

Integrated Skills in English (ISE) Guide for Teachers – ISE A1

Reading & Writing | Speaking & Listening

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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 A1 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 A1, as well as the qualification specifications, see trinitycollege.com/ISE-A1.

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, Foundation, I, II and III – see trinitycollege.com/ISEIV for details.

ISE A1 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 they need 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 their 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 candidates taking ISE A1 may be as young as 10 years old and have been studying English in school for a year or so. 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.

Overview of ISE Reading & Writing

The ISE Reading & Writing module has four tasks that assess candidates' reading and writing skills, including their reading into writing skills. The purpose of each task is explained in the pages that follow.

	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

Introduction to ISE Reading & Writing tasks at ISE A1

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 each part
- to understand specific, factual information at the word and/or phrase level.

Task 2 is the Multi-text reading task, where the candidate reads three texts and answers 10 questions. The aims of this task are:

- to understand the main idea or purpose of each text
- to understand specific, factual information at the word level across the texts.

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

The aims of this task are:

- to identify factual information that is relevant to the writing prompt across three texts
- to use key words and phrases from sources in their own combination to produce a short and simple response to suit the purpose for writing.

Task 4 is the Extended writing task, where the candidate produces a piece of writing in response to a prompt. The aim of the task is to write information and/or a description of people or places that are familiar.

Glossary of reading skills for ISE A1

Reading for general comprehension	▶ Reading a range of short, simple texts on familiar subjects that use everyday vocabulary
Reading for gist	▶ Reading to understand the main idea of a paragraph, text or infographic
Skimming	▶ Reading to understand the general meaning of a paragraph, text or infographic (eg a diagram, plan, graph, drawing or map with some writing)
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	<ul style="list-style-type: none">▶ Reading to understand specific, factual information at the word and/or phrase level▶ Reading to understand important points in a text

Glossary of writing aims for ISE A1

Task fulfilment	<ul style="list-style-type: none">▶ Responding to the prompt fully▶ Achieving the communicative aim▶ Showing awareness of the reader
Organisation and structure	<ul style="list-style-type: none">▶ Presenting ideas clearly and logically▶ Structuring the writing, eg using simple connectors
Language control	<ul style="list-style-type: none">▶ Using a range of language functions, grammar and vocabulary▶ Using language functions, grammar and vocabulary accurately▶ Using spelling and punctuation accurately
Reading for writing	<ul style="list-style-type: none">▶ Showing understanding of reading texts▶ Identifying relevant information in reading texts▶ Using information from reading texts in writing

Candidate profile

Reading (tasks 1 and 2)

A candidate who passes ISE A1 can:

- understand the main ideas and specific information/facts in short, simple texts on familiar topics, which use common, high-frequency, everyday language
- identify specific information in simple written texts.

Reading into writing (task 3)

A candidate who passes ISE A1 can:

- select relevant content from the texts in task 2
- use the information in reading task 2 to use in writing task 3.

Writing (tasks 3 and 4)

A candidate who passes ISE A1 can:

- write about everyday aspects of his or her life, eg people, places, or everyday activities
- write very short, basic descriptions on familiar subjects
- write short, simple phrases and sentences linked with simple connectors like 'and' and 'then'.

This profile is based on the level A1, Basic User, of the Council of Europe's Common European Framework of Reference (CEFR).

Task specifications for ISE A1 Reading & Writing

Task 1 – Long reading

Task type and format	One reading text and 10 questions.
Input text	<p>A very short simple text of factual or descriptive nature, or a personal account/story. The text should be familiar to the candidate from their own educational setting.</p> <p>Subject areas:</p> <ul style="list-style-type: none"> ▸ Family and friends ▸ Classroom objects ▸ Everyday topics (days, months, everyday activities, home life and rooms in the home, routine) ▸ Familiar objects (household objects, home) ▸ Time, cost, quantities ▸ Places in the local area/locations ▸ Common sports and equipment ▸ Colour to describe objects ▸ Parts of the body ▸ School subjects <p>Textual features: The language is of A1 level with no low-frequency words. A simple illustration may be given to support the candidate's understanding of the content.</p>
Input text length	▸ 200 words divided into five parts.
Number of items	10 items in two sections of five items each.
Item types	<p>Questions 1-5 – Title matching. These require the candidate to choose the most appropriate titles for each part of the text. The text has five parts and there are six titles to choose from.</p> <p>Questions 6-10 – Completing sentences (gap fill). These require the candidate to complete sentences with one word or a number taken from the text.</p>
Task focus	<p>Each set of five items tests a different reading skill.</p> <p>Questions 1-5 test the ability to understand the main idea of each part. Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> ▸ skimming ▸ reading for gist. <p>Questions 6-10 test the ability to understand specific, factual information at the word and/or phrase level. Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> ▸ careful reading for specific information at the word level ▸ scanning.
Timing	The candidate is advised to spend 20 minutes on this task.
Assessment	Objectively scored according to the number of correct items out of a total of 10.

