TRINITY
COLLEGE LONDON

Integrated Skills in English (ISE)
Guide for Teachers – ISE I (B1)

Reading & Writing | Speaking & Listening

Contents

ISE I Reading & Writing exam

ISE I Speaking & Listening exam

Appendices

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 I, as well as the qualification specifications, see **trinitycollege.com/ISEI**.

Please check **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**.

Please note that ISE IV has a different format to ISE A1, ISE Foundation, I, II and III – see **trinitycollege. com/ISEIV** for details.

Keep up to date

Please check **trinitycollege.com/ISEI** to make sure you are using the latest version of this teacher guide.

ISE I 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 five levels of the Common European Framework of Reference (CEFR) from A1 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 A1, 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 I

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 A1	ISE Foundation	ISE I	ISE II	ISE III
CEFR level	A1	A2	B1	B2	C1
Time	1 hour 30 minutes	2 hours	2 hours	2 hours	2 hours
Task 1	Long reading ◗ 200 words ◗ 10 questions	Long reading ◗ 300 words ◗ 15 questions	Long reading ◗ 400 words ◗ 15 questions	Long reading ◗ 500 words ◗ 15 questions	Long reading ◗ 700 words ◗ 15 questions
Task 2	Multi-text reading ◗ 3 texts ◗ 200 words ◗ 10 questions	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
Task 3	Reading into writing ◗ 40-50 words	Reading into writing ◗ 70-100 words	Reading into writing ◗ 100-130 words	Reading into writing ◗ 150-180 words	Reading into writing ◗ 200-230 words
Task 4	Extended writing ◗ 40-50 words	Extended writing ◗ 70-100 words	Extended writing ◗ 100-130 words	Extended writing ◗ 150-180 words	Extended writing ◗ 200-230 words

Please see page 8 for glossaries of reading skills and writing aims for ISE I.

Glossary of reading skills for ISE I

Reading for general comprehension	◗ Reading texts which are related to personal subjects and interests
Skimming	◗ Reading to understand the general meaning of a paragraph, text or infographic (eg a diagram, plan, graph, drawing or a map with some writing)
Reading for gist	◗ Reading to understand the main idea of a paragraph, text or infographic ◗ Identifying the main conclusions in clear signposted texts ◗ Recognising general arguments
Scanning	◗ Reading to find specific key words or information in a paragraph, text or infographic
Careful reading to understand specific facts, information and significant points	◗ Reading to understand specific, factual information at the word, phrase or sentence level ◗ Reading to understand important points in a text ◗ Identifying which information is factual and which information is opinion ◗ Identifying which information is key information and which information is a supporting example or detail
Deducing meaning	◗ Guessing the meaning of phrases and words from their context ◗ Reading to recognise significant points in a text at the sentence level
Summarising	◗ Reporting key facts and ideas from the reading texts ◗ Gathering information from longer different texts or different parts of a text to create a simple text overview ◗ Paraphrasing short written texts in a simple way

Glossary of writing aims for ISE I

Reading for writing	◗ Showing understanding of reading texts ◗ Identifying common themes in reading texts ◗ Summarising or paraphrasing ideas from reading texts
Task fulfilment	◗ Responding to the prompt fully ◗ Achieving the communicative aim ◗ Showing awareness of the reader and the purpose for writing
Organisation and structure	◗ Presenting ideas and arguments clearly ◗ Using the best text type to fulfil the task ◗ Structuring the writing appropriately, eg using beginnings, endings and paragraphs
Language control	◗ Using a range of language functions, grammar and vocabulary ◗ Using language functions, grammar and vocabulary accurately ◗ Using spelling and punctuation accurately

Candidate profile

Reading (tasks 1 and 2)

A candidate who passes ISE I Reading can:

◗ understand the main ideas and specific information/facts in a range of factual and descriptive texts and infographics on familiar subjects or those of personal interest
◗ identify specific information in written texts
◗ deduce the meaning of words and phrases from their context
◗ write short summaries of information in the 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, and reading for gist and specific information.

Reading into writing (task 3)

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

◗ select relevant content from the texts in task 2
◗ identify connections between multiple texts in task 2
◗ adapt the information in task 2 to use in task 3.

Writing (tasks 3 and 4)

A candidate who passes ISE I Writing can:

◗ convey information and ideas on concrete and abstract topics
◗ write connected texts on a range of familiar subjects of interest, by combining different short components into a linear sequence
◗ write short, simple essays on topics of interest
◗ summarise, report and give opinions about factual information on familiar routine and non-routine topics with some confidence
◗ paraphrase short, written passages in a simple fashion.

This profile is based on the level B1, Independent User, of the Council of Europe's Common European Framework of Reference (CEFR).

Task specifications for ISE I Reading & Writing

Task 1 – Long reading

Task	One reading text followed by 15 questions.
Text	The text is factual and descriptive. It is the type of text that a candidate is familiar with from his or her own educational setting.

Subject areas for ISE I:

- Travel
- Money
- Fashion
- Rules and regulations
- Health and fitness
- Learning a foreign language
- Festivals
- Means of transport
- Special occasions
- Entertainment
- Music
- Recent personal experiences

Text length	400 words (approximately), divided into five paragraphs.
Number of questions	15 questions.
Question types	**Title matching** (questions 1-5) 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. The candidate must demonstrate that he or she understands the main idea of each paragraph. Some useful reading subskills to practise for this section are: - skimming - scanning - reading for gist.
	Selecting the true statements (questions 6-10) In this section, the candidate chooses five true statements from a list of eight statements. Five statements are true, and three are false, according to the text. The candidate must demonstrate that he or she understands specific, factual information at the sentence level. Some useful reading subskills to practise for this section are: - reading for general comprehension - careful reading to understand specific facts, information and significant points - careful reading to understand specific information and its context - deducing meaning of words and phrases from their context - scanning.
	Completing sentences (questions 11-15) In this section, the candidate completes sentences with an exact number, word or phrase (up to three words) taken from the text. The candidate must demonstrate that he or she understands specific, factual information at the word and/or phrase level. Some useful reading subskills to practise for this section are: - careful reading to understand specific information and its context - careful reading to understand specific facts, information and significant points - deducing meaning.
Timing	The candidate is advised to spend 20 minutes on this task.
Assessment	The task is scored against an answer key.

