the speaker's attitude, line of argument, mood and intentions</li> </ul>
Identifying the difference between main and subsidiary points, supporting examples or details; Identifying the difference between facts and opinions	<ul style="list-style-type: none"> <li>▶ Identifying which information is key information and which information is a supporting example or detail</li> <li>▶ Identifying which information is the main point and which information is an example or detail</li> </ul>

### Candidate profile

#### Speaking

A candidate who passes ISE III Speaking can:

- ▶ express himself or herself fluently and spontaneously, almost effortlessly – only a conceptually difficult subject hinders a natural, smooth flow of language
- ▶ readily overcome gaps with circumlocutions – there is little obvious searching for expressions or avoidance strategies and only a conceptually difficult subject hinders a natural, smooth flow of language
- ▶ use language flexibly and effectively for social purposes, including emotional, allusive and joking usage
- ▶ argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately
- ▶ give clear, detailed descriptions on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion
- ▶ give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion
- ▶ give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples
- ▶ select a suitable phrase from a readily available range of discourse functions to preface his or her remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking
- ▶ produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices
- ▶ qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.

#### Listening

A candidate who passes ISE III Listening can:

- ▶ understand enough to follow extended speech on abstract and complex topics beyond his or her own field, though he or she may need to confirm occasional details, especially if the accent is unfamiliar
- ▶ recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts
- ▶ follow most lectures, discussions and debates with relative ease
- ▶ understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers
- ▶ understand in detail speech on abstract and complex topics of a specialist nature beyond his or her own field, though he or she may need to confirm occasional details, especially if the accent is unfamiliar
- ▶ use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

This profile is based on the level C1, Proficient User, of the Council of Europe's Common European Framework of Reference (CEFR).

## Task specifications for ISE III Speaking & Listening

Topic task	
<b>Task</b>	<p>The Topic task is an integrated speaking and listening task.</p> <p>The candidate prepares a topic and delivers a formal presentation on that topic. The candidate is required to produce a handout for the examiner, and may also use visual aids.</p> <p>After the presentation, the candidate and the examiner discuss issues and points arising from the presentation. The candidate should ask the examiner if he or she has any comments or questions.</p>
<b>Timing</b>	<ul style="list-style-type: none"> <li>▶ 4 minutes for presentation</li> <li>▶ 4 minutes for discussion</li> </ul>
<b>Language functions</b>	<p>The candidate is expected to show his or her ability to use the language functions of the ISE level. These functions are:</p> <ul style="list-style-type: none"> <li>▶ Developing and justifying an argument</li> <li>▶ Summarising</li> <li>▶ Evaluating options, past actions/course of events, different standpoints</li> <li>▶ Deducing and inferring</li> <li>▶ Staging</li> <li>▶ Hypothesising</li> <li>▶ Indicating understanding of points made by examiner</li> <li>▶ Establishing common ground/purpose or strategy</li> </ul>
<b>Examiner role</b>	<p>During the presentation, the examiner makes notes of ideas, points or issues to discuss after the presentation is finished.</p> <p>During the discussion, the examiner asks questions and makes comments to elicit the language functions of the level.</p>
<b>Assessment</b>	<p>The Topic task, Collaborative task and Conversation task are given one score using four criteria:</p> <ul style="list-style-type: none"> <li>▶ Communicative effectiveness</li> <li>▶ Interactive listening</li> <li>▶ Language control</li> <li>▶ Delivery</li> </ul> <p>Please see the Speaking and listening rating scale (appendix 6) for the full performance descriptors for each criterion and level of performance.</p>

## Task specifications for ISE III Speaking & Listening

### Collaborative task

<b>Task</b>	The Collaborative task is an integrated speaking and listening task. The examiner reads a prompt. The prompt may express a dilemma or opinion. The candidate needs to ask the examiner questions and make comments to obtain more information and keep the conversation going.
<b>Timing</b>	4 minutes
<b>Language functions</b>	<ul style="list-style-type: none"> <li>▶ Developing and justifying an argument</li> <li>▶ Summarising</li> <li>▶ Evaluating options, past actions/course of events, different standpoints</li> <li>▶ Deducing and inferring</li> <li>▶ Staging</li> <li>▶ Hypothesising</li> <li>▶ Indicating understanding of points made by examiner</li> <li>▶ Establishing common ground/purpose or strategy</li> </ul>
<b>Examiner role</b>	The examiner reads a prompt presenting a dilemma or opinion. The examiner responds naturally to the candidate's questioning and comments to encourage him or her to keep the conversation going. The examiner will not give away too much information in one turn, or restrict information unnaturally.
<b>Assessment</b>	<p>The Collaborative task, Topic task and Conversation task are given one score using four criteria:</p> <ul style="list-style-type: none"> <li>▶ Communicative effectiveness</li> <li>▶ Interactive listening</li> <li>▶ Language control</li> <li>▶ Delivery</li> </ul> <p>Please see the Speaking and listening rating scale (appendix 6) for the full performance descriptors for each criterion and level of performance.</p>