Task 2 – Multi-text reading

Task type and format	Three reading texts presented together, followed by 10 questions.
Input text	<p>The texts are of a simple, factual nature of the kind that should be familiar to the candidate from their own educational context. One text is a graphic representation of information with some writing (eg a diagram, drawing, or table).</p> <p>Subject areas:</p> <ul style="list-style-type: none"> ▸ Family and friends ▸ Everyday topics (days, months, everyday activities, home life and rooms in the home, routine) ▸ Time, cost, quantities ▸ Common sports and equipment ▸ Parts of the body ▸ Classroom objects ▸ Familiar objects (household objects, home) ▸ Places in the local area/locations ▸ Colour to describe objects ▸ School subjects <p>All three texts are on the same subject area and thematically linked. Textual features: The language is of A1 level with no low-frequency words.</p>
Input text length	<ul style="list-style-type: none"> ▸ A total of 200 words across three texts. ▸ One text is mainly graphical with some written language.
Number of items	10 items in two sections of five items each.
Item types	<p>Questions 11-15 – Multiple matching. These require the candidate to choose the most appropriate question to describe each text. There are five questions and each will refer to one text only. The same text can be the correct answer for up to two questions.</p> <p>Questions 16-20 – Completing summary notes from a bank of options (gap fill). These require the candidate to complete sentences/notes with an exact word (one word only) or number taken from the text. Ten possible answers are given, from which the candidate selects the correct five.</p> <p>The completed task represents a summary in note form of all the texts in this task.</p>
Task focus	<p>Each set of five items tests a different reading skill.</p> <p>Questions 11-15 test the ability to understand the main idea or purpose of each text. Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> ▸ skimming ▸ scanning ▸ reading for gist ▸ reading for general comprehension. <p>Questions 16-20 test the ability to understand specific, factual information at the word level across the texts.</p> <p>Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> ▸ reading for general comprehension ▸ careful reading to understand specific facts, information and significant points at word level ▸ scanning.
Timing	The candidate is advised to spend 20 minutes on this task.
Assessment	Objectively scored according to the number of correct items out of a total of 10.

Task specifications for ISE A1 Reading & Writing

Task 3 – Reading into writing

Task type and format	<p>A writing task in which the three texts from task 2 are used to respond to a prompt. The prompt will have four short content points that the candidate should address in their response.</p> <p>The response should only take information from the texts in Task 2, rather than use the candidate's background knowledge or imagination. The candidate must use his or her own words as far as possible.</p> <p>This task is supported by a bank of four key words from the texts.</p>
Task focus	<p>This task assesses the candidate's ability to:</p> <ul style="list-style-type: none">▸ identify factual information that is relevant to the writing prompt across three texts▸ use key words and phrases from sources in their own combination to produce a short and simple response to suit the purpose for writing.
Output length	40-50 words.
Output genre	The genre is interactive correspondence in the form of a very simple and short message, eg a text message, a greeting card or a postcard to a friend.
Timing	The candidate is advised to spend 25 minutes on this task.
Assessment	The task is assessed using the Reading into writing rating scale on pages 34-35.

Task 4 – Extended writing

Task type and format	<p>A writing task in which the candidate responds to a prompt. The prompt includes five content points that the candidate should address in their response.</p> <p>There is space for planning the response and a prompt to go back and check the response once it is finished.</p>
Task focus	This task assesses the ability to write information and/or a description of family, hobbies, house, bedroom. For the target language functions see page 33.
Output length	40-50 words.
Output genre	Productive: Giving information, description.
Subject area	<p>The writing prompt relates to one of the subject areas for ISE A1. These are:</p> <ul style="list-style-type: none">▸ Personal details; family and friends▸ Days of the week and months of the year; numbers to 100▸ Rooms in the home▸ Locations; places in local area▸ Everyday activities; home life and routine.
Timing	The candidate is advised to spend 25 minutes on this task.
Assessment	The task is assessed using the Extended writing rating scale on page 36.

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

ISE A1 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 candidates taking ISE A1 may be as young as 10 years old and have been studying English in school for a year or so. 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.

Overview of ISE Speaking & Listening

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

Introduction to ISE Speaking & Listening tasks at ISE A1

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 to start the conversation. The exam will cover more than one subject area.

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 A1, please see page 19.

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 at least one question 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 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 A1 there are two tasks. The candidate listens to a different recording for each task. In the first task, the candidate listens to four short dialogues and completes one question each by selecting a picture. The audio is played twice.

In the second task, the candidate listens twice to a factual text and identifies a concrete fact in each of three sections. In task 2, candidates can take notes while listening to the recording. However, the candidate's notes are not assessed as part of the exam.

