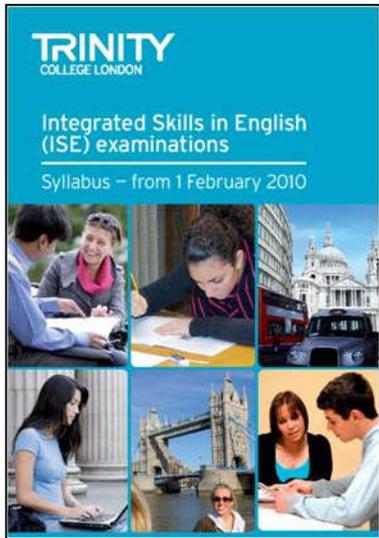


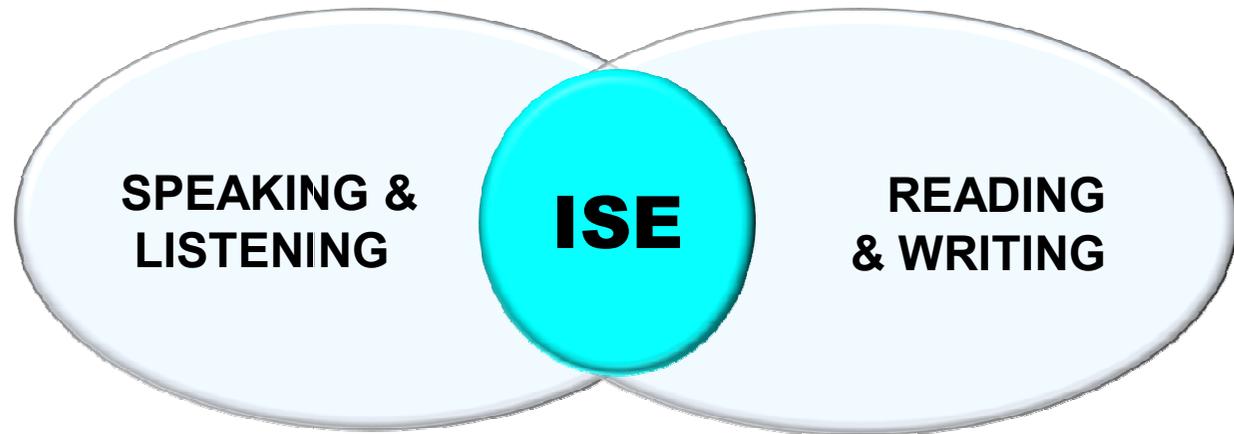
Trinity exams: examples for this talk



ISE

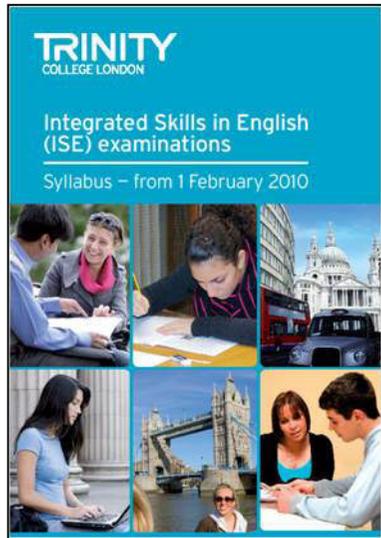
Speaking, listening,
reading and writing

ISE is an assessment of the 4 language skills.



Trinity exams: examples for this talk

There are 5 ISE levels, each related to the CEFR.



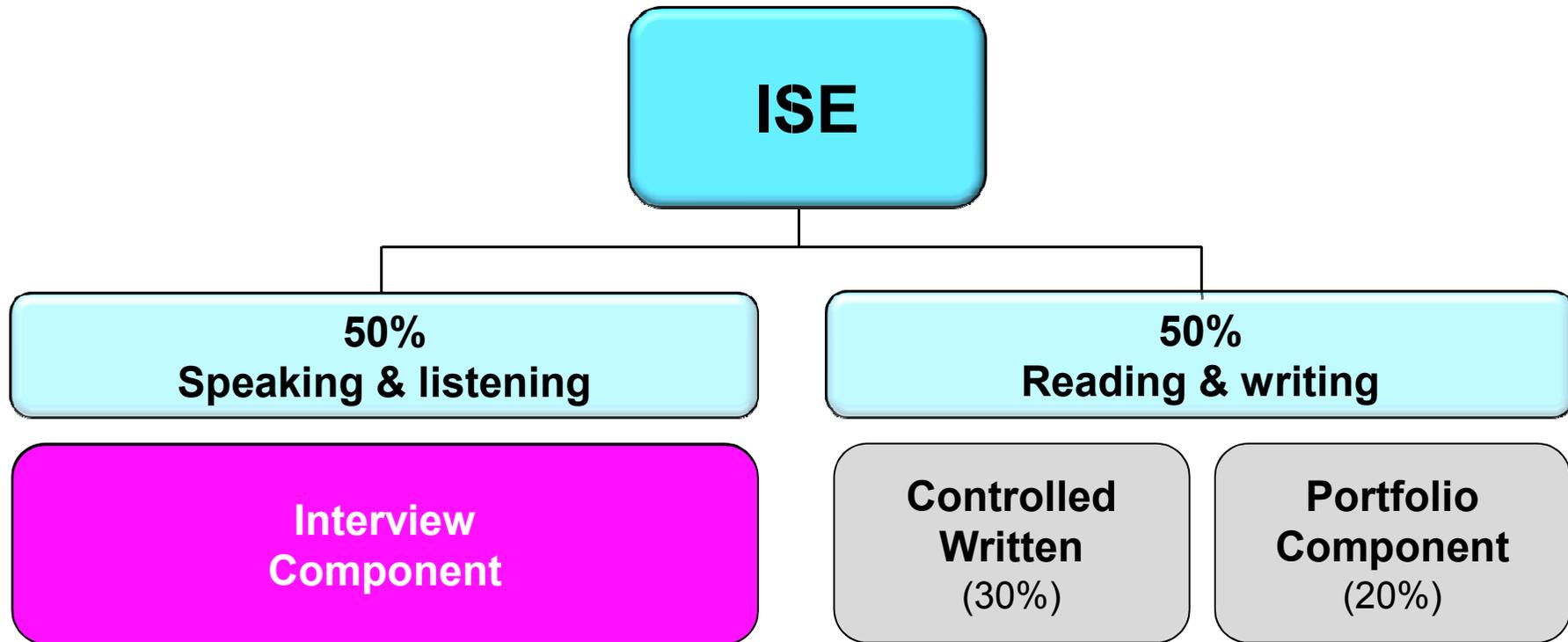
ISE

Speaking, listening,
reading and writing

Trinity ISE Levels	Common European Framework of Reference (CEFR)
ISE IV	C2
ISE III	C1
ISE II	B2
ISE I	B1
ISE 0	A2