Task 2 – Multi-text reading

Task	Four reading texts, presented together, and 15 questions.
Text	The four texts are factual and descriptive. They are the type of texts that a candidate is familiar with from his or her own educational setting. One text is an infographic (eg a diagram, drawing, map or table with some writing). **Subject areas for ISE I:** ▷ Travel ▷ Festivals ▷ Money ▷ Means of transport ▷ Fashion ▷ Special occasions ▷ Rules and regulations ▷ Entertainment ▷ Health and fitness ▷ Music ▷ Learning a foreign language ▷ Recent personal experiences All four texts are on the same subject area and thematically linked.
Text length	▷ 400 words (approximately) across the four texts ▷ One text is an infographic.
Number of questions	15 questions.
Question types	**Multiple matching** (questions 16-20) 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. The candidate must demonstrate that he or she understands the main idea or purpose of each text. Some useful reading subskills to practise for this section are: ▷ skimming ▷ reading for gist ▷ scanning. ▷ understanding the main idea or purpose of text. **Selecting the true statements** (questions 21-25) 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 texts. The candidate must demonstrate that he or she understands specific, factual information at the sentence level. Some useful reading subskills to practise for this section are: ▷ reading for general comprehension ▷ careful reading to understand specific facts, information and significant points ▷ careful reading to understand specific information and its context ▷ deducing meaning of words and phrases from their context ▷ scanning. **Completing notes** (questions 26-30) 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. The candidate must demonstrate that he or she understands specific, factual information at the word and/or phrase level across the texts. Some useful reading subskills to practise for this section are: ▷ careful reading to understand specific information and its context ▷ careful reading to understand specific facts, information and significant points ▷ deducing meaning ▷ summarising.
Timing	The candidate is advised to spend 20 minutes on this task.
Assessment	The task is scored against an answer key.

Task specifications for ISE I Reading & Writing

Task 3 – Reading into writing

Task	A writing task in which the four texts from task 2 are used to respond to a prompt. The prompt gives three content points that the candidate should include in his or her response. The response should only include 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. There is space for planning. The candidate should check his or her response when he or she has finished.
Task focus	This task assesses the candidate's ability to: ◗ identify information that is relevant to the writing prompt and the main conclusions, significant points and common themes across the four texts ◗ paraphrase short pieces of information ◗ summarise and combine information in a short and simple response to meet the purpose for writing.
Output length	100-130 words, excluding headings and addresses.
Output genre	The genre will be one of the following: ◗ Descriptive essay ◗ Informal email or letter ◗ Discursive essay ◗ Formal email or letter ◗ Article (magazine or online) ◗ Review
Timing	The candidate is advised to spend 40 minutes on this task.
Assessment	The task is assessed using the Reading into writing rating scale on pages 41-42.

Task 4 – Extended writing

Task	A writing task in which the candidate responds to a prompt. The prompt includes two content points that the candidate should use in his or her response. There is space for planning. The candidate should check his or her response when he or she has finished.
Task focus	This task assesses the candidate's ability to produce a narrative, descriptive or instructional response to a prompt. For the target ISE I language functions see page 40.
Output length	100-130 words, excluding headings and addresses.
Output genre	The genre will be one of the following: ◗ Descriptive essay ◗ Informal email or letter ◗ Discursive essay ◗ Formal email or letter ◗ Article (magazine or online) ◗ Review
Subject area	The writing prompt relates to one of the subject areas for ISE I: ◗ Travel ◗ Festivals ◗ Money ◗ Means of transport ◗ Fashion ◗ Special occasions ◗ Rules and regulations ◗ Entertainment ◗ Health and fitness ◗ Music ◗ Learning a foreign language ◗ Recent personal experiences
Timing	The candidate is advised to spend 40 minutes on this task.
Assessment	The task is assessed using the Extended writing rating scale on page 43.

For a sample ISE Reading & Writing exam paper, please see appendix 1.

ISE I 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 five levels of the Common European Framework of Reference (CEFR) from A1 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 A1, 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 A1	ISE Foundation	ISE I	ISE II	ISE III
CEFR level	A1	A2	B1	B2	C1
Total exam time	14 minutes	16 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	4 minutes	2 minutes	2 minutes	2 minutes	3 minutes
Independent listening task	8 minutes	8 minutes	10 minutes	8 minutes	8 minutes
Examiner administration time	2 minutes	2 minutes	2 minutes	2 minutes	2 minutes

The Topic task

What is the Topic task?
Before the exam the candidate prepares a topic of his or her own choice. This is used as a basis for discussion in the exam. The Topic task provides the candidate with the opportunity to talk about a topic which is of personal interest or relevance and which he or she feels confident about. This task gives the candidate some degree of autonomy and control.

What language skills can the candidate demonstrate in the Topic task?
The candidate can demonstrate the ability to:
- link sentences together to talk about a subject at some length
- use the language functions of the level
- engage in a one-to-one, unscripted discussion with an expert speaker of English
- understand and respond appropriately to examiner questions and comments
- ask the examiner at least one question about the topic.

