



Integrated Skills in English (ISE) Guide for Teachers – ISE Foundation (A2)

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 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 Foundation, as well as the qualification specifications, see trinitycollege.com/ISEfoundation.

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/ISEfoundation to make sure you are using the latest version of this teacher guide.

ISE Foundation 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 Foundation

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 three 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 three 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 pages 8 and 9 for glossaries of reading skills and writing aims for ISE Foundation.

Glossary of reading skills for ISE Foundation

Reading for general comprehension	▶ Reading a range of short, simple texts on familiar subjects that use everyday vocabulary
Skimming	▶ Reading to understand the general meaning of a paragraph, text or infographic (eg a diagram, plan, graph, drawing or map with some writing)
Reading for gist	▶ Reading to understand the main idea of a paragraph, text or infographic
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
Careful reading to understand specific information and its context	<ul style="list-style-type: none">▶ Understanding specific factual information at the sentence level▶ Identifying the specific information needed
Deducing meaning	▶ Guessing the meaning of words and phrases from their context
Summarising	▶ Collecting key information from different texts or parts of texts and completing a short, simple overview

Glossary of writing aims for ISE Foundation

Reading for writing	<ul style="list-style-type: none">▶ Showing understanding of reading texts▶ Identifying common themes in reading texts▶ Summarising or paraphrasing ideas from reading texts
Task fulfilment	<ul style="list-style-type: none">▶ Responding to the prompt fully▶ Achieving the communicative aim▶ Showing awareness of the reader and the purpose for writing
Organisation and structure	<ul style="list-style-type: none">▶ 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	<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

Candidate profile

Reading (tasks 1 and 2)

A candidate who passes ISE Foundation Reading 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
- deduce the meaning of unknown words from their context.

In tasks 1 and 2, the candidate is assessed on his or her ability to use several reading skills including skimming, scanning, reading for gist, for specific information and to understand specific facts, and summarising.

Reading into writing (task 3)

A candidate who passes ISE Foundation 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 Foundation Writing can:

- write about everyday aspects of his or her life, eg people, places, a job or study experience, in linked sentences
- write very short, basic descriptions of events, past activities and personal experiences
- write simple phrases and sentences linked with simple connectors like 'and', 'but' and 'then'.

This profile is based on the level A2, Basic User, of the Council of Europe's Common European Framework of Reference (CEFR).