ISE examination: **components**

ISE examination: **components**



ISE Interview: characteristics

pronunciation

personalise

**grammar &
vocabulary**

**take
responsibility**

**1-1
interaction**

**visiting
native speaker**

**real
communication
skills**



ISE: Interview: components



ISE 0/I = 8 minute interview

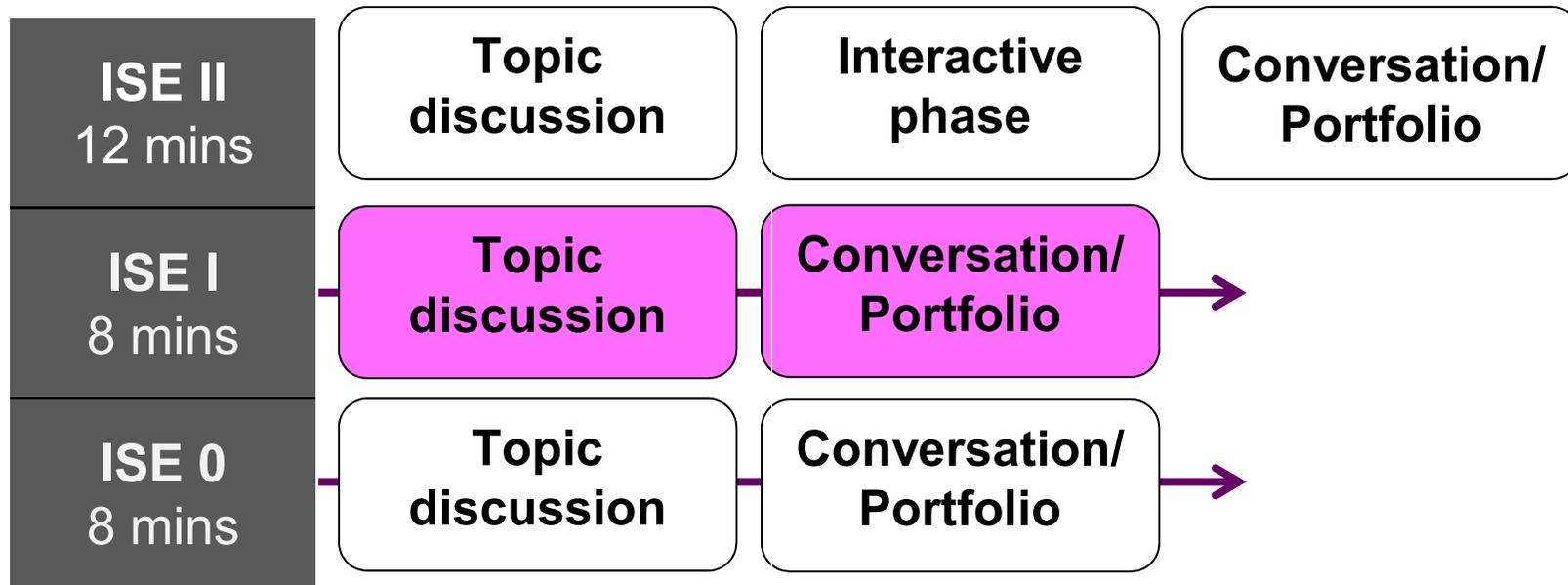
- **Topic** discussion (candidate chooses)
- Discussion of a **Conversation** subject (examiner chooses)
- Discussion of the candidate's **Portfolio** texts

ISE II = 12 minute interview

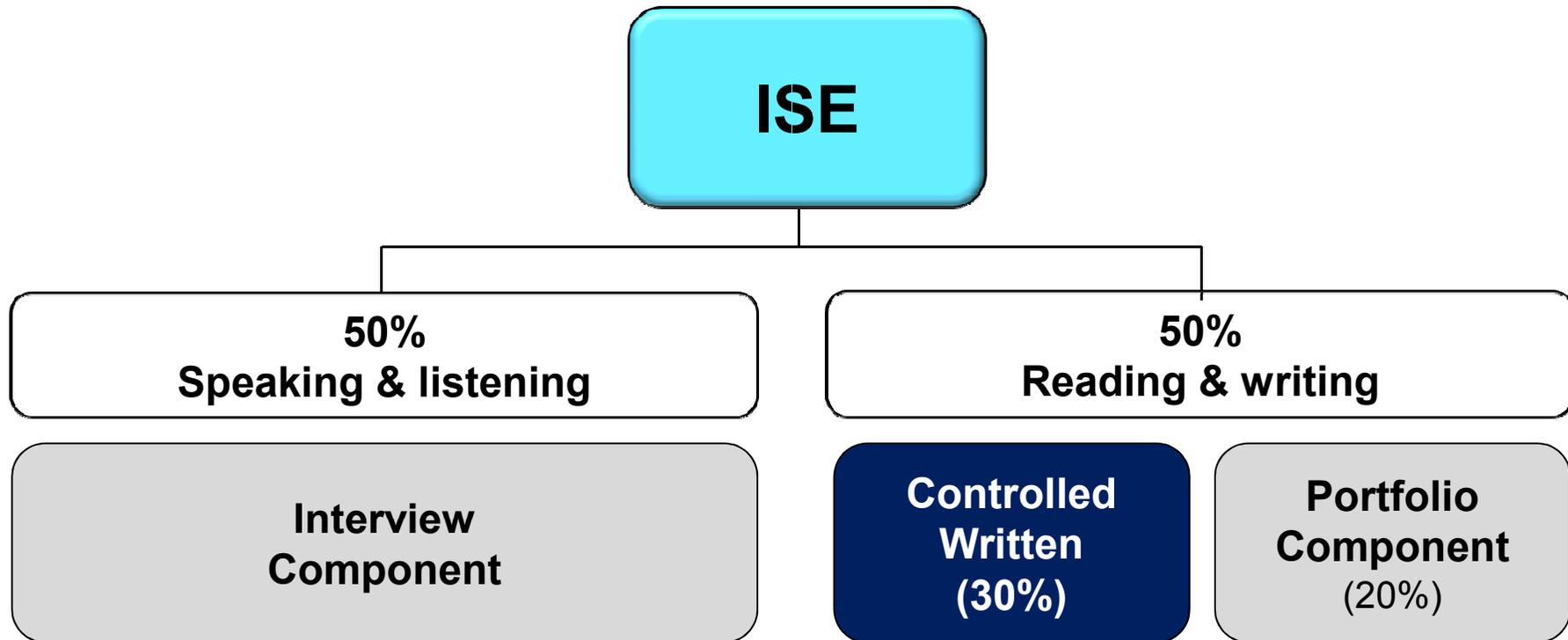
- Also includes an **Interactive** task

ISE: Interview: components & sequence

Trinity ISE Levels



ISE examination: **components**



ISE examination: **Controlled Written**

- Exams available at least **every month**
 - Traditional, timed exam
 - No choice of tasks
 - No dictionaries or other resources may be used
- Tests what candidates can produce **spontaneously**