Can the candidate bring notes with them?
In the ISE I exam the candidate is required to bring a topic form with notes, which he or she gives to the examiner at the beginning of the exam. The notes help to support the candidate in his or her preparation for the exam and also in his or her discussion with the examiner. It is important to tell the candidate that the examiner chooses which points to talk about. There is no fixed order. The topic form is used by the examiner to ask the candidate questions and make comments. This encourages spontaneous conversation and discourages recitation by the candidate.

Can the candidate bring an item with them?
The candidate may bring a small item such as a picture, an event ticket or medal into the exam room to support the topic discussion. However, mobile phones, live animals or dangerous objects such as knives must not be brought into the exam room.

Level	Support
ISE A1	N/A
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

See page 36 for a blank topic form and page 37 for a sample completed topic form. Centres and candidates may use the Trinity topic form available at trinitycollege.com/ISEtopicform or they may create their own form with four points for discussion.

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 A1 to the 'abstract' at ISE III. For the subject areas for the Conversation task at ISE I, please see page 20.

What does the interaction in the Conversation task involve?
The examiner asks some questions to start the conversation. The candidate is expected to ask the examiner questions in order to develop the interaction. These questions should be relevant to the subject of the conversation.

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 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.

What is the procedure for the Independent listening task?
In ISE I there are two tasks. The candidate listens to a different recording for each task. In the first task the candidate responds to six examiner questions. In the second task the candidate reports six facts orally to the examiner and then the examiner asks four follow-up questions about the content of the recording. In both tasks the candidate listens to the audio recording twice.

The candidate is encouraged to take notes when listening to the audio recording in task 1, and the second time the audio recording is played in task 2. However, the candidate's notes are not assessed as part of the exam.

Glossary of speaking aims for ISE I

Communicative effectiveness	▶ Responding appropriately to interaction ▶ Initiating and maintaining conversation
Interactive listening	▶ Showing understanding of other speakers or the examiner ▶ Following the speech of other speakers or the examiner
Language control	▶ Using a range of language functions, grammar and vocabulary ▶ Using language functions, grammar and vocabulary accurately ▶ Avoiding errors which affect the understanding of the listener
Delivery	▶ Using clear and understandable pronunciation ▶ Using stress and intonation appropriately

Glossary of listening skills for ISE I

Intensive, 'bottom-up' listening	▶ Listening to find specific key words and facts in simple recordings
Intensive listening in detail to gather as much information as possible	▶ Understanding specific, factual information at the word and/or phrase level ▶ Listening for explicitly stated ideas and information
Intensive listening for detailed understanding	▶ Listening to understand all or most of the information the recording provides
Extensive listening for gist, for main ideas and for global understanding	▶ Listening to understand the topic and main ideas of the recording
Deducing meaning	▶ Guessing the meaning of unknown words from their context

Candidate profile

Speaking

A candidate who passes ISE I Speaking can:

◗ initiate, maintain and close simple, unprepared one-to-one conversations on topics that are familiar or of personal interest

◗ communicate with some confidence on familiar routine and non-routine subjects or topics of personal interest

◗ express personal opinions and exchange information on everyday topics that are familiar or of personal interest (eg family, hobbies, work, travel)

◗ maintain a conversation or discussion but with some errors

◗ describe one of a variety of familiar subjects, presenting it as a linear sequence of points, with reasonable fluency

◗ give accounts of experiences, describing feelings and reactions

◗ describe dreams, hopes and ambitions

◗ describe events, real or imagined

◗ give reasons and explanations for opinions, plans and actions

◗ demonstrate a basic repertoire of language and strategies to help keep a conversation or discussion going

◗ repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course

◗ ask someone to clarify or elaborate what he or she has just said.

Listening

A candidate who passes ISE I Listening can:

◗ follow clear speech in one-to-one conversations, although sometimes he or she may have to ask for repetition of particular words and phrases

◗ understand factual information about common everyday topics, identify general messages and specific details

◗ understand the main points of familiar topics, eg work, school, leisure, including short narratives

◗ follow a clearly structured lecture or talk on a familiar topic

◗ understand the information content of the majority of slow and clear recorded audio material, eg radio news, or material on familiar topics or topics of personal interest

◗ identify unfamiliar words from the context on familiar topics or topics of personal interest.

This profile is based on the level B1, Independent User, of the Council of Europe's Common European Framework of Reference (CEFR).

Task specifications for ISE I Speaking & Listening

Topic task

Task	The Topic task is an integrated speaking and listening task.
	The candidate prepares a topic for discussion and a topic form with four points, which he or she must bring to the exam and may use to help in the discussion. The examiner uses the same form to ask the candidate questions about his or her chosen topic. The examiner chooses the order to discuss the topic points.
	The candidate may bring a small item such as a picture, an event ticket or medal into the exam room to support the topic discussion.
Timing	4 minutes.
Language functions	The candidate is expected to show his or her ability to use the language functions of the ISE level. These functions are:
	◗ Describing past actions in the indefinite and recent past
	◗ Describing the future, informing and expressing intention
	◗ Predicting and expressing certainty and uncertainty
	◗ Giving reasons, opinions and preferences
	◗ Expressing obligation
	◗ Asking for information and opinions.
Examiner role	The examiner uses the topic form to ask the candidate questions in order to elicit the language functions of ISE I. The examiner may also interrupt when necessary to discourage recitation and encourage spontaneous conversation. The candidate should ask the examiner a question.
Assessment	The Topic task and Conversation task are given one score using four criteria:
	◗ Communicative effectiveness
	◗ Interactive listening
	◗ Language control
	◗ Delivery.
	Please see the Speaking and listening rating scale (appendix 8) for the full performance descriptors for each criterion and level of performance.