### Conversation task

<b>Task</b>	The Conversation task is an integrated speaking and listening task. The examiner selects one conversation subject area from the list given below and asks the candidate a question or makes a comment to start the conversation.
<b>Timing</b>	3 minutes
<b>Language functions</b>	<ul style="list-style-type: none"> <li>▶ Developing and justifying an argument</li> <li>▶ Summarising</li> <li>▶ Evaluating options, past actions/course of events, different standpoints</li> <li>▶ Deducing and inferring</li> <li>▶ Staging</li> <li>▶ Hypothesising</li> <li>▶ Indicating understanding of points made by examiner</li> <li>▶ Establishing common ground/purpose or strategy</li> </ul>
<b>Examiner role</b>	The examiner uses the list of subject areas and his or her own test plans to ask questions and elicit the target language functions of the level.
<b>Subject area for the conversation</b>	<ul style="list-style-type: none"> <li style="width: 50%;">▶ Independence</li> <li style="width: 50%;">▶ The media</li> <li style="width: 50%;">▶ Ambitions</li> <li style="width: 50%;">▶ Advertising</li> <li style="width: 50%;">▶ Stereotypes</li> <li style="width: 50%;">▶ Lifestyles</li> <li style="width: 50%;">▶ Role models</li> <li style="width: 50%;">▶ The arts</li> <li style="width: 50%;">▶ Competitiveness</li> <li style="width: 50%;">▶ The rights of the individual</li> <li style="width: 50%;">▶ Young people's rights</li> <li style="width: 50%;">▶ Economic issues</li> </ul>
<b>Assessment</b>	<p>The Conversation task, Collaborative task and Topic task are given one score using four criteria:</p> <ul style="list-style-type: none"> <li>▶ Communicative effectiveness</li> <li>▶ Interactive listening</li> <li>▶ Language control</li> <li>▶ Delivery</li> </ul> <p>Please see the Speaking and listening rating scale (appendix 6) for the full performance descriptors for each criterion and level of performance.</p>

### Independent listening task

<b>Task</b>	During this task, the candidate listens to a recorded monologue twice. The first time, the examiner asks for the gist of the recording. The second time, the examiner asks a question that requires listening for detail. The examiner asks the question both before and after playing the audio recording, and the candidate responds orally after listening. The candidate may take notes while he or she is listening for the second time. Notes are optional and are not assessed.
<b>Timing</b>	8 minutes
<b>Task focus</b>	<ul style="list-style-type: none"> <li>▶ Showing ability to place information in a wider context, clearly distinguishing main and subordinate points</li> <li>▶ Recognising the speaker's line of argument</li> <li>▶ Inferring information and links between points of information that are not expressed explicitly</li> <li>▶ Interpreting speaker's attitude</li> <li>▶ Inferring meaning of unfamiliar words</li> </ul>
<b>Examiner role</b>	The examiner plays the recording, reads the instructions and asks questions, including a gist question and a more detailed question. Neither the instructions nor the question can be repeated.
<b>Assessment</b>	<p>This task is assessed using a rating scale of 0-4. The number of relevant points and supporting details reported correctly is taken into account as well as the promptness with which the candidate responds.</p> <p>Please see the Independent listening rating scale (appendix 7) for more detail.</p>





# Appendices

## Appendix 1 – Sample Reading & Writing 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**

<b>Bees in folklore – What traditions have you heard?</b>
<b>Joe:</b> My granddad told me bees can recognise their beekeeper!
<b>Alex:</b> 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.
<b>Luis:</b> Because honey was the main sweet food in the old days, quite a few cultures say bees originated with the gods.
<b>Helen:</b> @Alex – Yes, but the same goes for bad news – they like to feel part of the family!
<b>Rashid:</b> I’ve heard they don’t sting at night. Is it true?
<b>Silvio:</b> @Joe – Tell him it’s not just an old wives’ tale – there’s research that says they might be able to tell faces apart.
<b>Silvio:</b> @Rashid – No, they’ll sting you any time if they’re threatened.
<b>Benjamin:</b> @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**

<b>The Newbie Beekeeper’s blog</b>	<b>10 December</b>
Starting out	
<p>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.</p> <p>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!</p>	

**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).**

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















## 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

### Appendix 2 – Information on the Speaking & Listening exam

Videos of sample ISE III Speaking & Listening exams may be viewed at [trinitycollege.com/ISEIII](http://trinitycollege.com/ISEIII)

#### Sample Independent listening task

##### Examiner rubric

You're going to hear part of a radio programme about routine. You will hear the talk twice. The first time, just listen. Then I'll ask you to tell me generally what the speaker is talking about. Are you ready?