Task specifications for ISE Foundation Reading & Writing

Task 1 – Long reading

Task	One reading text followed by 15 questions.
Text	<p>The text is simple and factual. It is the type of text that a candidate is familiar with from his or her own educational setting.</p> <p>Subject areas for ISE Foundation:</p> <ul style="list-style-type: none"> ▮ Holidays ▮ Shopping ▮ School and work ▮ Hobbies and sports ▮ Food ▮ Weekend and seasonal activities ▮ Jobs ▮ Places in the local area ▮ Place of study ▮ Home life ▮ Weather ▮ Free time ▮ Times and dates ▮ The natural world
Text length	▮ 300 words (approximately), divided into five paragraphs.
Number of questions	15 questions.
Question types	<p>Title matching (questions 1-5)</p> <p>In this section, the candidate chooses the most appropriate title for each paragraph of the text. The text has five paragraphs and there are six titles to choose from. The candidate must demonstrate that he or she understands the main idea of each paragraph.</p> <p>Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> ▮ skimming ▮ scanning ▮ reading for gist. <p>Selecting the true statements (questions 6-10)</p> <p>In this section, the candidate selects five true statements from a list of eight statements. Five statements are true, and three are false, according to the text. The candidate must demonstrate that he or she understands specific, factual information at the sentence level.</p> <p>Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> ▮ careful reading for specific information at the sentence level ▮ deducing meaning of words and phrases from their context ▮ scanning. <p>Completing sentences (questions 11-15)</p> <p>In this section, the candidate completes sentences with an exact number, word or phrase (up to three words) taken from the text.</p> <p>The candidate must demonstrate that he or she understands specific, factual information at the word and/or phrase level.</p> <p>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 ▮ deducing meaning of words and phrases from their context.
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	Three reading texts, presented together, and 15 questions.
Text	<p>The three texts are simple and factual. They are the type of text that a candidate is familiar with from his or her own educational setting. One text is an infographic (eg a diagram, plan, graph, drawing or map with some text).</p> <p>Subject areas for ISE Foundation:</p> <ul style="list-style-type: none"> ▮ Holidays ▮ Shopping ▮ School and work ▮ Hobbies and sports ▮ Food ▮ Weekend and seasonal activities ▮ Jobs ▮ Places in the local area ▮ Place of study ▮ Home life ▮ Weather ▮ Free time ▮ Times and dates ▮ The natural world <p>All three texts are on the same subject area and thematically linked.</p>
Text length	<ul style="list-style-type: none"> ▮ 300 words (approximately) across three texts ▮ One text is an infographic.
Number of questions	15 questions.
Question types	<p>Multiple matching (questions 16–20)</p> <p>In this section, the candidate chooses which text each question refers to. There are five questions and each refers to one text only. The same text can be the correct answer for up to two questions. The candidate must demonstrate that he or she understands the main idea or purpose of each text.</p> <p>Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> ▮ skimming ▮ reading for gist ▮ scanning ▮ understanding the main idea or purpose of text. <p>Selecting the true statements (questions 21–25)</p> <p>In this section, the candidate selects five true statements from a list of eight statements. Five statements are true, and three are false, according to the texts. The candidate must demonstrate that he or she understands specific, factual information at the sentence level.</p> <p>Some useful reading subskills to practise for this section are:</p> <ul style="list-style-type: none"> ▮ careful reading for specific information at the sentence level ▮ deducing meaning of words and phrases from their context ▮ scanning. <p>Completing notes from a bank of options (questions 26–30)</p> <p>In this section, the candidate completes sentences with an exact word or phrase (up to three words) taken from the three texts. Ten possible options are given in the word bank, out of which the candidate selects five correct words or phrases. 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 factual information at the word and/or phrase level across the texts.</p> <p>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 ▮ deducing meaning of words and phrases from their context ▮ gathering information from different texts to create a text summary.
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 Foundation Reading & Writing

Task 3 – Reading into writing

Task	<p>A writing task in which the three 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.</p> <p>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.</p> <p>The candidate should check his or her response when he or she has finished.</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 from three texts ▸ paraphrase key words and phrases or short sentences ▸ summarise and combine information in a short and simple response to meet the purpose for writing.
Output length	70-100 words, excluding headings and addresses.
Output genre	<p>The genre will be one of the following:</p> <ul style="list-style-type: none"> ▸ Descriptive essay ▸ Article (magazine or online) ▸ Informal or neutral email or letter ▸ 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 42-43.

Task 4 – Extended writing

Task	<p>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.</p> <p>The candidate should check his or her response when he or she has finished.</p>
Task focus	This task assesses the candidate's ability to produce a narrative, descriptive or instructional response to a prompt. For the target ISE Foundation language functions see page 41.
Output length	70-100 words, excluding headings and addresses
Output genre	<p>The genre will be one of the following:</p> <ul style="list-style-type: none"> ▸ Descriptive essay ▸ Article (magazine or online) ▸ Informal or neutral email or letter ▸ Review
Subject area	<p>The writing prompt relates to one of the subject areas for ISE Foundation:</p> <ul style="list-style-type: none"> ▸ Holidays ▸ Shopping ▸ School and work ▸ Hobbies and sports ▸ Food ▸ Weekend and seasonal activities ▸ Jobs ▸ Places in the local area ▸ Place of study ▸ Home life ▸ Weather ▸ Free time ▸ Times and dates ▸ The natural world
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 44.