Task specifications for ISE I Speaking & Listening

Conversation task

Task	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 to start the conversation.
Timing	2 minutes.
Language functions	◗ Describing past actions in the indefinite and recent past ◗ Describing the future, informing and expressing intention ◗ Predicting and expressing certainty and uncertainty ◗ Giving reasons, opinions and preferences ◗ Expressing obligation ◗ Asking for information and opinions .
Examiner role	The examiner uses the list of subject areas below to ask questions and elicit the target language functions of the level. The candidate should ask the examiner a question.
Subject area for conversation	◗ Travel ◗ Money ◗ Fashion ◗ Rules and regulations ◗ Health and fitness ◗ Learning a foreign language.
Assessment	The Conversation task and Topic task are given one score using four criteria: ◗ Communicative effectiveness ◗ Interactive listening ◗ Language control ◗ Delivery. Please see the Speaking and listening rating scale (appendix 8) for the full performance descriptors for each criterion and level of performance.

Independent listening tasks

Task type	The Independent listening tasks are audio recordings. The candidate listens to the recordings and responds orally.
Task 1	
Task format	The candidate listens twice to basic information (descriptive or narrative) and responds in one or two words to six questions asked by the examiner. The recording is approximately 1 minute long. The candidate may take notes.
Timing	4 minutes 30 seconds (approximately).
Task focus	◗ Intensive, 'bottom-up' listening ◗ Intensive listening – in detail to gather as much information as possible.
Examiner role	The examiner plays the recording and reads the instructions and questions (see text of sample exam in appendix 4). If the candidate asks, the examiner may repeat the instructions and individual questions once.
Assessment	Each correct answer is worth 1 mark. The notes are not assessed.
Task 2	
Task format	The candidate listens to a factual text (exposition) and reports orally the gist of what they have heard. They listen a second time and report six facts from the recording and answer four oral examiner questions about the recording. The candidate is provided with blank notepaper they can use to write notes on while the recording is playing for the second time. The notes are optional and are not assessed. The recording is approximately 1 minute 15 seconds long.
Timing	5 minutes 45 seconds (approximately).
Task focus	The candidate shows that he or she is able to process and report facts that are partly derived from understanding whole utterances and partly inferred from recognising content words. The candidate shows that he or she can identify some links between facts (eg cause and effect) and identify main points and detail.
Examiner role	The examiner plays the recording and reads the instructions (see text of sample exam in appendix 4). The examiner asks a gist question and four follow-up questions to the facts reported by the candidate. If the candidate asks, the examiner may repeat the instructions and individual questions once.
Assessment	This task is assessed using a rating scale of 0–4. The number of facts reported correctly is taken into account as well as the promptness with which the candidate responds. Please see the Independent listening rating scale (appendix 9) for more detail.

For text of a sample ISE Speaking & Listening exam, please see appendix 4. There are also sample videos and audio files of ISE I exams at **trinitycollege.com/ISEI**.

Appendices

Appendix 1 – Sample Reading & Writing exam paper

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

ISE I

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?

Pippa: 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.

Alex: I go to the gym every day to lift weights as I want to make my upper body stronger, especially my arms.

Chris: I am too busy to do exercise. I'm careful with what I eat so I think it isn't necessary.

Sunny: @ Chris – It's important to exercise as well as taking care of what you eat. You feel much better after exercising.

This exam paper has **four** tasks. Complete **all** tasks.

ISE I

Text C

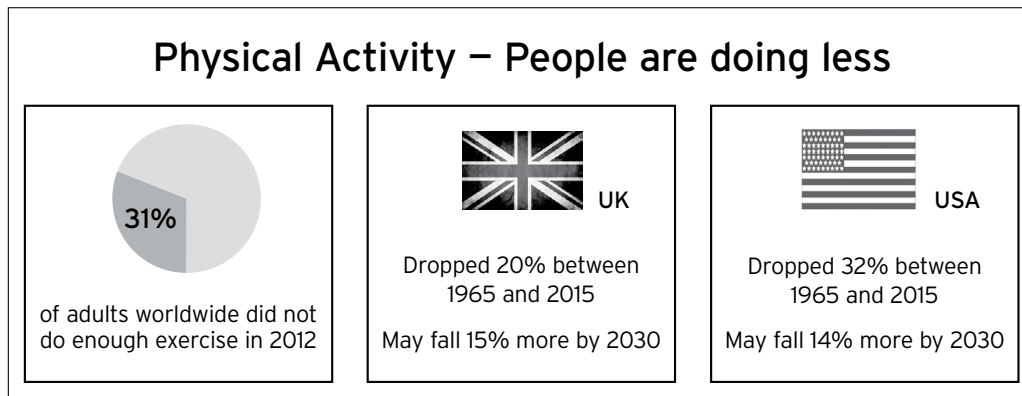To: gill@email.edu
Subject: Walking

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

Physical Activity – People are doing less

31%

of adults worldwide did not do enough exercise in 2012

UK

Dropped 20% between 1965 and 2015

May fall 15% more by 2030

USA

Dropped 32% between 1965 and 2015

May fall 14% more by 2030

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 Swimming is better than running because more oxygen reaches your muscles.

B You need to control your breathing more in running than swimming.

C Pippa doesn't go to the gym as often as she wants to.

D Sunny thinks diet is less important than exercising.

E Sally thinks walking is a good way to meet new people.

F Sally says that going to the gym is better than walking in the countryside.

G In 2012 most people did enough exercise.

H The number of people not doing exercise will fall more in the UK than the USA by 2030.

Turn over page

page 5

27

Appendix 1 – Sample Reading & Writing exam paper (contd)

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

This exam paper has **four** tasks. Complete **all** tasks.