ISE I examination: **Controlled Written**

Example:

Read the text below and then in your own words, write an article (approximately 150 words) for a health magazine:

- i) telling readers what they need to do to feel good in the morning
- ii) saying which of the things below you do personally and
- iii) explaining how it help you start the day

Task 1: Reading into Writing

(See ISE Syllabus for full example)

Approx 150 words

Text to read

ISE I examination: Controlled Written

Task 2: Writing task

(See ISE Syllabus for full example)

You have just won a prize in a competition. Write an email (approximately 150 words) to a friend:

- i) explaining what you had to do in the competition
- ii) describing what you have won and
- iii) telling your friend how you are planning to celebrate tonight

ISE II examination: **Controlled Written**

Example:

Read the text below and then in your own words, write an article (approximately 250 words) for a social affairs publication:

- i) saying why the writer decided to have the party and what the results were and
- ii) giving your own views on what you think it means to be a good neighbour

Task 1: Reading into Writing

(See ISE Syllabus for full example)

Approx 250 words

Text to read

ISE II examination: **Controlled Written**

Task 2: Writing task

(See ISE Syllabus for full example)

Write a description (approximately 250 words) for a general interest magazine of your favourite national customs. Describe the origin and history of these customs and say if you think they will continue in the future

Teachers' tips 3: Controlled Written

As a pre-task, make sure your students are clear on these details:

ISE I

How many tasks are there in the whole exam?	2
How many minutes do you have for the whole exam?	90
How many minutes do you have for each task?	45/45

ISE II

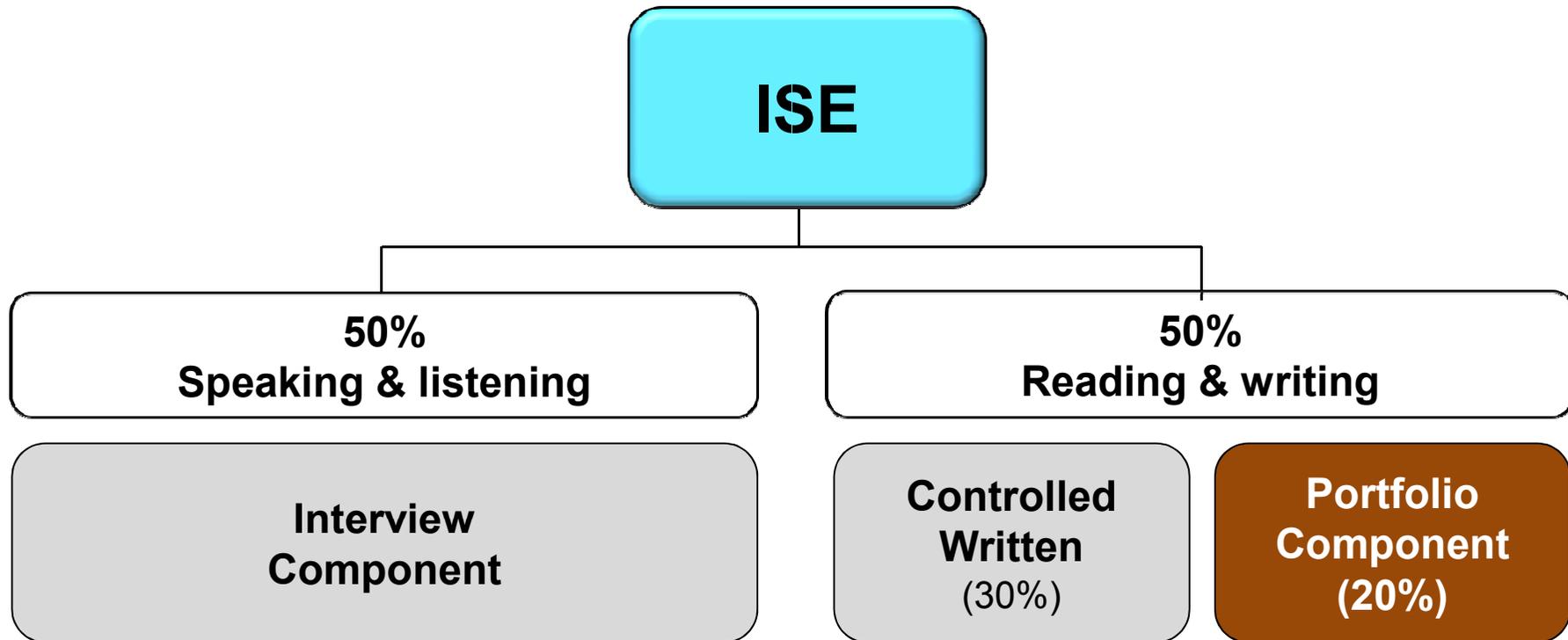
How many tasks are there in the whole exam?	2
How many minutes do you have for the whole exam?	120
How many minutes do you have for each task?	60/60

Teachers' tips 3: Controlled Written

To understand the task remind them of these points:

What type of text is it?		
Who are you writing to?		
Is it formal/semi-formal/informal?		
Why are you writing?		
How many components are there in the task?		
What is the word limit? (+/-10%)		

ISE examination: **components**



ISE examination: **Portfolio**



- Prepared **in class/at home** over 6-12 weeks
- Candidates **practise multiple tasks**
- Encourages **learner independence**
- Candidates **research** and **self-correct**, using computers, dictionaries, grammar books, the internet
- Candidates present their **best 3 texts** for assessment
- The Portfolio tasks they present for assessment are **discussed in the Interview**

ISE examination: **Portfolio**

Students choose to do as many of 15 possible tasks as they want:

Correspondence

1. ~ ~ ~ ~ ~ ~ ~ ~
2. ~ ~ ~ ~ ~ ~ ~ ~
3. ~ ~ ~ ~ ~ ~ ~ ~
4. ~ ~ ~ ~ ~ ~ ~ ~
5. ~ ~ ~ ~ ~ ~ ~ ~

Factual Writing

1. ~ ~ ~ ~ ~ ~ ~ ~
2. ~ ~ ~ ~ ~ ~ ~ ~
3. ~ ~ ~ ~ ~ ~ ~ ~
4. ~ ~ ~ ~ ~ ~ ~ ~
5. ~ ~ ~ ~ ~ ~ ~ ~

Creative and descriptive writing

1. ~ ~ ~ ~ ~ ~ ~ ~
2. ~ ~ ~ ~ ~ ~ ~ ~
3. ~ ~ ~ ~ ~ ~ ~ ~
4. ~ ~ ~ ~ ~ ~ ~ ~
5. ~ ~ ~ ~ ~ ~ ~ ~