Glossary of speaking aims for ISE A1

Communicative effectiveness	<ul style="list-style-type: none"> ▸ Responding appropriately to interaction ▸ Maintaining simple exchanges
Interactive listening	<ul style="list-style-type: none"> ▸ Showing understanding of the examiner ▸ Following the speech of the examiner
Language control	<ul style="list-style-type: none"> ▸ 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	<ul style="list-style-type: none"> ▸ Using clear and understandable pronunciation ▸ Using stress and intonation appropriately

Glossary of listening skills for ISE A1

Intensive, 'bottom-up' listening	<ul style="list-style-type: none"> ▸ Listening to find specific key words and facts in simple recordings
Intensive listening in detail	<ul style="list-style-type: none"> ▸ Understanding specific, factual information at the word and/or phrase level ▸ Identifying the specific information needed ▸ Understanding explicitly stated ideas and information

Candidate profile

Speaking

A candidate who passes ISE A1 can:

- ▶ participate in short, one-to-one exchanges with the examiner on familiar topics
- ▶ exchange information on familiar topics
- ▶ interact in short conversations, although he or she may need some help
- ▶ ask and answer questions on familiar topics in predictable, everyday situations
- ▶ express likes and dislikes in simple terms
- ▶ give greetings, farewells and introductions
- ▶ ask and answer questions about routines and everyday activities
- ▶ give simple descriptions of people, daily routines and likes/dislikes as a short series of simple phrases and sentences.

Listening

A candidate who passes ISE A1 can:

- ▶ understand enough to complete the task if the speech they hear is clear and slow
- ▶ understand phrases and expressions related to personal circumstances (eg very basic personal and familiar information)
- ▶ understand and extract facts from short recorded passages which discuss predictable everyday subjects, provided they are delivered very slowly and clearly
- ▶ understand short sentences in a simple, routine conversation (eg service encounters in a shop).

This profile is based on the level A1, Basic User, of the Council of Europe's Common European Framework of Reference (CEFR).

Task specifications for ISE A1 Speaking & Listening

Conversation task	
Task type and format	<p>The Conversation task is an integrated speaking and listening task.</p> <p>The examiner selects a conversation subject area from the list of ISE A1 subject areas and asks the candidate questions to start the conversation. The exam will cover more than one conversation subject area.</p>
Timing	4 minutes
Task focus	<p>The candidate is expected to show his or her ability to use the language functions of the ISE A1 level. These functions are:</p> <ul style="list-style-type: none"> ▮ Stating simple facts ▮ Understanding instructions ▮ Giving personal information about present circumstances ▮ Understanding directions and indicating locations (not giving directions) ▮ Understanding and expressing very basic likes/dislikes/preferences ▮ Asking questions, eg. <i>How are you? Do you live here?</i> ▮ Describing familiar things, eg. people, objects including colours and position ▮ Understanding and informing about possessions ▮ Repairing communication at simplest level ▮ Understanding short, illustrated narratives ▮ Linking, eg <i>and; then</i>.
Examiner role	<p>The examiner uses the list of subject areas and their own test plans to ask questions and elicit the target language functions of the level. The conversation is supported by visual materials. The candidate should ask the examiner a question.</p>
Subject area	<ul style="list-style-type: none"> ▮ Personal details; family and friends ▮ Days of the week and months of the year; numbers to 100 ▮ Rooms in the home ▮ Locations; places in local area ▮ Everyday activities; home life and routine ▮ Objects in household, classroom, bedroom, including colour and locations.
Assessment	<p>The Conversation task is given one score using four criteria:</p> <ul style="list-style-type: none"> ▮ Communicative effectiveness ▮ Interactive listening ▮ Language control ▮ Delivery. <p>Please see the Speaking and listening rating scale (on page 37) for the full performance descriptors for each criterion and level of performance.</p>

Task specifications for ISE A1 Speaking & Listening

Independent listening tasks

Task type	The Independent listening tasks are audio recordings. The candidate listens to the recordings and responds orally.
Timing	8 minutes (approximately).
Task 1	
Task format	<ul style="list-style-type: none">▶ The candidate listens twice to four short dialogues. The candidate completes one question for each dialogue by selecting the correct picture from three options.▶ The recording is approximately 3 minutes long.
Task focus	The candidate shows that they are able to process facts at word level and recognise content words, provided that people talk very slowly and clearly.
Examiner role	The examiner plays the recording and reads the instructions (see text of sample exam in appendix 2). If the candidate asks, the examiner may repeat the instructions once.
Expected task outcomes	Selecting required lexical and factual information.
Assessment	Objective scoring – number of correct responses out of a total of four.
Task 2	
Task format	<ul style="list-style-type: none">▶ The candidate listens twice to a factual text (a monologue) such as a voice message, an announcement, some instructions. They identify a concrete fact in each section. The candidate's answer is one word only.▶ The candidate can take notes. The notes are optional and are not assessed.▶ The recording is approximately 2 minutes 30 seconds long.
Task focus	The candidate shows that they can identify concrete information (eg places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.
Examiner role	The examiner plays the recording and reads the instructions (see appendix 4). If the candidate asks, the examiner may repeat the instructions once.
Expected task outcomes	Identifying and selecting the required lexical and factual information and reporting orally.
Assessment	Objective scoring – number of correct responses out of a total of three.

For text of a sample ISE Speaking & Listening exam, please see appendix 2. There are also sample audio files of ISE A1 exams at trinitycollege.com/ISE-A1.

Appendices

Appendix 1 – Sample Reading & Writing exam paper

ISE A1

Integrated Skills in English A1

Time allowed: 1 hour 30 minutes

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

Read the text about Northfield. Answer the 10 questions on page 3.