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

ISE Foundation 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 Foundation 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 Foundation, 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 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 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 Foundation there are two tasks. The candidate listens to a different recording for each task. In the first task, the candidate uses the information on the audio recording to identify and locate places on a map or plan. The candidate matches letters with numbers on their notepaper. The audio is played twice.

In the second task, the candidate listens twice to a factual, documentary-style text and reports five facts to the examiner. The examiner asks a further three questions, which the candidate answers orally. In task 2, candidates are encouraged to take notes while listening to the recordings. However, the candidate's notes are not assessed as part of the exam.

Glossary of speaking aims for ISE Foundation

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 Foundation

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 to gather as much information as possible	<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 Foundation Speaking can:

- ▶ participate in short, one-to-one conversations with the examiner in routine contexts
- ▶ exchange ideas and information on familiar topics or topics of interest to the candidate
- ▶ interact in short conversations without much difficulty, although he or she may need some help at times
- ▶ ask and answer questions on familiar topics in predictable, everyday situations
- ▶ express how he or she feels in simple terms
- ▶ give greetings, farewells and introductions
- ▶ ask and answer questions about habits, routines and past activities, work and/or free time activities
- ▶ give simple descriptions of people, daily routines and likes/dislikes as a short series of simple phrases and sentences
- ▶ make himself or herself understood in short contributions, even though pauses, false starts and reformulation may be very evident.

Listening

A candidate who passes ISE Foundation Listening 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 family information, shopping, local geography, employment)
- ▶ understand and extract the essential information from short recorded passages which discuss predictable everyday subjects
- ▶ understand enough to manage simple, routine exchanges without much effort
- ▶ generally understand clear, standard speech when they are discussing everyday subjects, although he or she might ask for repetition or reformulation from time to time
- ▶ use an idea of the overall meaning of short texts on everyday topics to deduce the probable meaning of unknown words from the context.

This profile is based on the level A2, Basic User, of the Council of Europe's Common European Framework of Reference (CEFR).

Task specifications for ISE Foundation Speaking & Listening

Topic task	
Task	<p>The Topic task is an integrated speaking and listening task.</p> <p>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.</p> <p>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.</p>
Timing	4 minutes.
Language functions	<p>The candidate is expected to show his or her ability to use the language functions of the ISE level. These functions are:</p> <ul style="list-style-type: none"> ▶ Giving personal information about present and past circumstances/activities ▶ Describing routines ▶ Expressing ability and inability ▶ Describing future plans ▶ Expressing likes and dislikes ▶ Describing people, objects and places ▶ Expressing simple comparisons ▶ Asking for information (eg simple questions about everyday life) ▶ Asking for clarification ▶ Responding to requests for clarification.
Examiner role	<p>The examiner uses the topic form to ask the candidate questions in order to elicit the language functions of ISE Foundation. The examiner may also interrupt when necessary to discourage recitation and encourage spontaneous conversation. The candidate should ask the examiner a question.</p>
Assessment	<p>The Topic task and Conversation task are 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 (appendix 8) for the full performance descriptors for each criterion and level of performance.</p>

Task specifications for ISE Foundation 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	<ul style="list-style-type: none"> ▸ Giving personal information about present and past circumstances/activities ▸ Describing routines ▸ Expressing ability and inability ▸ Describing future plans ▸ Expressing likes and dislikes ▸ Describing people, objects and places ▸ Expressing simple comparisons ▸ Asking for information (eg simple questions about everyday life) ▸ Asking for clarification ▸ Responding to requests for clarification.
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	<ul style="list-style-type: none"> ▸ Holidays ▸ Shopping ▸ School and work ▸ Hobbies and sports ▸ Food ▸ Weekend and seasonal activities.
Assessment	<p>The Conversation task and Topic task are 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 (appendix 8) for the full performance descriptors for each criterion and level of performance.</p>