Now can you tell me in one or two sentences what the speaker was talking about?

Now listen to the talk again. This time make some notes as you listen, if you want to. Then I'll ask you to tell me the different ways the speaker evaluates the need for routine in our lives and whether you think he comes to a conclusion. Are you ready?

Now tell me the different ways the speaker evaluates the need for routine in our lives and whether you think he comes to a conclusion. I'll stop you after one minute.

##### Audio script for Independent listening task

In my recent book, I discuss the subject of routine and the effects it has on our lives. Actually, my original idea was to look at the working methods of successful creative people like writers and artists to see if there were any helpful lessons to be drawn. The more people I examined, the clearer it became that there was one thing the vast majority of them had in common: they had a regular working routine and stuck to it strictly, even obsessively. Their habits and routines often ended up being more like rituals. To take one example, the composer Beethoven apparently used to start each day with a cup of strong coffee made with exactly 60 coffee beans, which he insisted on counting out personally. And that's by no means the oddest ritual I discovered.

Obviously we don't all have to behave like that, but it does appear that routine is something most of us need. Most humans function better when they have some kind of structure to their lives. In fact, without routines for day-to-day activities, nothing much would get done. Transport wouldn't run on time, schools and workplaces would be in a permanent state of chaos, and so on.

So, society as a whole seems to favour, or even require, people with regular lifestyles. But there's a growing body of research suggesting that too much routine is bad for personal well-being, and it's this aspect that much of the book is concerned with. Breaking up your routine and doing something new, it appears, increases your happiness. It's not just a case of getting bored: routine also increases our sense of time passing by too quickly. When nothing new is happening, we're not so conscious of events and simply don't notice the days and weeks slipping away.

There's also an interesting connection between time and memory, or more exactly two kinds of connection. Firstly, a lot of what people accept as naturally increasing forgetfulness as they get older is actually more to do with their lives becoming predictable. It's not so much that they forget things that have happened but that they didn't really notice them in the first place because they'd become so automatic. The other thing that strikes a chord with me as I get older is the explanation for why childhood memories seem so vivid. When you're young, everything is new and your brain is working overtime to take everything in, so your impressions of events are much more memorable. What we need to do is to try and recapture that sense of newness by disrupting routines and actively seeking out new experiences.

### Answers

Gist: Routine is beneficial to some extent. But it is important to break routine and try new things for happiness and memory (any broadly similar formulation acceptable).

- ▶ Successful people known to have routine, for example, Beethoven
- ▶ Not always healthy though – can become like a ritual
- ▶ Some routine is vital – transport, schools, etc
- ▶ Also, people seem to need some routine to give structure to lives
- ▶ Society needs people to have routine
- ▶ BUT – doing new things is important for happiness/well-being – it means time doesn't seem to pass so quickly
- ▶ Also, newness is important for forming and maintaining memory – memory loss in older age can be due to predictability
- ▶ Conclusion: Speaker appears to conclude that a degree of routine is important for individuals and society as a whole but that it is very important to avoid becoming too predictable

## Appendix 3 – Language functions for ISE III

### Language functions

- 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

Please note that the language functions are cumulative through the ISE levels.

There are no suggested grammar structures for ISE III. Candidates are expected to use a broad range of complex structures to express thoughts clearly.



## Appendix 4 – ISE III Task 3 Reading into writing rating scale

Score	Reading and 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>
4	<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>
3	<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>
2	<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>
1	<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>	

## Appendix 4 – ISE III Task 3 Reading into writing rating scale (contd)

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>
4	<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 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 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>▶ 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>	