ISE: Portfolio tasks

Correspondence	ISE 0	ISE 1	ISE 2	ISE 3	ISE 4
A. Postcards	✓				
B. Memos	✓				
C. Notes	✓				
D. Informal letters	✓	✓	✓	✓	✓
E. Formal letters		✓	✓	✓	✓
F. Emails	✓	✓	✓	✓	✓
G. Blogs					✓

Factual writing	ISE 0	ISE 1	ISE 2	ISE 3	ISE 4
H. Instructions	✓				
I. Directions	✓				
J. Report		✓	✓	✓	✓
K. Article		✓	✓	✓	✓
L. Review		✓	✓	✓	✓
M. Summary		✓	✓	✓	✓

Creative and descriptive writing					
N. Story	✓	✓	✓	✓	
O. Diary	✓	✓	✓	✓	
P. Description	✓	✓	✓	✓	
Q. Critical/analytical writing					✓

ISE: Portfolio tasks

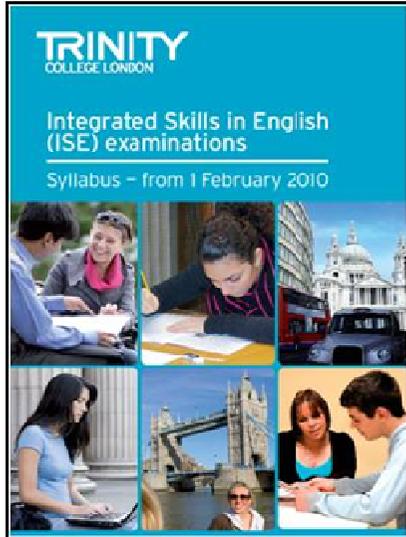
ISE Writing: FAQ's:

CONVENTIONS

- 1 **Addresses:** addresses are not included in the word count.
- 2 **Emoticons:** e.g. 'smilies' 😊 and conventional abbreviations e.g. ASAP are acceptable but not included in word count.
- 3 **Text-messaging:** text-messaging conventions are not acceptable, e.g. 'R', 'U'.
- 4 **What is a word⁽¹⁾?** A word is anything with a white space around it!
E.g. '*It is*' = 2 words. '*It's*' = 1 word (Contractions always = 1 word)
- 5 **What is a word⁽²⁾?** All word classes are defined as words: nouns, verbs, adjectives, adverbs, prepositions, etc.
- 6 **British or American English?** All native Englishes are acceptable, but you must use them consistently. Use one or the other, but do not mix them.

ISE examination:
Sequence and summary

ISE Examination: **sequence**



ISE

Speaking,
listening, reading
and writing

ISE PORTFOLIO

Prepared over 6-12 weeks
in class/at home



ISE CONTROLLED WRITTEN

Timed exam: every month



ISE INTERVIEW

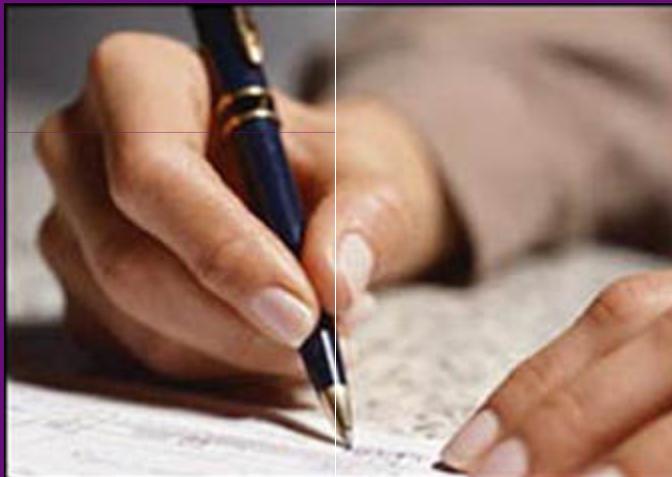
Within one month of the
Controlled Written exam

ISE Examination: **Summary**

- Suitable for learners of **all ages, levels** and **abilities**
- Makes English **REAL**
- Increases candidate's **self-confidence** in English
- **Learner-centred** and **motivating**
- The Examiner comes **from the UK to your school**
- **Face-to-face feedback** at the end of the exam session
- Provides **evidence to parents/teachers of real communication skills**