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	The candidate listens twice to basic information. The candidate matches letters B-G with numbers on a map or plan and writes the answers on their notepaper. The information is visual/graphic. The recording is approximately 45 seconds long.
Task focus	Listening for specific information – recognise content words and process facts at word level.
Examiner role	The examiner plays the recording and reads the instructions (see text of sample exam in appendix 4). If the candidate asks, the examiner may repeat the instructions once.
Assessment	The number of correct responses out of a total of five. The notes are not assessed.
Task 2	
Task format	<p>The candidate listens twice to a factual text (usually a narrative) such as a radio programme, educational podcast, lecture or teacher talk. He or she reports five facts from the recording orally. The examiner then asks three questions about the content of the recording and the candidate responds.</p> <p>The candidate is given blank notepaper and a pen/pencil to write notes if they want to. The notes are optional and are not assessed.</p> <p>The recording is approximately 1 minute long.</p>
Task focus	<ul style="list-style-type: none"> ▶ Listening for main ideas and factual information ▶ Processing facts at word level, recognising content words and understanding utterances.
Examiner role	<p>The examiner reads the instructions (see appendix 4) and then plays the recording. The candidate may take notes. The examiner asks three follow-up questions after the candidate has reported five facts.</p> <p>If the candidate asks, the examiner may repeat the instructions and individual questions once.</p>
Assessment	<p>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.</p> <p>Please see the Independent listening rating scale (appendix 9) for more detail.</p>

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

Appendices

Appendix 1 – Sample Reading & Writing exam paper

ISE Foundation

Integrated Skills in English Foundation

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

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

Paragraph 1

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

Paragraph 2

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

Paragraph 3

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

Paragraph 4

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

Paragraph 5

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

ISE Foundation

Questions 1-5

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

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

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

Questions 6-10

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

6.
7.
8.
9.
10.

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

Questions 11-15

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

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

Turn over page

page 3

Task 2 – Multi-text reading

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

Questions 16-20

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

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

Which text

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

Text A

www.parks.com









Hyde Park, Central London

Activities

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

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

Text B

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

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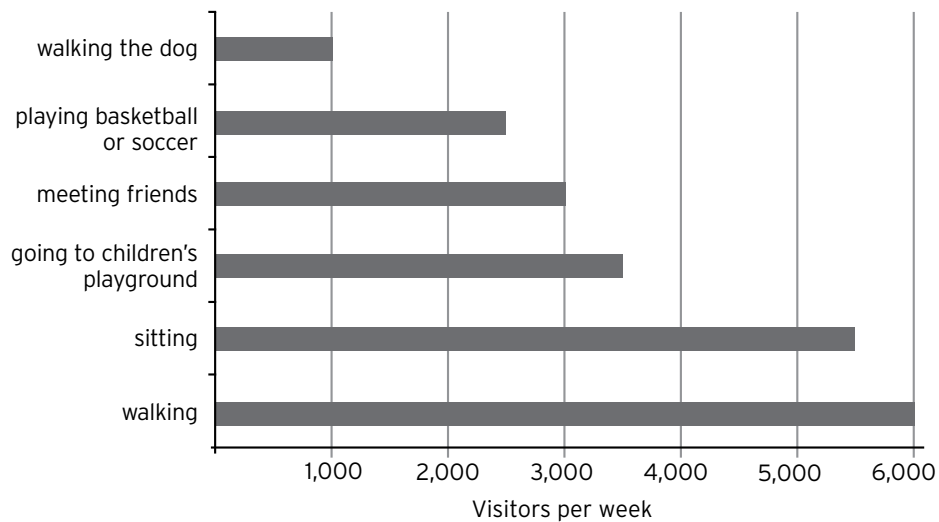
Text C

PARKS FACT FILE

70% of park users visit parks more than once a week
 More people use parks in the evening than at other times
 74% of park users stay more than 1 hour

Park users' top activities

What do people like doing in parks?