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

Appendix 1 – Sample Reading & Writing exam paper (contd)

This exam paper has **four** tasks. Complete **all** tasks.

ISE I

When you have finished your article, spend 2–3 minutes reading through what you have written. Make sure you have covered all three bullet points. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing.

page 9

Appendix 1 – Sample Reading & Writing exam paper (contd)

Task 4 – Extended writing

Write a letter (100–130 words) to a friend about the rules at your college. You should:

◗ describe some of the rules at your college **and**

◗ explain what you think of these rules.

You should plan your letter 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 letter of 100–130 words on the lines below.

This exam paper has **four** tasks. Complete **all** tasks.

ISE I

page 11

ISE I

When you have finished your letter, spend 2–3 minutes reading through what you have written. Make sure you have covered both bullet points and remember to check the language and organisation of your writing.

End of exam

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

Appendix 2 – Blank topic form

TRINITY
COLLEGE LONDON

Integrated Skills in English Topic Form – ISE I

Title of topic:

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

Please note, candidates do not have to use the Trinity topic form, they can make their own with four points for discussion.

Appendix 3 – Sample completed topic form

TRINITY
COLLEGE LONDON
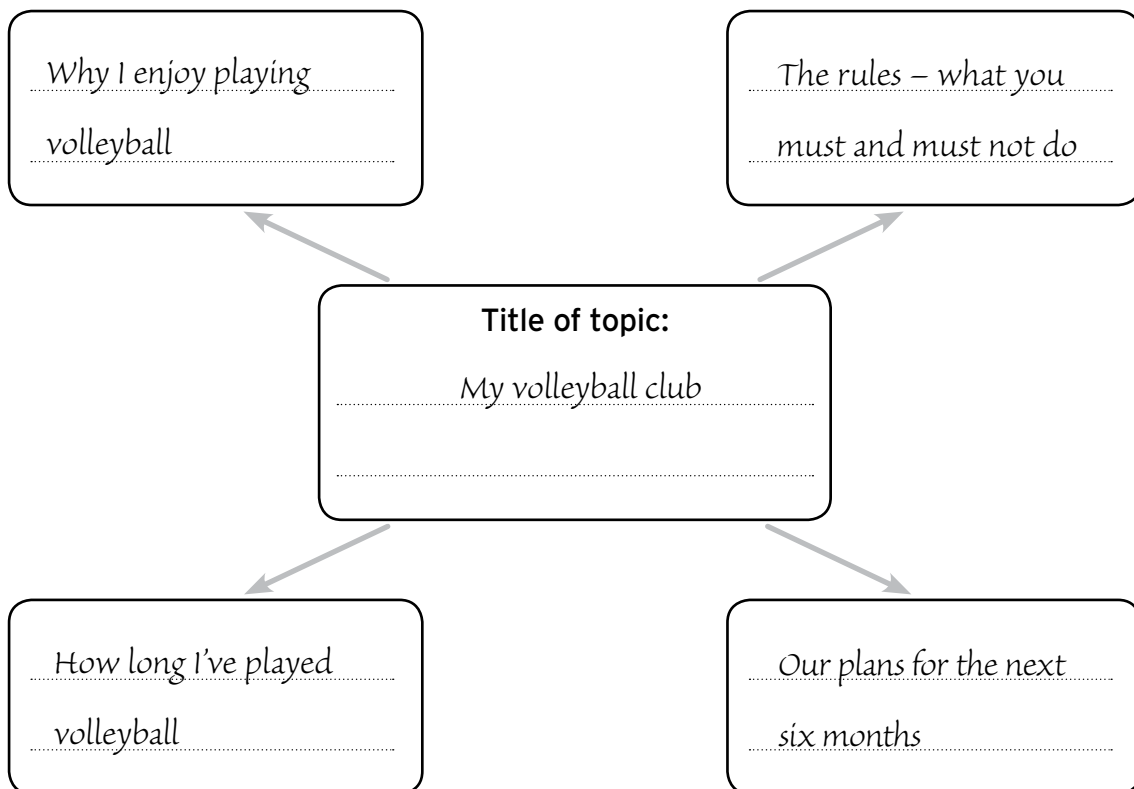
Integrated Skills in English Topic Form – ISE I

Why I enjoy playing volleyball		The rules – what you must and must not do

Title of topic:

My volleyball club

How long I've played volleyball		Our plans for the next six months

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

Please note, candidates do not have to use the Trinity topic form, they can make their own with four points for discussion.

Appendix 4 – Information on the Speaking & Listening exam

Videos of sample ISE I Speaking & Listening exams may be viewed at trinitycollege.com/ISEI.

Sample Independent listening task 1

Examiner rubric

You're going to hear a talk about an insect called the crane fly. You will hear the talk twice. As you listen, write down some notes about what you hear, if you want to. Then, I will ask you six questions on some facts about crane flies. Are you ready?

Audio script for Independent listening task 1

OK, so what's a crane fly? Does anybody know? In fact they're often called 'daddy long legs' and that tells you something about what they look like. They look like rather large mosquitoes but they've got very, very long legs – their legs often break off because they're so long and fragile. There are over 14,000 different species of crane fly in the world but I'm going to concentrate on European crane flies.

The adults hatch in September after they've lived under the ground for almost a year as larvae – that's young insects. If it's been a warm but rainy summer then you get very high numbers of crane flies. Adult crane flies only live for about two weeks. The female adults lay their eggs under the surface of the soil and the cycle begins again. People think that they're not very useful for anything but, in fact animals, such as spiders and birds, like them because they can eat them. They're also useful because in their young form they eat dead plants and so they improve the quality of the soil.