Part 1

In Northfield, you can find a lot of different restaurants. You can try pasta, fish and other things. You can eat outside too. You can sit in the sun and enjoy a picnic. There is a new café too. You can buy an ice cream there.

Part 2

Northfield has an old football club. It is not very big. It is called 'Northfield Town'. People also call it 'The Blues'. The club has a new famous player! Go and watch him! You can enjoy other sports too. We have a basketball club or you can play tennis.

Part 3

There are a lot of different people in Northfield. People speak many languages. Everyone is very nice and likes to help. All the young people who live in Northfield enjoy having fun. You can have a great time here!

Part 4

Northfield has many old factories and some new places too. They are all very interesting. The library has photos of the old city. There are also photos of local people.

Part 5

In spring, Northfield has many flowers. They have different colours and the town is beautiful. The best time to visit is in June because it is sunny and nice. You can meet people and there are lots of interesting things to do.

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Questions 1-5

The text on page 2 has five parts (1-5). Choose what each part tells you about (A-F). There is one letter you don't need.

1. Part 1.....
2. Part 2.....
3. Part 3.....
4. Part 4.....
5. Part 5.....

- | |
|---|
| <p>A. Weather</p> <p>B. People</p> <p>C. Buildings</p> <p>D. Sports</p> <p>E. Shopping</p> <p>F. Eating</p> |
|---|

Questions 6-10

Read the sentences. Write only ONE word or a number from the text in each sentence.

6. You can get an ice cream in the
7. Northfield's football club is
8. Young people in Northfield like to have
9. There are old in Northfield.
10. Northfield is beautiful in the

Turn over page

page 3

Task 2 – Multi-text reading

Read the three short texts about schools. Answer the 10 questions on pages 4 and 5.

Questions 11-15

Read questions 11-15 first. Then read texts A, B and C. Write one letter next to each question.

Which text tells you

- 11. about different classes?
- 12. about the students in the class?
- 13. how you can get to the school?
- 14. what you can learn in class?
- 15. where things are in the school?

Text A

Newtown Language School

Welcome to Newtown school!

Our English classes are fun. You can practise speaking and study new words. The teacher is very friendly.

There are two classes in the school. Class A is easy and Class B is more difficult. You can't use your mobile phones in class, but you can use a dictionary. You can get it from the library!

Our class times:

Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Closed	Afternoon	Morning Afternoon	Morning

Text B

Hi Alice

How are you? I'm going to a new language school. It is near my house. Many students take the bus to school, but I walk. I go to school with my friend. Her name is Maria. We're in Class B. The lessons begin at 10am. The classrooms are very big and new. The name of our teacher is Lucy. She is great. There are only 12 students in our class. There is a computer room near the café. I use my laptop at home. Do you go to a language school too? Tell me about it!

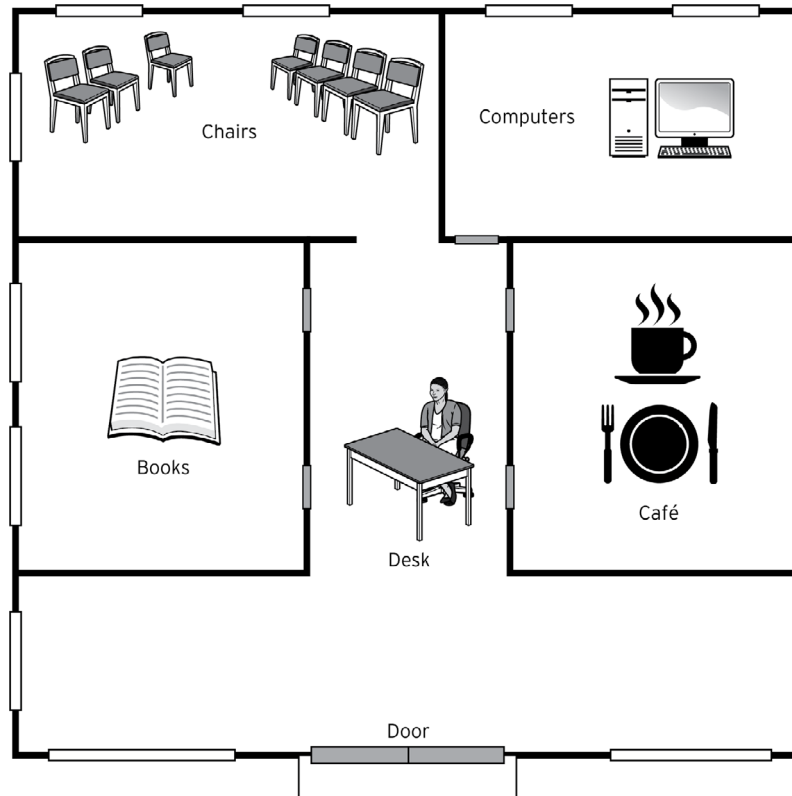
Bye

Riccardo

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Text C

Newtown Language School Map



Questions 16-20

Look at the sentences 16-20. Read texts A, B and C. Choose only ONE word or number from the box. Write the correct word or number in each sentence.

- You can use a (16.) in class.
- There are no classes on (17.)
- Maria is Riccardo's (18.)
- Riccardo starts his class at (19.)
- The (20.) in the school is between the books and the café.