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

Turn over page

page 5

Questions 26-30

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

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

Notes

Activities in Hyde Park

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

Comparing Hyde Park and St James's Park

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

Popular activities in parks

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

Word bank

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

ISE Foundation

Task 3 – Reading into writing

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

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

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

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

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

Planning notes

(No marks are given for these planning notes)

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

Turn over page

page 7

ISE Foundation

Handwriting practice lines consisting of 20 horizontal dotted lines.

ISE Foundation

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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.

Turn over page

page 9

Task 4 – Extended writing

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

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

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

Planning notes

(No marks are given for these planning notes)

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ISE Foundation

Handwriting practice lines consisting of 20 horizontal dotted lines.

Turn over page

ISE Foundation

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

When you have finished your email, 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

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ISE Foundation Sample paper Answers

Task 1 – Long reading

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

6-10 can appear in any order

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

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

Task 2 – Multi-text reading

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

21-25 can appear in any order

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

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

Appendix 2 – Blank topic form

TRINITY
COLLEGE LONDON

**Integrated Skills in English Topic Form –
ISE Foundation**

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 Foundation**

What we did and saw

The activity I enjoyed the most

Title of topic:
My school trip to Paris

What we're going to do next year

Some differences between Paris and my city

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 Foundation Speaking & Listening exams may be viewed at trinitycollege.com/ISEfoundation.

Sample Independent listening task 1

Examiner rubric

This is a plan of an airport waiting room. Here it shows left and right.

These pictures show you some things in the waiting room. Someone will tell you where these things are. You'll hear the person speak twice. On your paper, match the letters with the numbers on the plan. There is one picture you do not need to use. There's an example to show you what to do. Zero is A. Please look at the plan and pictures now. You have 15 seconds. Are you ready?

The task will play twice.

What letter is number 1? Number 2? Number 3? Number 4? And number 5?

Below is an example map for the exam.

TRINITY
COLLEGE LONDON

Airport waiting room

Integrated Skills in English – ISE Foundation

Listening exam form

L

3=

5=

1=

4=

2=

0=A

R

example

A

B


C


D


E

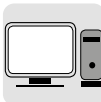
F

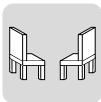
G















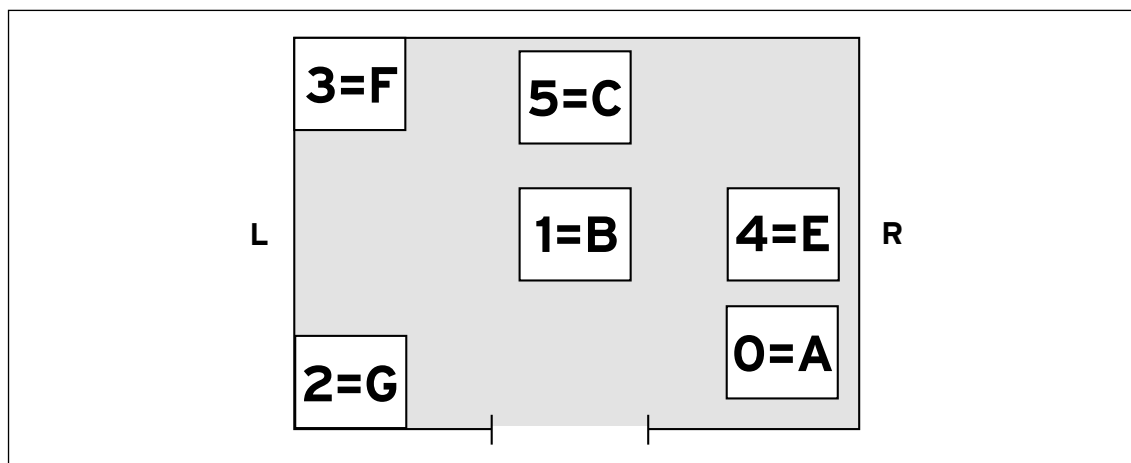


On your paper, match the letters with the numbers on the plan. There is one picture you do not need to use. There is an example (picture A) to show you what to do.