Examiner questions

1	What do crane flies look like?
2	How many species of crane fly are there in the world?
3	When do adult crane flies hatch?
4	For how long do adult crane flies live?
5	Which animals eat crane flies?
6	What do young crane flies eat?

Answers

1	Mosquitoes/have long legs
2	(over) 14,000/allow 40,000 if misheard
3	September
4	(About) two weeks
5	Spiders/birds
6	(Dead) plants

Sample Independent listening task 2

Examiner rubric

You're going to hear a short talk about science. You will hear the talk twice. The first time, just listen. Then I'll ask you to tell me in a few words what the speaker is talking about. Are you ready?

Now listen to the talk again. Write down some notes about what you hear, if you want to. Then I'll ask you to tell me six pieces of information about how children learn to speak. Are you ready?

Audio script for Independent listening task 2

Babies begin to speak at about one year old. To start with they learn words very slowly. For some time they only know about 50 words, mainly words for objects and people, then when they are about 18 months old their vocabulary suddenly begins to grow very fast. They begin to use verbs and adjectives and they may learn as many as 10 new words every day. Some people say that this is because children suddenly recognise what a word is, and they realise that each word refers to something in the real world.

It is strange that children do not need to hear a word many times. Sometimes they have only heard it two or three times before they begin to use it. By the time they are six years old, children can use about 6,000 words and they can understand about 14,000.

Answers

What the talk is about: How babies learn language/to speak (any broadly similar formulation is acceptable).

Facts from the recording

1	Begin speaking at one
2	Learn words slowly
3	Know 50 words at first
4	Know words for objects and people
5	Vocab grows fast at 18 months
6	Learn 10 new words a day at 18 months
7	Suddenly recognise what a word is/refers to real world
8	Don't have to hear many times
9	Use 6,000 words by the age of six
10	Understand 14,000 words by the age of six

Examiner questions

The examiner asks four questions

1	When does a baby begin to speak?
2	How quickly does a baby learn new words?
3	How many words does a one-year-old child know?
4	What are a child's first words about?
5	What happens when a child is about 18 months old?
6	How many words can an 18-month-old child learn a day?
7	Why does a child's vocabulary suddenly grow at 18 months?
8	Do children have to hear a word often in order to learn it?
9	How many words can a child use at the age of six?
10	How many words can a child understand at the age of six?

Appendix 5 – Language functions and suggested grammar for ISE I

Language functions

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

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

The list below gives some suggested grammar for students to practise when preparing for ISE I. This list is intended to be for guidance only and is not a list of grammar structures the candidate must produce in the exam.

Grammar

- Present perfect tense including use with *for*, *since*, *ever*, *never*, *just*
- Connecting clauses using *because*
- *Will* referring to the future for informing and predicting
- Adjectives and adverbials of quantity, eg *a lot (of)*, *not very much*, *many*
- Expressions of preference, eg *I prefer*, *I'd rather*
- Zero and first conditionals, using *if* and *when*
- Present continuous tense for future use
- Past continuous tense
- Modals connected to the functions listed above, eg *must*, *need to*, *might*, *don't have to*
- Infinitive of purpose

Appendix 6 – ISE I Task 3 Reading into writing rating scale

Score	Reading for writing ▶ Understanding of source materials ▶ Selection of relevant content from source texts ▶ Ability to identify common themes and links within and across the multiple texts ▶ Adaptation of content to suit the purpose for writing ▶ Use of paraphrasing/summarising	Task fulfilment ▶ Overall achievement of communicative aim ▶ Awareness of the writer-reader relationship (style and register) ▶ Adequacy of topic coverage
4	▶ Full and accurate understanding of the straightforward ideas of all source materials demonstrated ▶ A wholly appropriate and accurate selection of relevant content from the source texts ▶ Excellent ability to identify the main conclusions, significant points and common themes within and across the multiple texts ▶ An excellent adaptation of content to suit the purpose for writing ▶ Excellent paraphrasing/summarising skills of short pieces of information demonstrated	▶ Excellent achievement of the communicative aim ▶ Excellent awareness of the writer-reader relationship ▶ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met
3	▶ Full and accurate understanding of the straightforward ideas of most source materials demonstrated ▶ An appropriate and accurate selection of relevant content from the source texts (ie most relevant ideas are selected and most ideas selected are relevant) ▶ Good ability to identify the main conclusions, significant points and common themes within and across the multiple texts ▶ A good adaptation of content to suit the purpose for writing ▶ Good paraphrasing/summarising skills of short pieces of information demonstrated (with very limited lifting and few disconnected ideas)	▶ Good achievement of the communicative aim (ie important messages conveyed) ▶ Good awareness of the writer-reader relationship (ie appropriate use of style and register throughout the text) ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met
2	▶ Full and accurate understanding of more than half of the source materials demonstrated ▶ An acceptable selection of relevant content from the source texts (the content selected must come from more than one text) ▶ Acceptable ability to identify the main conclusions, significant points and common themes within and across the multiple texts ▶ Acceptable adaptation of content to suit the purpose for writing ▶ Acceptable paraphrasing/summarising skills of short pieces of information demonstrated (with some lifting and disconnected ideas)	▶ Acceptable achievement of the communicative aim ▶ Some awareness of the writer-reader relationship ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met
1	▶ Inaccurate and limited understanding of most source materials ▶ 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) ▶ 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) ▶ Poor adaptation of content to suit the purpose for writing (ie does not use the source texts' content to address the purpose for writing) ▶ Poor paraphrasing/summarising skills of short pieces of information demonstrated (with heavy lifting and many disconnected ideas)	▶ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader) ▶ Poor awareness of the writer-reader relationship ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are not met
0	▶ Task not attempted ▶ Paper void ▶ No performance to evaluate	