Word bank

dictionary
10
Tuesday
desk
friend
mobile phone
computer
12
Wednesday
teacher

Turn over page

page 5

Task 3 – Reading into writing

Another friend wants to come to your language school. Write a message. Tell your friend about the school.

Use the words in the box and the texts on pages 4 and 5. Write four sentences.

teacher classrooms morning books

Write on the lines.

Hi,

1.

2.

3.

4.

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Task 4 – Extended writing

Write about your best friend. Write five sentences.

Say:

- ▶ who your friend is
- ▶ what you do together
- ▶ where you go
- ▶ when you see your friend
- ▶ what you like about your friends.

Planning notes: you can plan your writing here

(No marks are given for these planning notes)

End of exam

ISE A1 Sample paper 1 Answers

Task 1 – Long reading

1. F
2. D
3. B
4. C
5. A
6. café
7. old
8. fun
9. factories
10. spring

Task 2 – Multi-text reading

11. A
12. B
13. B
14. A
15. C
16. dictionary
17. Tuesday
18. friend
19. 10 (am)
20. desk

Appendix 2 – Information on the Speaking & Listening exam

Sample Speaking & Listening exam

ISE A1 sample exam

Conversation task

This task presents an opportunity for a realistic exchange of information.

In this task, the examiner chooses one of the subject areas from the list below:

- Personal details; family and friends
- Days of the week and months of the year; numbers to 100
- Rooms in the home
- Locations; places in local area
- Everyday activities: home life and routine
- Objects in household, classroom, bedroom, including colour and locations.

The examiner signals the start of this task by saying:

'Hello! My name is ... What's your name? (so that's full name and this is ISE A1)

How are you today?'

Once the candidate has responded, the examiner asks questions to elicit various functions of the ISE A1 level.

At the end of the Conversation task, the examiner says:

'Thank you. Now we're going to move on to the Listening task.'

Independent listening task

The candidate listens to two recordings and can take notes but responds orally.

Task 1

The examiner reads some instructions to introduce the task. If the candidate asks, the examiner may repeat the instructions once. Below is an example from the sample exam:

'You hear four conversations. For each conversation, choose the correct answer: A, B or C. You can write the correct letter A, B, or C on your paper. You hear the conversation twice. You have ten seconds to look at the pictures. [After 10 seconds] Are you ready?'

Note to examiner: Play the recording for task 1. Each question will play twice. Ask the questions included in this task allowing the candidate time to respond. The candidate has up to 15 seconds after the recording has finished playing for the second time to complete the task if necessary.

Task 2

'You hear a message. There are three questions. Answer each question with one word or a number. You can write your answers on your paper. You hear the message twice. Are you ready?'

Note to examiner: Play the recording for task 2. Each question will play twice. When the recording finishes continue reading the following instructions.

'There are three questions. Please answer with one word or a number.'

Note to examiner: Please ask the questions included in this task allowing the candidate time to respond. The candidate has up to 15 seconds after the recording has finished playing for the second time to complete the task if necessary.

Appendix 2 – Information on the Speaking & Listening exam (contd)

Task 1 Sample audio script

Rubric: *ISE A1 Task 1*

Rubric: *Question 1. What number does Richard's friend live at?*

Girl: *Where do you live, Richard?*

Boy: *I live in house number 14. My friend lives in my street at number 35.*

Rubric: *Now listen again.*

Rubric: *Question 2. Where is Richard?*

Boy: *Where's Richard today?*

Girl: *He's not at home. He's playing with his school friends. They are at the beach.*

Rubric: *Now listen again.*

Rubric: *Question 3. What is on the table?*

Girl: *Tell me about your living room.*

Boy: *There's a table next to the TV. There's a picture on the table and the TV is on the wall.*

Rubric: *Now listen again.*

Rubric: *Question 4. What colour are the friend's eyes?*

Boy: *Is your best friend nice?*

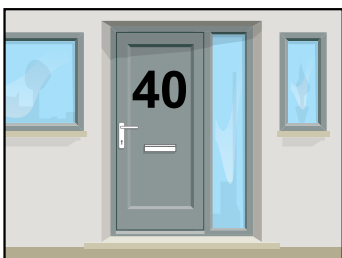
Girl: *Yes, he is. He has brown hair and blue eyes. He wears a green t-shirt.*