Audio script for Independent listening task 1

Look at this plan of the airport waiting room. On the right of the entrance, there is a bank. You can change your money here. In the centre, there is a lovely coffee shop. You can buy cakes here, too. The bookshop is on the left of the entrance, in the corner. In the left corner of the waiting room, at the back, there are some toilets. On the right side, next to the bank, there are some seats. At the back of the waiting room, in the middle, there are stairs up to the second floor. You can watch the planes from here.

Task 1 answer key



Sample Independent listening task 2

Examiner rubric

You are going to hear a short talk about a writer. You will hear the talk twice. As you listen, write down some facts about the writer on your notepaper, if you want to. Then I'll ask you to tell me five facts about the writer. Are you ready?

Audio script for Independent listening task 2

Roald Dahl was a famous writer. He was born in Wales in 1916. His parents were from Norway. When he was 23 years old he became a pilot. Everybody called him 'Lofty' because he was very tall. Dahl wrote mystery stories for adults at first. Later when he had children he started writing children's stories. Dahl worked in a small building in his garden. He wrote for four hours every day. He always used pencil and yellow paper. When he had an idea for a story he wrote it in an old red notebook. Dahl loved chocolate and his most famous book was about a chocolate factory.

Answers

Facts from the recording

1	Born in Wales 1916
2	Parents from Norway
3	Age 23 he became a pilot
4	Called 'Lofty' – very tall
5	First wrote mystery stories for adults
6	Had children – wrote children's stories
7	Worked in small building in his garden
8	Wrote for 4 hours every day
9	Used pencil/yellow paper/old red notebook
10	Loved chocolate/wrote about chocolate factory

Examiner questions

The examiner asks three questions

1	Where/when was he born?
2	Where were his parents from?
3	What did he do when he was 23? How old was he when he became a pilot?
4	Why was he called 'Lofty'?
5	What did he write first?
6	When did he start writing children's stories?
7	Where did he work?
8	How often/when did he write?
9	What did he use?
10	What food did he love?

Appendix 5 – Language functions and suggested grammar for ISE Foundation

Language functions

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

The list below gives some suggested grammar for students to practise when preparing for ISE Foundation. 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 | ▶ Prepositions of place, movement and time |
| ▶ Present continuous tense | ▶ Imperatives |
| ▶ Past simple tense of regular and common irregular verbs | ▶ Demonstratives |
| ▶ <i>Going to</i> future | ▶ Determiners |
| ▶ Nouns (singular and plural, regular and irregular, countable and uncountable) | ▶ <i>Can</i> and <i>can't</i> |
| ▶ Pronouns (including possessives) | ▶ <i>There is/are</i> and <i>has/have got/have you got?</i> |
| ▶ Adjectives (including comparatives and superlatives) | ▶ Link words <i>and</i> , <i>and then</i> , <i>but</i> |
| ▶ Adverbs of manner and frequency | ▶ <i>Like</i> + gerund/infinitive, eg <i>I like shopping</i> , <i>I like to read books</i> |
| | ▶ Formation of questions and the use of question words |