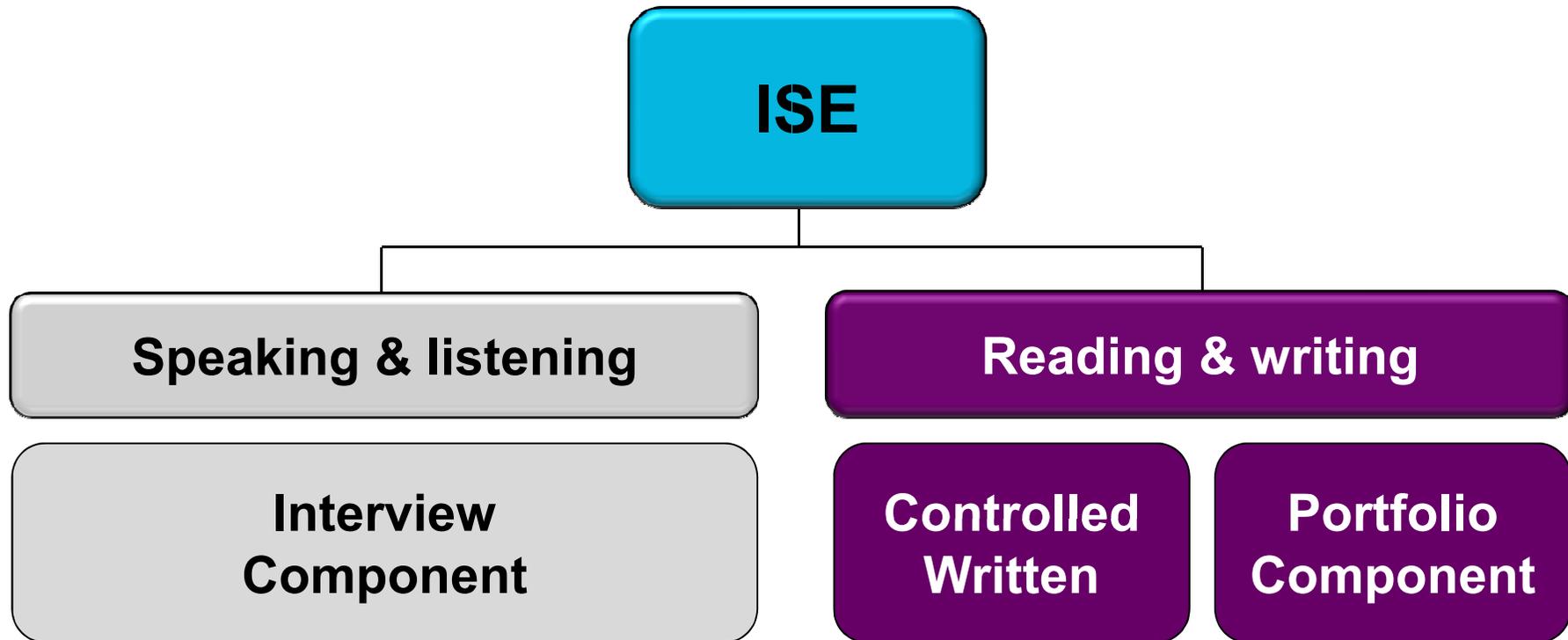


Integrated Skills in English



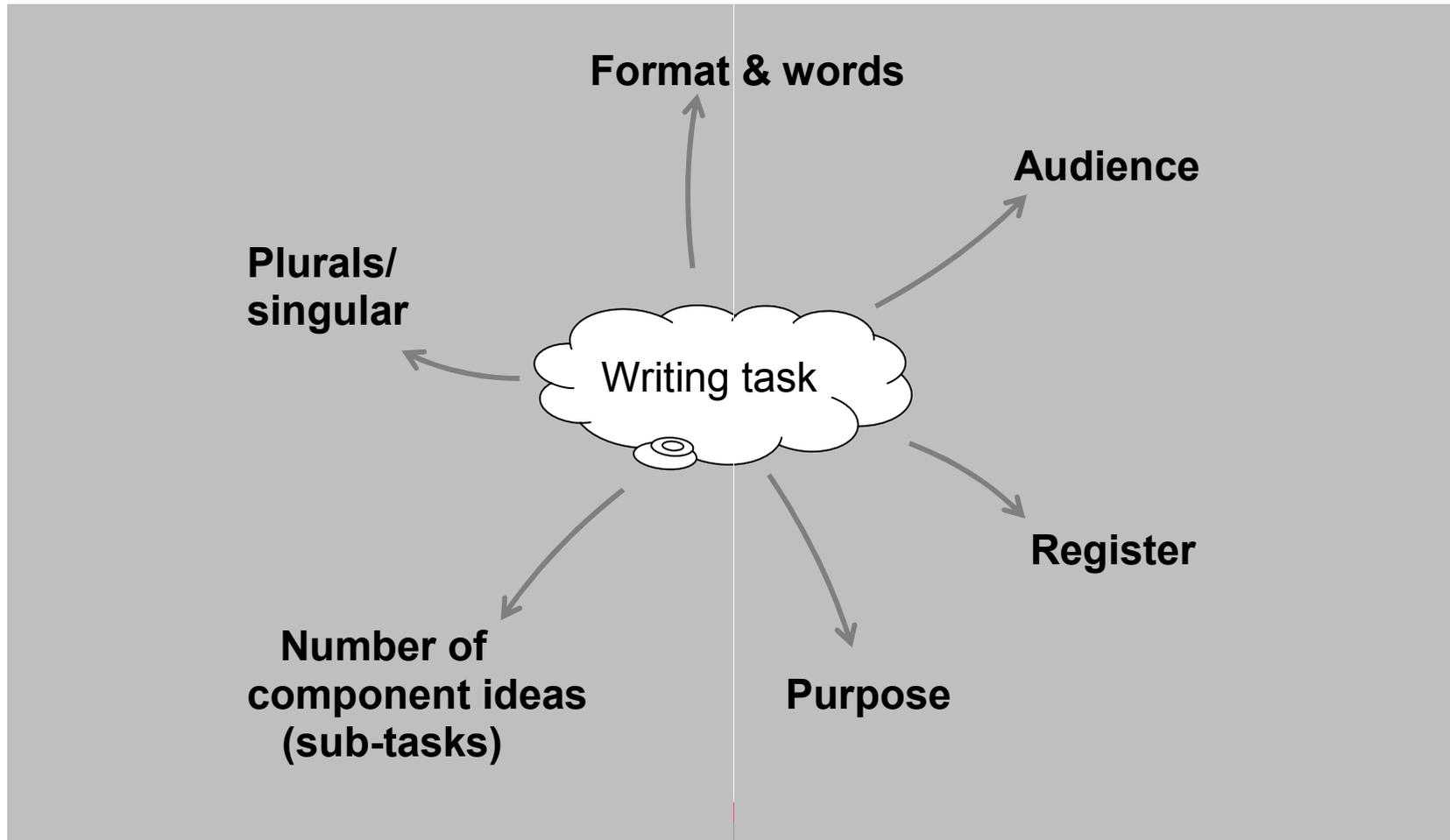
Teachers' preparation tips

ISE examination: **components**



Teachers' tips 1: understanding the task

Train students to identify all the components of the question.



Teachers' tips 1: understanding the task

What does each circle represent?

ISE II Section 1

Creative / descriptive writing (170-200 words)

A television company wants to make a documentary about local products. Write an email to the producer of the programme telling her about a famous product from your area. Explain how it is made and say how it would benefit your area if it were featured on the programme.

The diagram consists of seven purple numbers (1-7) with blue callout boxes pointing to specific parts of the text. Callout 1 points to the word count '(170-200 words)'. Callout 2 points to the word 'Write'. Callout 3 points to the word 'producer'. Callout 4 points to the word 'telling'. Callout 5 points to the word 'Write' in the first sentence. Callout 6 points to the word 'Explain'. Callout 7 points to the word 'programme' at the end of the text.

Teachers' tips 1: understanding the task

		ISE II task
Format	email	
Word range	170-200	
Audience	producer (unknown, singular person)	
Register	semi-formal	
Purpose	inform	
Components	x2: how it's made, how it would benefit	
Singular or plural?	a single product	

Teachers' tips 2: develop self-correction

ISE I - PORTFOLIO TASK

ISE I – Factual writing (word length range: 110–130 words)

1. Write an article for a teenage magazine saying what items of clothing will be fashionable for young people this year. Give your opinion on the new styles and say which ones you will buy if you can.