Rubric: *Now listen again.*

Rubric: *This is the end of Task 1.*

Task 1 answer options

Question 1



A

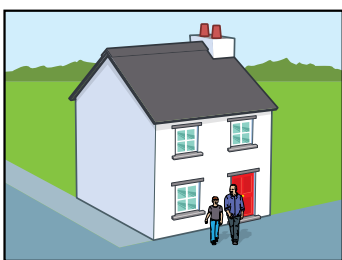


B

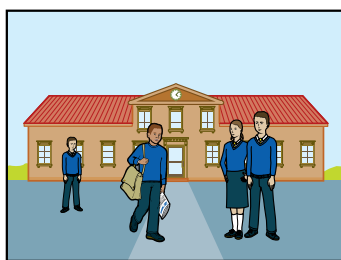


C

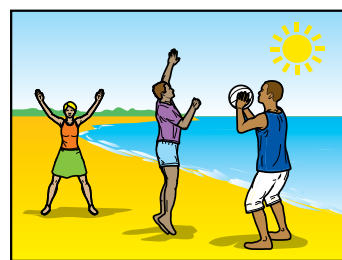
Question 2



A

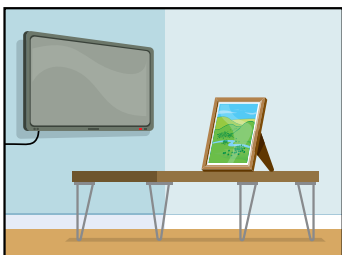


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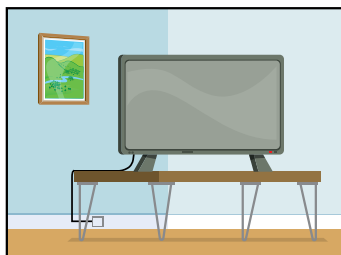


C

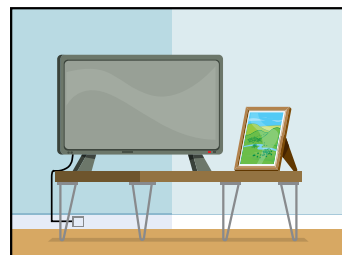
Question 3



A

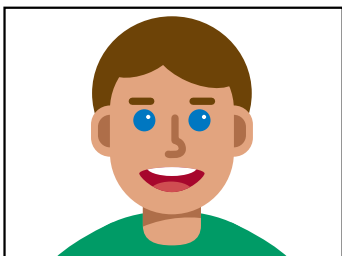


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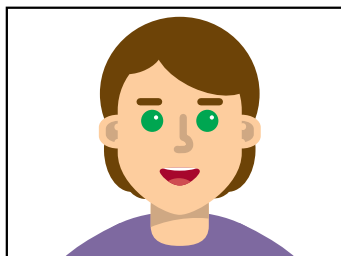


C

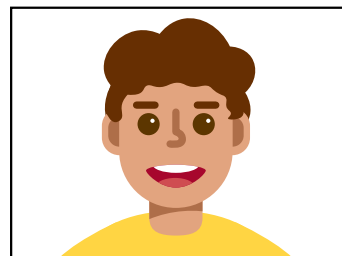
Question 4



A



B



C

Appendix 2 – Information on the Speaking & Listening exam (contd)

Task 1 Answer Key

Question	Answer
Question 1. What number does Richard's friend live at?	C
Question 2. Where is Richard?	C
Question 3. What is on the table?	A
Question 4. What colour are the friend's eyes?	A

Task 2 Sample audio script

Rubric: *ISE A1 Task 2*

Rubric: *Question 1: What time does the train go?*

Boy: *Hi, it's Richard, wake up! Are you ready for the beach? There's a train every half an hour. Our train goes at 11:30 and it arrives at 12:00, is that OK?*

Rubric: *Question 2: What can they have at the beach?*

Boy: *Then we can go to the beach and have a nice lunch. After, we can go and have an ice cream in the park.*

Rubric: *Question 3: What can they buy later?*

Boy: *Oh, can you bring sandwiches please? We can buy some drinks from the supermarket later. See you!*

Rubric: *Now listen again.*

Rubric: *This is the end of Task 2.*

Task 2 Answers

Question	Answer
Question 1. What time does the train go?	11.30
Question 2. What can they have at the beach?	Lunch
Question 3. What can they buy later?	Drinks

Appendix 3 – Language functions and suggested grammar for ISE A1

Language functions

- Stating simple facts
- Understanding instructions
- Giving personal information about present circumstances
- Understanding directions and indicating locations (not giving directions)
- Understanding and expressing very basic likes/dislikes/preferences
- Asking questions, eg *How are you? Do you live here?*
- Describing familiar things, eg people, objects including colours and position
- Understanding and informing about possessions
- Repairing communication at simplest level
- Understanding short, illustrated narratives
- Linking, eg *and; then*

The list below gives some suggested grammar for students to practise when preparing for ISE A1. 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 simple tense | ▸ Imperatives |
| ▸ Present continuous tense | ▸ Demonstratives |
| ▸ Past simple to indicate past states using be | ▸ Determiners |
| ▸ Nouns (singular and plural, regular and irregular, countable and uncountable) | ▸ Can and can't |
| ▸ Pronouns (including possessives) | ▸ <i>There is/are and has/have got/have you got?</i> |
| ▸ Simple adjectives (not in comparative/superlative form) | ▸ Link words: <i>and; and then; but</i> |
| ▸ Adverbs of frequency | ▸ Like + noun (no verb forms) |
| ▸ Prepositions of place and time | ▸ Formation of simple questions and question words |