Appendix 6 – ISE Foundation 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 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 	<ul style="list-style-type: none"> Overall achievement of communicative aim Awareness of the writer-reader relationship (style and register) Adequacy of topic coverage
4	<ul style="list-style-type: none"> Full understanding of source material demonstrated An adequate and accurate selection of relevant content from the source texts An excellent synthesis/interpretation of content from multiple sources An excellent transformation of content from source texts to own text to fulfil the communicative purpose of the task Excellent paraphrasing/summarising skills demonstrated 	<ul style="list-style-type: none"> Full achievement of the communicative aim The text is easily read and understood by the reader All requirements of the task completely satisfied with no omissions or irrelevance
3	<ul style="list-style-type: none"> Full and accurate understanding of the 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 specific and predictable ideas within and across the multiple texts A good adaptation of content to suit the purpose for writing (eg to provide a solution to a straightforward problem) Good paraphrasing/summarising skills of key words and phrases or short sentences demonstrated (with very limited lifting and few disconnected ideas) 	<ul style="list-style-type: none"> Good achievement of the communicative aim (ie immediate aim addressed, eg expressing thanks, pass notes and messages) Good awareness of the immediate writer-reader relationship, usually personal Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met
2	<ul style="list-style-type: none"> 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 specific and predictable ideas within and across the multiple texts Acceptable adaptation of content to suit the purpose for writing Acceptable paraphrasing/summarising skills of key words and phrases or short sentences demonstrated (with some lifting and disconnected ideas) 	<ul style="list-style-type: none"> 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	<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 fewer than half of the relevant ideas are selected and most of the selected ideas are irrelevant) Poor ability to identify specific and predictable ideas within and across the multiple texts 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 key words and phrases or short sentences demonstrated (with heavy lifting and many disconnected ideas) 	<ul style="list-style-type: none"> Poor achievement of the communicative aim (ie difficult to follow 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	<ul style="list-style-type: none"> Task not attempted Paper void No performance to evaluate 	

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

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

Appendix 7 – ISE Foundation 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 Awareness of the writer-reader relationship (style and register) Adequacy of topic coverage 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Range and accuracy of grammar Range and accuracy of lexis Effect of linguistic errors on understanding Control of punctuation and spelling
4	<ul style="list-style-type: none"> Full achievement of the communicative aim 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"> Use of complete sentences throughout the text Ideas/themes are grouped logically Appropriate format adopted for the task Some use of simple connectors to form compound sentences to avoid repetitious structures Correct use of capital letters for proper nouns 	<ul style="list-style-type: none"> A range of grammatical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication A range of lexical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication Any minor errors do not impede understanding The majority of commonly occurring vocabulary is spelt correctly
3	<ul style="list-style-type: none"> Good achievement of the communicative aim (ie immediate aim addressed, eg expressing thanks, pass notes and messages) Good awareness of the immediate writer-reader relationship, usually personal Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met 	<ul style="list-style-type: none"> Good organisation of text (ie complete sentences are linked) Clear presentation and logical grouping of most ideas (although a few sentences may seem out of place) Appropriate format in most of the text Good signposting (eg appropriate use of simple connectors) 	<ul style="list-style-type: none"> Appropriate range of simple grammatical items sufficient to the task with good level of accuracy (may contain basic systematic errors, eg tenses, agreement) Appropriate range of lexical items sufficient to the task with good level of accuracy Errors may impede understanding but the overall message is clear Good spelling (with phonetic accuracy) and punctuation
2	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Acceptable organisation of text (complete sentences have been used) Acceptable presentation and logical grouping of most ideas (some sentences may seem out of place) Appropriate format in general Acceptable signposting 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Poor achievement of the communicative aim (ie difficult to follow 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 	<ul style="list-style-type: none"> Very limited or poor text organisation (heavy use of incomplete sentences) Poor presentation and logical grouping of most ideas Inappropriate format throughout the text Poor signposting (lacks use of any cohesive devices) 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Task not attempted Paper void No performance to evaluate 		