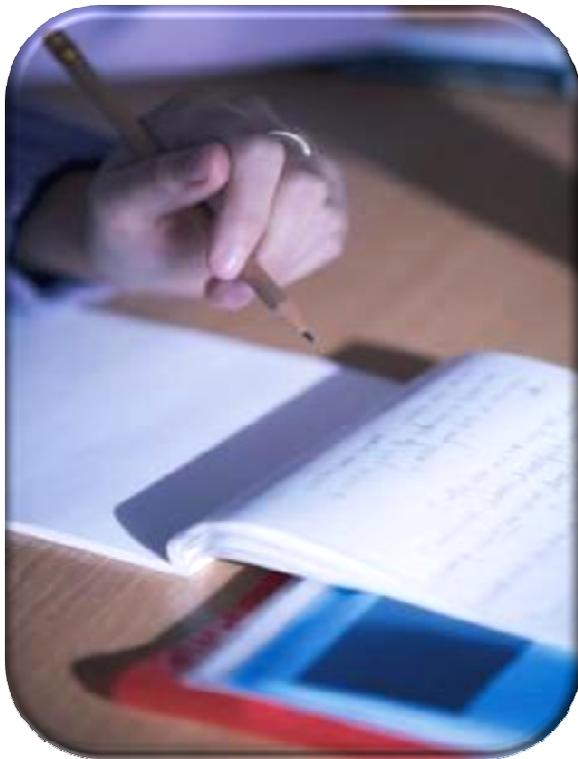
How to become fashionable girl

Are you afraid of new clothings for New Year? Don't worry any more. I'm going to suggest some clothings to make you fashionable. If you want attract every eye, you should choose bright pattern like a flower. But flower pattern pants and dizzy dot pattern jaket may spoil you. If you wear a flower patternT-shirt you need to wear a dark jeans. In other words, if one is bright the other have to be simple and dark. I think this style can be casual look. On the other hand, harmony between bright color and dark pattern makes young people look neat. However most young people may not have money to buy expensives clothings. By using the only bright scarf, you can be the best dresser this year.

This student has read the question and written this work. How do you respond to it?

Teachers' tips 2: develop self-correction

Consider these questions:



- 1) Does the Candidate answer all 3 parts of the question?
- 2) Is the answer organised in paragraphs?
- 3) Is there a good range of grammatical structures? (Look at the Grammar requirements for ISE I).
- 4) How many times do the words: *pattern*, *clothings*, *bright* and *dark* appear?
- 5) Are there any spelling mistakes?
- 6) What would you write on this essay to indicate to the student which mistakes they have made or what they have forgotten to do?

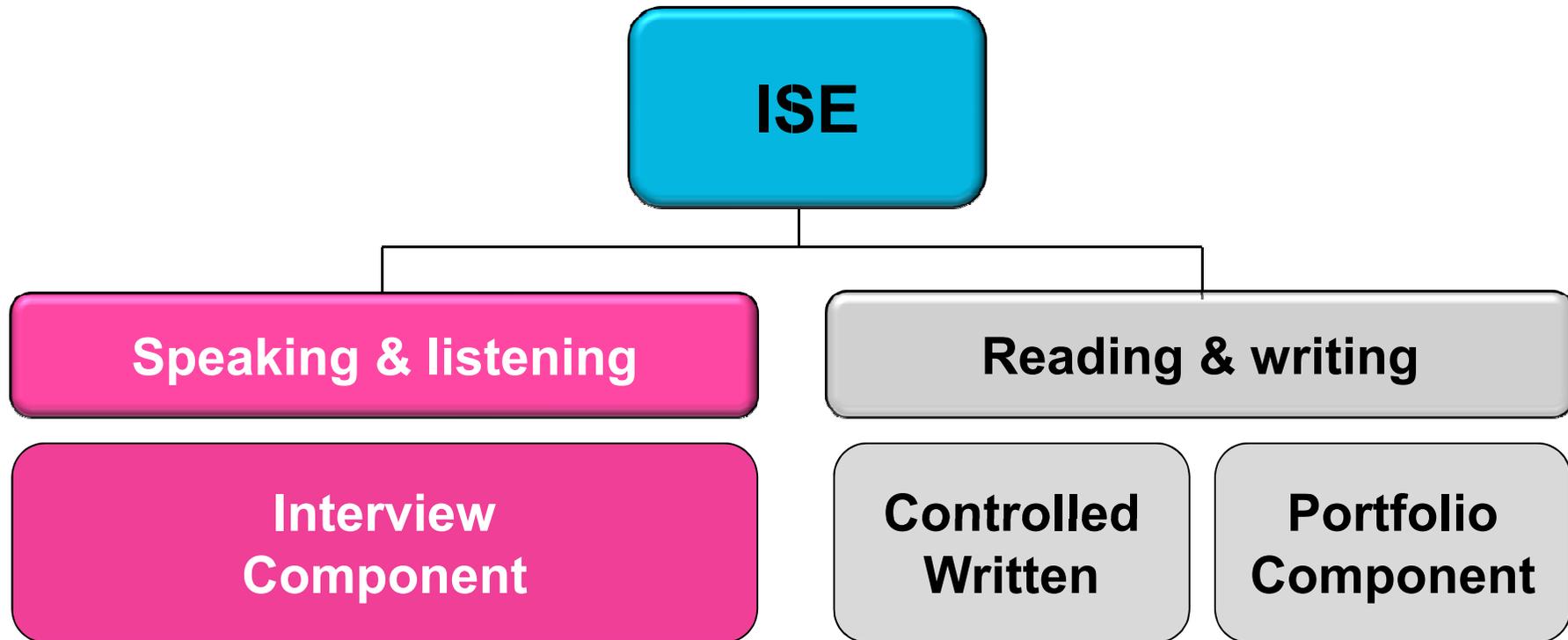
Teachers' tips 2: develop self-correction

The Portfolio Feedback Form:

- Look at the ISE Syllabus p.71
- Completed by the teacher
- Includes more than just vocabulary and grammar
- Quicker than writing comments!
- Only one form per task
- Encourages learner self-correction and learner independence

Advice to the student	✓
Task fulfilment	
Parts of the task have not been completed – look at the instructions again	
The task does not meet the requirements set – look at the instructions again	
This work does not appear to be entirely your own – you must choose a different task	
Your work contains some irrelevant details and/or repetition	
You should add some more ideas	
You should give more description	
The format, style and/or register is not appropriate to the task	
The task is too long/short – check the word length range	
Organisation	
Your presentation and/or layout need to be improved	
You should check and improve paragraphing	
You need to add an introduction	
You need to add a conclusion	
You need to rewrite the task with more legible handwriting or word-process your work	
Grammar	
You need to check and improve the grammar of your work	
You should use a greater range of grammatical structures	
You need to check your word order	
Vocabulary	
You should use a greater range of vocabulary	
You need to check you are using the correct words	
Spelling/Punctuation	
You should check the spellings of words in your work	
You should check and improve the punctuation in your work	