Appendix 4 – ISE A1 Task 3 Reading into writing rating scale

Score	Reading for writing	Task fulfilment
	<ul style="list-style-type: none"> Understanding of source materials Selection of relevant content from three source texts Use of source texts' content to suit the purpose for writing 	<ul style="list-style-type: none"> Overall achievement of communicative aim Adequacy of topic coverage
3 (Top of level)	<ul style="list-style-type: none"> Good understanding of most of the task-related source material An appropriate and accurate selection of relevant content from the source texts Good use of content from source texts to fulfil the communicative purpose of the task 	<ul style="list-style-type: none"> Good achievement of the communicative aim; all content points addressed The text is easily read and understood by the reader All requirements of the task, (ie topic, purpose, number of sentences) satisfied with no omissions or irrelevance
2 (At level)	<ul style="list-style-type: none"> Good understanding of over half task-related source materials An acceptable selection of relevant content from the source texts Acceptable use of source texts' content, with a few disconnected ideas, to suit the purpose for writing 	<ul style="list-style-type: none"> Acceptable achievement of the communicative aim; most content points addressed The text can be understood by the reader Most requirements of the instruction appropriately met with few omissions and irrelevance
1 (Below level)	<ul style="list-style-type: none"> Inaccurate and limited understanding of most source materials Inadequate and inaccurate selection of relevant content from the source texts (ie most of the selected information irrelevant) Does not use the source texts' content to address the purpose for writing 	<ul style="list-style-type: none"> Poor achievement of the communicative aim (ie difficult to follow for reader) Most requirements (ie topic, purpose and number of words) of the instruction are not met
0	<ul style="list-style-type: none"> Task not attempted Paper void No performance to evaluate 	

Appendix 4 – ISE A1 Task 3 Reading into writing rating scale

Score	Organisation and structure <ul style="list-style-type: none"> ▶ Grouping of information ▶ Use of very simple connectors 		Language control <ul style="list-style-type: none"> ▶ Range and accuracy of grammar ▶ Range and accuracy of lexis ▶ Effect of linguistic errors on understanding ▶ Control of very simple punctuation and spelling
3 (Top of level)	<ul style="list-style-type: none"> ▶ Good use of short, simple sentences or phrases ▶ Information is grouped logically ▶ Appropriate use of simple connectors eg 'and', 'then' 		<ul style="list-style-type: none"> ▶ A range of simple grammatical items sufficient to the task relating to familiar everyday situations used with good level of accuracy (may contain basic systematic errors) ▶ A range of lexical items sufficient to the task relating to familiar everyday situations used with good level of accuracy ▶ Any errors do not impede understanding ▶ Good spelling (with phonetic accuracy) and punctuation
2 (At level)	<ul style="list-style-type: none"> ▶ Some use of short, simple sentences or phrases ▶ Most ideas are grouped logically (some may be out of place) ▶ Acceptable use of simple connectors eg 'and' 		<ul style="list-style-type: none"> ▶ Acceptable level of grammatical accuracy sufficient to the task – although range may be restricted (contain basic systematic errors) ▶ Acceptable level of lexical accuracy sufficient to the task – although range may be restricted ▶ Errors sometimes impede understanding but the overall message is clear ▶ Acceptable spelling (with phonetic accuracy) and punctuation
1 (Below level)	<ul style="list-style-type: none"> ▶ Most ideas are disconnected or out of place ▶ Difficult to follow 		<ul style="list-style-type: none"> ▶ Inadequate evidence of grammatical and lexical range and accuracy ▶ Errors frequently impede understanding ▶ Poor spelling and punctuation throughout, causing difficulty for reader
0	<ul style="list-style-type: none"> ▶ Task not attempted ▶ Paper void ▶ No performance to evaluate 		

Appendix 5 – ISE A1 Task 4 Extended writing rating scale

Score	Task fulfilment	Organisation and structure	Language control
	<ul style="list-style-type: none"> Overall achievement of communicative aim Adequacy of topic coverage 	<ul style="list-style-type: none"> Grouping of information Use of very simple connectors 	<ul style="list-style-type: none"> Range and accuracy of grammar Range and accuracy of lexis Effect of linguistic errors on understanding Control of very simple punctuation and spelling
3 (Top of level)	<ul style="list-style-type: none"> Good achievement of the communicative aim – all content points addressed The text is easily read and understood by the reader All requirements of the task completely satisfied with no omissions or irrelevance 	<ul style="list-style-type: none"> Good use of short, simple sentences or phrases Information is grouped logically Appropriate use of simple connectors eg 'and', 'then' 	<ul style="list-style-type: none"> A range of simple grammatical items sufficient to the task relating to familiar everyday situations used with good level of accuracy (may contain basic systematic errors) A range of lexical items sufficient to the task relating to familiar everyday situations used with good level of accuracy Any errors do not impede understanding Good spelling (with phonetic accuracy) and punctuation
2 (At level)	<ul style="list-style-type: none"> Acceptable achievement of the communicative aim – most content points addressed The text can be understood by the reader Most requirements of the instruction appropriately met with few omissions and irrelevance 	<ul style="list-style-type: none"> Some use of short, simple sentences Most ideas are grouped logically – (some may be out of place) Acceptable use of simple connectors eg 'and', 'then' 	<ul style="list-style-type: none"> Acceptable level of grammatical accuracy sufficient to the task – although range may be restricted (contain basic systematic errors) Acceptable level of lexical accuracy sufficient to the task – although range may be restricted Errors sometimes impede understanding but the overall message is clear Acceptable spelling (with phonetic accuracy) and punctuation
1 (Below level)	<ul style="list-style-type: none"> Poor achievement of the communicative aim (ie difficult to follow for reader) Most requirements (ie topic, purpose and number of sentences) of the instruction are not met 	<ul style="list-style-type: none"> Most ideas are disconnected or out of place Difficult to follow 	<ul style="list-style-type: none"> Inadequate evidence of grammatical and lexical range and accuracy Errors frequently impede understanding Poor spelling and punctuation throughout causing difficulty for reader
0	<ul style="list-style-type: none"> Task not attempted Paper void No performance to evaluate 		