Appendix 8 – ISE Foundation 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 Level of understanding Speech rate of examiner interventions Speed and accuracy of response 	<ul style="list-style-type: none"> Range Accuracy/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 Maintains simple exchanges Says or signals in basic ways that he/she did not follow (eg 'Can you repeat?') 	<ul style="list-style-type: none"> Understands short and simple interventions with little repetition Identifies factual information Follows conversational speech, sometimes slowed Sometimes responds slowly 	<ul style="list-style-type: none"> Uses a sufficient range of basic grammatical structures/lexis and memorised phrases to deal with topics at this level Shows a sufficient level of grammatical accuracy and lexical precision to deal with simple exchanges Makes basic mistakes, but most errors do not impede communication 	<ul style="list-style-type: none"> Mostly intelligible despite noticeable use of non-standard phonemes Uses basic lexical stress and intonation appropriately Speaks slowly with frequent pausing and hesitation Requires some careful listening
3	<ul style="list-style-type: none"> Fulfils the task appropriately Maintains simple exchanges, despite some difficulty, some examiner support is necessary Attempts to say or signal in basic ways that he/she did not follow (eg 'Repeat?', 'Mm?' with a facial expression) 	<ul style="list-style-type: none"> Understands short and simple interventions but may need repetition Identifies factual information, sometimes incomplete Follows slow conversational speech May make slow responses due to the need to make sense of the input 	<ul style="list-style-type: none"> Uses a range of basic grammatical structures/lexis and memorised phrases to deal with topics at this level Shows a basic level of grammatical accuracy and lexical precision to deal with simple exchanges Makes basic mistakes – major errors occasionally impede communication 	<ul style="list-style-type: none"> Mostly intelligible despite noticeable use of non-standard phonemes Uses basic lexical stress and intonation enough to follow Speaks slowly with frequent and extended pausing and hesitation Requires careful listening
2	<ul style="list-style-type: none"> Fulfils the task acceptably with support Examiner support is necessary to keep the interaction going Attempts to signal in basic ways that he/she did not follow 	<ul style="list-style-type: none"> Does not always understand interventions, quite often needs repetition Identifies factual information just enough to respond Follows slow conversational speech in places Makes slow responses due to difficulty in making sense of the input 	<ul style="list-style-type: none"> Uses an acceptable range of basic grammatical structures/lexis and memorised phrases to deal with topics at this level Shows a basic level of grammatical accuracy and lexical precision – just enough to follow Makes basic mistakes – major errors sometimes impede communication 	<ul style="list-style-type: none"> Sometimes unintelligible Use of non-standard phonemes is very evident Uses some basic lexical stress and intonation Speaks slowly with frequent and noticeable pausing and hesitation Requires careful listening, sometimes difficult to follow
1	<ul style="list-style-type: none"> Does not fulfil the task even with support Difficult to keep the interaction going even with examiner support May attempt to signal in basic ways that he/she did not follow 	<ul style="list-style-type: none"> Understands few or no examiner interventions Does not identify factual information Has difficulty in following even slow conversational speech Makes slow responses due to failure to understand input 	<ul style="list-style-type: none"> Uses some basic grammatical structures/lexis, but does not manage to deal with topics at this level Does not show an adequate level of grammatical accuracy and lexical precision for simple exchanges Makes basic mistakes, and major errors often impede communication 	<ul style="list-style-type: none"> Sometimes or often unintelligible Does not use basic lexical stress or intonation Speaks very slowly with frequent and noticeable pausing and hesitation Requires careful listening, often difficult to follow
0	No performance to assess (candidate does not speak, or does not speak in English).			

Appendix 9 – ISE Foundation Independent listening task 2 rating scale

4	<ul style="list-style-type: none">Identifies and reports all/almost all relevant facts accurately (eg eight or more)Responds to questions with promptnessNeeds no/little repetition or rephrasing of questions
3	<ul style="list-style-type: none">Identifies and reports required number of relevant facts accurately (eg five to seven)Responds to questions with relative promptnessMay need some repetition or rephrasing of questions
2	<ul style="list-style-type: none">Identifies and reports some relevant facts, despite gaps in understanding (eg three to four)Responds to questions after some hesitationMay need some repetition or rephrasing of questions
1	<ul style="list-style-type: none">Identifies and reports limited number of relevant facts (eg zero to two)Responds to questions only after noticeable hesitationMay need extensive repetition and/or rephrasing of questions
0	<ul style="list-style-type: none">No performance to assess (eg candidate does not speak)