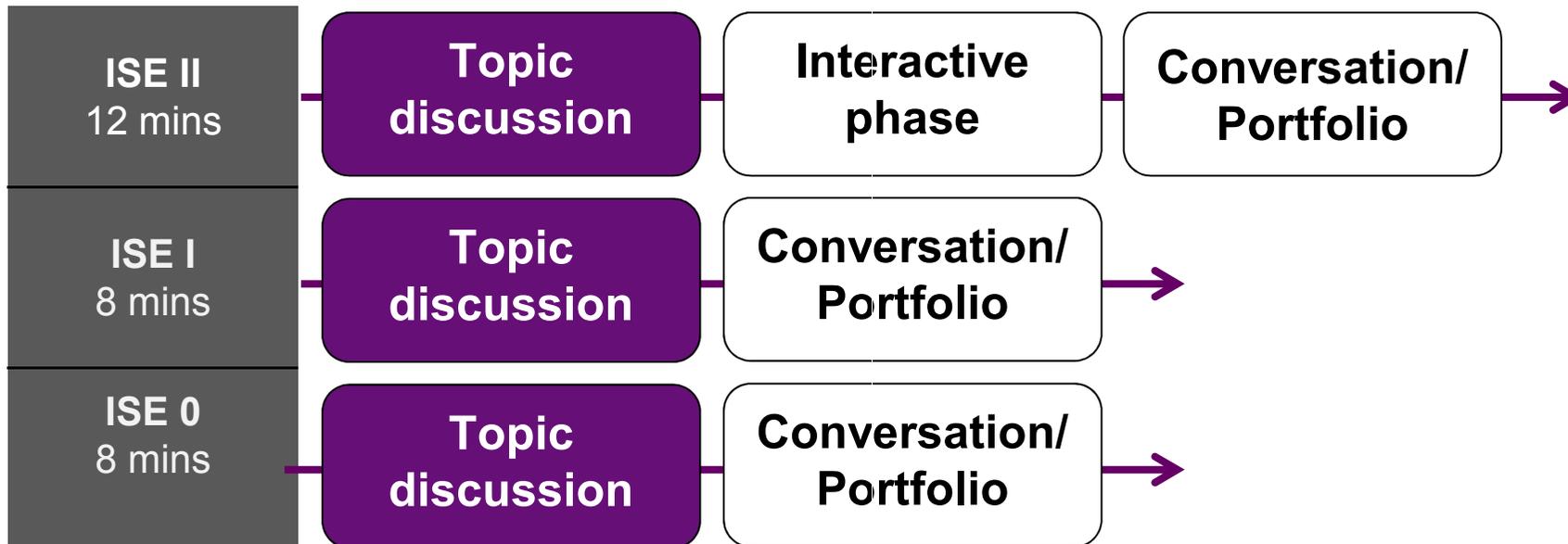
ISE examination: **components**



ISE examination: **interview**

Remember that the Interview has different Phases:

**Trinity ISE
Levels**



Teachers' tips 4: choosing a Topic

Start by doing a class brainstorm on possible Topics:

my football team

my favourite actor

film directors

my favourite musician

my judo club

my favourite country

my favourite sport

my favourite film

my favourite book

the instrument I play

my school

my favourite city

my favourite player

different film genres

writers

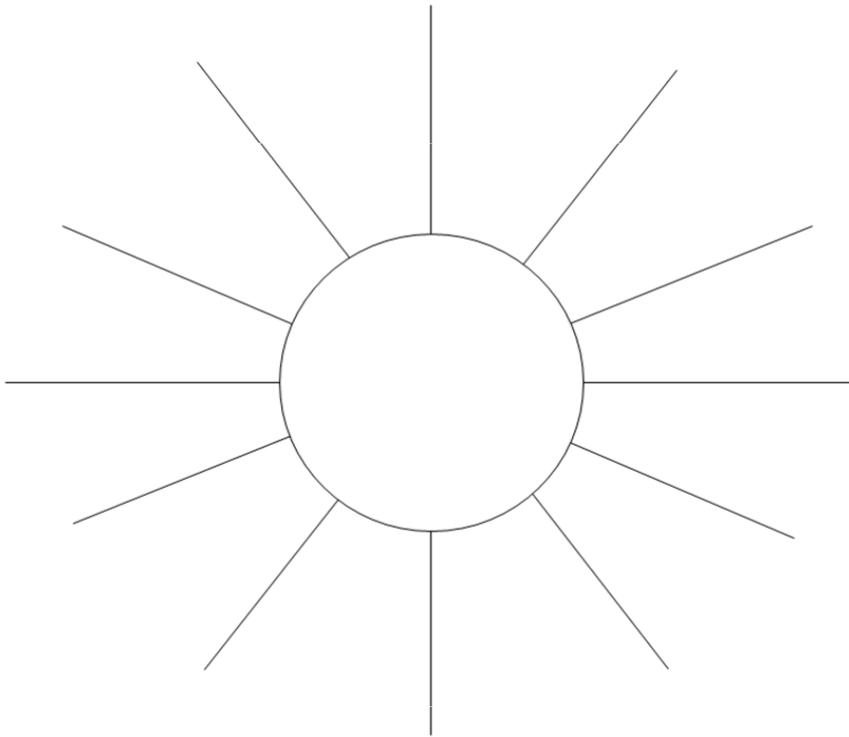
my dance club

my city

cooking

After brainstorming, students choose their favourite topic
- avoiding the Subject Areas for the Conversation Phase

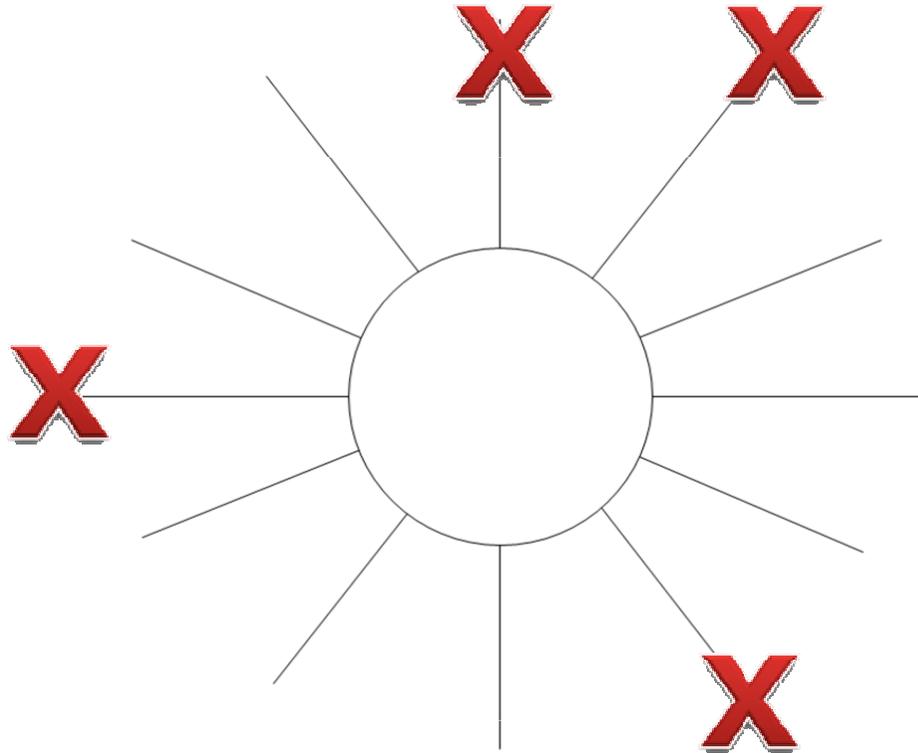
Teachers' tips 5: developing a Topic



- Once students have chosen their Topic, it's a great idea to use a **mind map** to think of multiple ideas for planning the Topic.
- Let them write lots of ideas. At this point, do not reject anything.