Appendix 6 – ISE A1 Speaking and listening rating scale

Score	Communicative effectiveness	Interactive listening	Language control	Delivery
	<ul style="list-style-type: none"> Task fulfilment Appropriacy of contributions/turn taking Repair strategies 	<ul style="list-style-type: none"> Comprehension and relevant response Speech rate of examiner interventions Speed and accuracy of response 	<ul style="list-style-type: none"> Range Accuracy and precision Effects of inaccuracies 	<ul style="list-style-type: none"> Intelligibility Lexical stress/intonation Fluency Effects on the listener
4	<ul style="list-style-type: none"> Fulfils the task very well Asks and responds appropriately to questions Effectively says or signals in basic ways with words and gestures that he/she did not follow 	<ul style="list-style-type: none"> Understands short and simple interventions but may need repetition Follows conversational speech delivered slowly and clearly May make slow responses due to the need to make sense of the input 	<ul style="list-style-type: none"> Uses a good range of basic grammatical structures/lexis and memorised phrases for topics at this level Shows a good level of grammatical accuracy and lexical precision for simple exchanges Makes basic mistakes, but most errors do not impede communication 	<ul style="list-style-type: none"> High frequency lexical items are intelligible despite noticeable use of non-standard phonemes Uses basic lexical stress and intonation enough to follow May speak slowly with frequent pausing and hesitation May require some careful listening
3	<ul style="list-style-type: none"> Fulfils the task appropriately, may need some support Maintains simple exchanges by answering questions with some examiner support, and asking a question when prompted Attempts to say or signal in basic ways that he/she did not follow 	<ul style="list-style-type: none"> Does not always understand interventions, may need repetition and or rephrasing Follows conversational speech delivered slowly and clearly but may need interventions repeated at a slower rate Often makes slow responses due to the need to make sense of the input 	<ul style="list-style-type: none"> Uses a satisfactory range of basic grammatical structures/lexis and memorised phrases for topics at this level Shows a satisfactory level of grammatical accuracy and lexical precision for simple exchanges, but there may be omission of grammatical elements and gaps in the lexical range May make basic mistakes that do not affect meaning Makes major errors that occasionally impede communication 	<ul style="list-style-type: none"> High frequency lexical items are generally intelligible despite noticeable use of non-standard phonemes Uses basic lexical stress and intonation enough to follow in most turns Speaks slowly with frequent and extended pausing and hesitation Requires careful listening and may need support from the listener
2	<ul style="list-style-type: none"> Fulfils the task acceptably with support Interaction is dependent on examiner support to answer simple questions – this is not always successful May attempt to say or signal in a basic way that he/she did not follow 	<ul style="list-style-type: none"> Does not always understand interventions, quite often needs repetition and or rephrasing and this is not always successful Follows some conversation delivered slowly and clearly but may not understand several interventions even when repeated at a slower rate Responses are delayed due to difficulty making sense of the input 	<ul style="list-style-type: none"> Uses some basic grammatical structures/lexis and memorised phrases relevant for topics at this level Shows a basic level of grammatical accuracy and lexical precision – just enough to follow with support from the listener Makes basic mistakes that do not affect meaning Makes major errors that impede communication 	<ul style="list-style-type: none"> High frequency lexical items may be unintelligible due to use of non-standard phonemes May use some basic lexical stress and intonation Speaks slowly with frequent and noticeable pausing and hesitation Requires careful listening, sometimes difficult to follow even with support from the listener
1	<ul style="list-style-type: none"> Does not fulfil the task even with support Has consistent difficulty in responding appropriately to simple questions May attempt to say or signal in a basic way that he/she did not follow, these attempts may not be successful 	<ul style="list-style-type: none"> Understands few or no examiner interventions even with support Has difficulty in following most interventions when delivered slowly and clearly May at times be unable to respond due to failure making sense of the input 	<ul style="list-style-type: none"> May only use isolated words and simple memorised phrases and cannot deal with topics at this level May be unable to give information or take part in simple exchanges due to a lack of grammatical accuracy and lexical precision Makes frequent basic and major errors which impede communication 	<ul style="list-style-type: none"> High frequency lexical items are often unintelligible Does not use basic lexical stress or intonation Speaks very slowly with frequent and extended pausing and hesitation Requires careful listening, often difficult to follow even with support from the listener
0	No performance to assess (candidate does not speak, or does not speak in English).			