## Appendix 5 – 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>		

## Appendix 6 – ISE III Speaking and listening rating scale

Score	Communicative effectiveness	Interactive listening	Language control	Delivery
	<ul style="list-style-type: none"> <li>▶ Task fulfilment</li> <li>▶ Appropriacy of contributions /turn-taking</li> <li>▶ Repair strategies</li> </ul>	<ul style="list-style-type: none"> <li>▶ Comprehension and relevant response</li> <li>▶ Level of understanding</li> <li>▶ Speech rate of examiner interventions</li> <li>▶ Speed and accuracy of response</li> </ul>	<ul style="list-style-type: none"> <li>▶ Range</li> <li>▶ Accuracy/precision</li> <li>▶ Effects of inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>▶ Intelligibility</li> <li>▶ Lexical stress/intonation</li> <li>▶ Fluency</li> <li>▶ Effects on the listener</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▶ Fulfils the task very well</li> <li>▶ Initiates and responds with effective turn-taking</li> <li>▶ Contributes to effective topic maintenance and development by fully incorporating the examiner's utterances into their own contributions</li> <li>▶ Solves communication problems naturally, if any</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understands interventions including those that are complex in grammar or ideas</li> <li>▶ Interprets examiner aims and attitude accurately, following the line of argument</li> <li>▶ Responses are immediate and always to the point</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses a wide range of grammatical structures/lexis flexibly to deal with topics at this level</li> <li>▶ Consistently maintains a high level of grammatical accuracy and lexical precision effortlessly, even when using complex language</li> <li>▶ Occasional minor slips may occur but difficult to spot</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clearly intelligible</li> <li>▶ Uses focal stress and intonation very effectively</li> <li>▶ Effortlessly speaks very promptly and fluently</li> <li>▶ Requires no careful listening</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Fulfils the task appropriately</li> <li>▶ Initiates and responds with effective turn-taking</li> <li>▶ Contributes to effective topic maintenance and development by linking contributions to those of the examiner (eg summarising, indicating understanding of points made by the examiner, establishing common ground in the interaction)</li> <li>▶ Solves communication problems naturally, if any</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understands all examiner interventions on a first hearing</li> <li>▶ Interprets examiner aims and attitude accurately, following the line of argument</li> <li>▶ Immediate and relevant responses to interventions</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses an appropriate range of grammatical structures/lexis to deal with topics at this level</li> <li>▶ Consistently maintains a high level of grammatical accuracy and lexical precision</li> <li>▶ Occasional minor slips occur</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clearly intelligible</li> <li>▶ Uses focal stress and intonation effectively</li> <li>▶ Speaks promptly and fluently</li> <li>▶ Requires no careful listening</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Fulfils the task acceptably</li> <li>▶ Initiates and responds with effective turn-taking</li> <li>▶ Maintains and develops the interaction appropriately, while indicating understanding of what the examiner has said</li> <li>▶ Solves communication problems naturally, if any</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understands most interventions on a first hearing</li> <li>▶ Interprets examiner aims and attitude by making links with earlier information</li> <li>▶ Prompt responses to the examiner showing relatively quick understanding</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses an acceptable range of grammatical structures/lexis to deal with topics at this level</li> <li>▶ Consistently maintains a high level of grammatical accuracy and lexical precision</li> <li>▶ Occasional minor slips occur</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clearly intelligible</li> <li>▶ Uses focal stress and intonation appropriately</li> <li>▶ Generally speaks promptly and fluently</li> <li>▶ Requires no careful listening</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Does not fulfil the task</li> <li>▶ Initiates and responds adequately</li> <li>▶ Maintains and develops the interaction acceptably, but does not usually link contributions to those of the examiner</li> <li>▶ Solves communication problems appropriately or acceptably, if any</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appears to understand interventions but does not always respond appropriately</li> <li>▶ Occasionally digresses from the examiner's aims</li> <li>▶ Occasional hesitation in order to make sense of examiner input</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses a range of grammatical structures/lexis that is not always adequate to deal with topics at this level</li> <li>▶ Does not show an adequate level of grammatical accuracy and lexical precision at this level</li> <li>▶ Some or many errors may occur</li> </ul>	<ul style="list-style-type: none"> <li>▶ May not always be clearly intelligible</li> <li>▶ Does not always use focal stress and intonation appropriately</li> <li>▶ Does not always speak promptly and fluently</li> <li>▶ May require some careful listening</li> </ul>
<b>0</b>	No performance to assess (candidate does not speak, or does not speak in English).			

## Appendix 7 – ISE III Independent listening rating scale

<b>4</b>	<ul style="list-style-type: none"> <li>▶ Identifies and reports all important points and supporting details rapidly and accurately with confidence</li> <li>▶ Shows complete understanding of main points, including relevance to message as a whole</li> <li>▶ Identifies speaker’s attitude and line of argument</li> <li>▶ Evaluates speaker’s arguments in a sophisticated way</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Identifies and reports most main points and supporting details rapidly and accurately</li> <li>▶ Shows good understanding of main points, including relevance to message as a whole</li> <li>▶ Recognises speaker’s attitude and line of argument</li> <li>▶ Evaluates speaker’s arguments</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Identifies main points and reports them briefly but accurately</li> <li>▶ Shows good understanding of information in recording, but not always their relevance to message as a whole</li> <li>▶ Does not always grasp speaker’s attitude or line of argument</li> <li>▶ Does not always evaluate speaker’s arguments</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Identifies main points but incompletely or in a rather general way</li> <li>▶ Shows some understanding of information in recording, but does not differentiate between major and minor points</li> <li>▶ Does not recognise speaker’s attitude or line of argument</li> <li>▶ Does not evaluate speaker’s arguments</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▶ No performance to assess (eg candidate does not speak)</li> </ul>

## Notes



## Notes