Appendix 6 – ISE I Task 3 Reading into writing rating scale (contd)

Score	Organisation and structure ▸ Text organisation, including use of paragraphing, beginnings/endings ▸ Presentation of ideas and arguments, including clarity and coherence of their development ▸ Consistent use of format to suit the task ▸ Use of signposting	Language control ▸ Range and accuracy of grammar ▸ Range and accuracy of lexis ▸ Effect of linguistic errors on understanding ▸ Control of punctuation and spelling
4	▸ Effective organisation of text (ie clear organisation of text with ideas sequenced in a linear fashion, the use of paragraphs to separate key themes) ▸ Very clear presentation and logical development of all straightforward ideas and arguments ▸ Appropriate format throughout the text ▸ Effective signposting	▸ Good range of grammatical items relating to the task with good level of accuracy ▸ Good range of lexical items relating to the task with good level of accuracy ▸ Any errors do not impede understanding ▸ Excellent spelling and punctuation
3	▸ Good organisation of text (eg appropriately organised into paragraphs, appropriate opening and closing) ▸ Clear presentation and logical development of most straightforward ideas and arguments ▸ Appropriate format in most of the text ▸ Good signposting (eg appropriate use of cohesive devices and topic sentences to address a linear sequence)	▸ Appropriate range of grammatical items relating to the task with good level of accuracy (errors may occur when handling more complex ideas) ▸ Appropriate range of lexical items relating to the task with good level of accuracy (may contain some circumlocutions) ▸ Errors occasionally impede understanding but the overall message is clear ▸ Spelling and punctuation good enough to be followed (punctuation of simple sentences is free from errors)
2	▸ Acceptable organisation of text (ie showed some awareness of the need for structure with new ideas introduced in new sentences) ▸ Presentation and development of most straightforward ideas and arguments are acceptably clear and logical ▸ Appropriate format in general ▸ Acceptable signposting (eg some appropriate use of cohesive devices and topic sentences to address a linear sequence)	▸ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted ▸ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted ▸ Errors sometimes impede understanding ▸ Acceptable spelling and punctuation
1	▸ Very limited or poor text organisation which causes the reader difficulties ▸ Most ideas and arguments lack coherence and do not progress logically ▸ Inappropriate format throughout the text ▸ Poor signposting (lacks use of simple cohesive devices)	▸ Inadequate evidence of grammatical range and accuracy (may have control over the language below the level) ▸ Inadequate evidence of lexical range and accuracy (may have control over the language below the level) ▸ Errors frequently impede understanding ▸ Poor spelling and punctuation throughout
0	▸ Task not attempted ▸ Paper void ▸ No performance to evaluate	

Appendix 7 – ISE I Task 4 Extended writing rating scale

Score	Task fulfilment ▸ Overall achievement of communicative aim ▸ Awareness of the writer-reader relationship (style and register) ▸ Adequacy of topic coverage	Organisation and structure ▸ Text organisation, including use of paragraphing, beginnings/endings ▸ Presentation of ideas and arguments, including clarity and coherence of their development ▸ Consistent use of format to suit the task ▸ Use of signposting	Language control ▸ Range and accuracy of grammar ▸ Range and accuracy of lexis ▸ Effect of linguistic errors on understanding ▸ Control of punctuation and spelling
4	▸ Excellent achievement of the communicative aim ▸ Excellent awareness of the writer-reader relationship ▸ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met	▸ Effective organisation of text (ie clear organisation of text with ideas sequenced in a linear fashion, the use of paragraphs to separate key themes) ▸ Very clear presentation and logical development of all straightforward ideas and arguments ▸ Appropriate format throughout the text ▸ Effective signposting	▸ Good range of grammatical items relating to the task with good level of accuracy ▸ Good range of lexical items relating to the task with good level of accuracy ▸ Any errors do not impede understanding ▸ Excellent spelling and punctuation
3	▸ Good achievement of the communicative aim (ie important messages conveyed) ▸ Good awareness of the writer-reader relationship (ie appropriate use of style and register throughout the text) ▸ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met	▸ Good organisation of text (eg appropriately organised into paragraphs, appropriate opening and closing) ▸ Clear presentation and logical development of most straightforward ideas and arguments ▸ Appropriate format in most of the text ▸ Good signposting (eg appropriate use of cohesive devices and topic sentences to address a linear sequence)	▸ Appropriate range of grammatical items relating to the task with good level of accuracy (errors may occur when handling more complex ideas) ▸ Appropriate range of lexical items relating to the task with good level of accuracy (may contain some circumlocutions) ▸ Errors occasionally impede understanding but the overall message is clear ▸ Spelling and punctuation good enough to be followed (punctuation of simple sentences is free from errors)
2	▸ Acceptable achievement of the communicative aim ▸ Some awareness of the writer-reader relationship ▸ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met	▸ Acceptable organisation of text (ie showed some awareness of the need for structure with new ideas introduced in new sentences) ▸ Presentation and development of most straightforward ideas and arguments are acceptably clear and logical ▸ Appropriate format in general ▸ Acceptable signposting (eg some appropriate use of cohesive devices and topic sentences to address a linear sequence)	▸ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted ▸ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted ▸ Errors sometimes impede understanding ▸ Acceptable spelling and punctuation
1	▸ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader) ▸ Poor awareness of the writer-reader relationship ▸ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are not met	▸ Very limited or poor text organisation which causes the reader difficulties ▸ Most ideas and arguments lack coherence and do not progress logically ▸ Inappropriate format throughout the text ▸ Poor signposting (lacks use of simple cohesive devices)	▸ Inadequate evidence of grammatical range and accuracy (may have control over the language below the level) ▸ Inadequate evidence of lexical range and accuracy (may have control over the language below the level) ▸ Errors frequently impede understanding ▸ Poor spelling and punctuation throughout
0	▸ Task not attempted ▸ Paper void ▸ No performance to evaluate		

Appendix 8 – ISE I Speaking and listening rating scale

Score	Communicative effectiveness ▹ Task fulfilment ▹ Appropriacy of contributions/turn-taking ▹ Repair strategies	Interactive listening ▹ Comprehension and relevant response ▹ Level of understanding ▹ Speech rate of examiner interventions ▹ Speed and accuracy of response	Language control ▹ Range ▹ Accuracy/precision ▹ Effects of inaccuracies	Delivery ▹ Intelligibility ▹ Lexical stress/intonation ▹ Fluency ▹ Effects on the listener
4	▹ Fulfils the task very well ▹ Initiates and responds appropriately, both actively and receptively ▹ Maintains and contributes to the interaction by elaborating his/her utterances spontaneously ▹ Says or signals in basic ways that he/she did not follow and these signals are always effective	▹ Understands interventions with little repetition or rephrasing ▹ Identifies factual information accurately ▹ Has little difficulty in following speech at a normal conversational rate ▹ Sometimes responds slowly to consider examiner input	▹ Uses a good range of grammatical structures/lexis to deal with topics at this level ▹ Shows a relatively high level of grammatical accuracy and lexical precision to deal with most familiar topics ▹ Errors occur, but they do not impede communication	▹ Intelligible despite some noticeable use of non-standard phonemes ▹ Uses lexical stress and intonation appropriately ▹ Speaks relatively slowly with some pausing and hesitation ▹ Requires some careful listening
3	▹ Fulfils the task appropriately ▹ Initiates and responds appropriately when prompted ▹ Manages to maintain the interaction, but topic development is somewhat dependent on the examiner ▹ Says or signals in basic ways that he/she did not follow – although sometimes awkward, these signals are effective	▹ Understands interventions but may need some repetition or rephrasing ▹ Identifies factual information though it may be short on detail ▹ Sometimes needs examiner speech slowed down ▹ Responds slowly due to some uncertainty about examiner input	▹ Uses an appropriate range of grammatical structures/lexis to deal with topics at this level ▹ Shows a reasonable level of grammatical accuracy and lexical precision to deal with most familiar topics ▹ Errors are frequent (eg tenses, agreement-markers) but they do not usually impede communication	▹ Intelligible despite some noticeable use of non-standard phonemes ▹ Generally uses lexical stress and intonation appropriately ▹ Generally speaks slowly with some pausing and hesitation ▹ Requires some careful listening
2	▹ Fulfils the task acceptably with support ▹ Acceptably initiates and responds when prompted ▹ Manages to maintain the interaction, but topic development is overly dependent on the examiner ▹ Says or signals in basic ways that he/she did not follow. Sometimes awkward, and these signals are not always effective	▹ Understands short interventions but may need repetition or rephrasing ▹ Identifies some factual information, possibly incomplete ▹ Has difficulty following speech at a normal conversational rate ▹ Responds quite slowly due to uncertainty about input	▹ Uses an acceptable range of grammatical structures/lexis to manage topics at this level, but grammatical/lexical gaps cause some noticeable hesitation and circumlocution ▹ Shows an acceptable level of grammatical accuracy and lexical precision to deal with most familiar topics ▹ Errors are frequent but they do not usually impede communication	▹ Mostly intelligible despite some noticeable use of non-standard phonemes ▹ Uses lexical stress and intonation acceptably ▹ Generally speaks slowly with frequent pausing and hesitation ▹ Requires careful listening
1	▹ Does not fulfil the task even with support ▹ Does not initiate or respond adequately ▹ Does not maintain the interaction sufficiently ▹ Contributions are inappropriate and/or overly dependent on the examiner ▹ Has difficulty in resolving communication problems	▹ Has difficulty understanding interventions ▹ Identifies some random factual information but without an overall context ▹ Does not follow any speech at a normal conversational rate ▹ Consistently responds slowly due to difficulty in understanding input	▹ Uses a limited range of grammatical structures/lexis that is not always adequate to deal with topics at this level ▹ Does not show an adequate level of grammatical accuracy and lexical precision ▹ Some or many errors impede communication	▹ Generally intelligible or sometimes unintelligible – use of non-standard phonemes is evident ▹ Uses lexical stress and intonation enough to follow ▹ Speaks slowly with frequent and noticeable pausing and hesitation ▹ Requires careful listening – may be difficult to follow
0	No performance to assess (candidate does not speak, or does not speak in English).			

Appendix 9 –
ISE I Independent listening task 2 rating scale

4	▶ Identifies and reports all/almost all key information accurately (main points and supporting detail) (eg nine or more)
	▶ Shows good understanding of links between key information
	▶ Responds to questions with promptness
	▶ Needs no/little repetition or rephrasing of questions
3	▶ Identifies and reports the number of key information points required accurately (main points and supporting detail) (eg six to eight)
	▶ Shows understanding of links between key information
	▶ Responds to questions with relative promptness
	▶ May need some repetition or rephrasing of questions
2	▶ Identifies and reports some key information points accurately (main points and supporting detail) (eg four to five)
	▶ Shows limited understanding of links between key information
	▶ Responds to questions after some hesitation
	▶ May need some repetition or rephrasing of questions
1	▶ Identifies and reports limited number of key information points (eg zero to three)
	▶ Shows little/no understanding of links between key information
	▶ Responds to questions only after noticeable hesitation
	▶ May need extensive repetition and/or rephrasing of questions
0	▶ No performance to assess (eg candidate does not speak)

45

Notes

Notes