**Brainstorming =
creative thinking!**

Teachers' tips 5: developing a Topic



- Then look at the language of the student's Level (e.g. ISE I or II)
- Forget any ideas which do not relate to the language of the Level
- You might want to put two similar ideas together into one idea.
- Choose the **4 ideas** on the mind map which best use **a range** of the language of ISE I or II

Teachers' tips 6: The Topic Form

- **ISE I** candidates **MUST** complete a Topic Form.
- Write the **4 ideas** on the Topic Form map which best use **all** of the language of the ISE I
- The **examiner** chooses the sequence, **NOT** the candidate.
- Candidates **should not recite!** The exam is a discussion!
- The candidate uses the Topic form to help them **demonstrate the language of the ISE Level.**
- **ISE II** candidates do not need to use a Topic Form, but they can bring simple notes or mind maps to help them.

Title of topic: _____

```
graph TD; A[Main points to discuss about my topic] --> B[ ]; A --> C[ ]; A --> D[ ]; A --> E[ ]
```

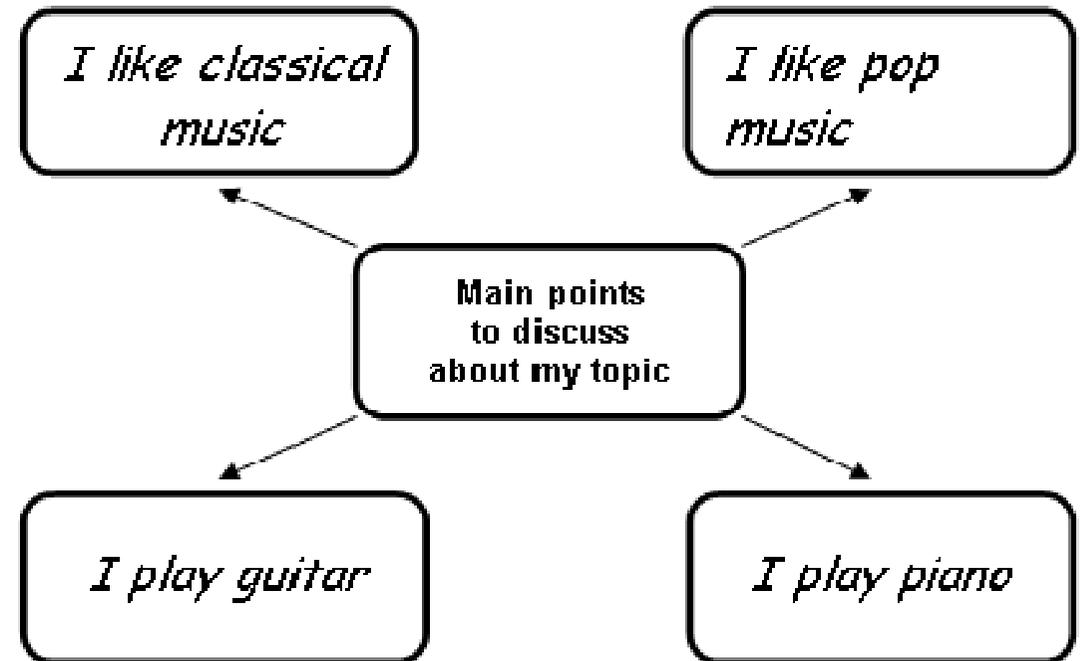
Main points to discuss about my topic

Teachers' tips 6: The Topic Form

Example ISE I Topic form:

- What problems can you see with the Topic Form?
- What advice will you give to the student?

Topic:.....*Music*.....



Teachers' tips 7: practising a Topic



Teachers' Tip:

- Get students to practise their Topics by telling the class.
- Students must ask the presenter questions about their Topic.
- Use the example questions from Trinity lesson plans to help the students to make questions using the language of the Grade.

Teachers' tips 6: No Topic Form ISE II

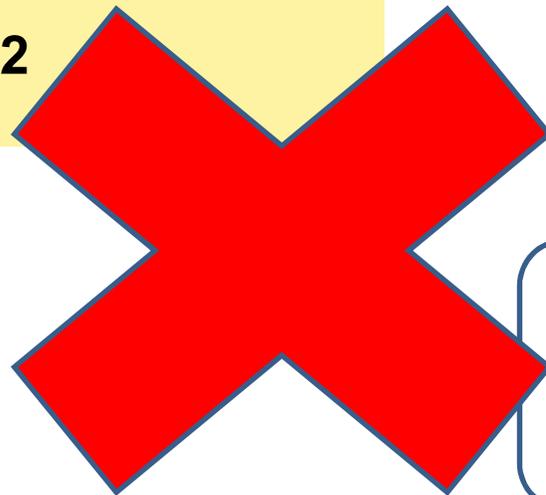
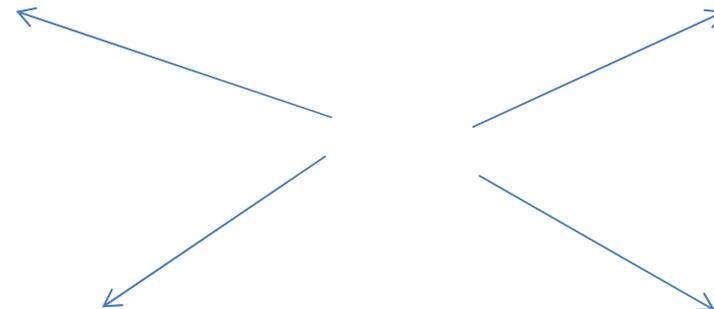
Topic: My job as a teacher

My colleagues

My students

My school

My responsibilities



Remember:

At ISE II you do not need to use a Topic Form, however, a form can help you structure your ideas and ensure you use the language and functions of ISE II level

See syllabus page 32

Discussion of your Topic Presentation: what's important?



Select topic of your choice and plan areas you want to inform and discuss



Show a wide range of language throughout and language of the level



Control the amount of material and do not recite



Anticipate the questions the examiner could ask



Be prepared to give further examples, explanations and clarifications

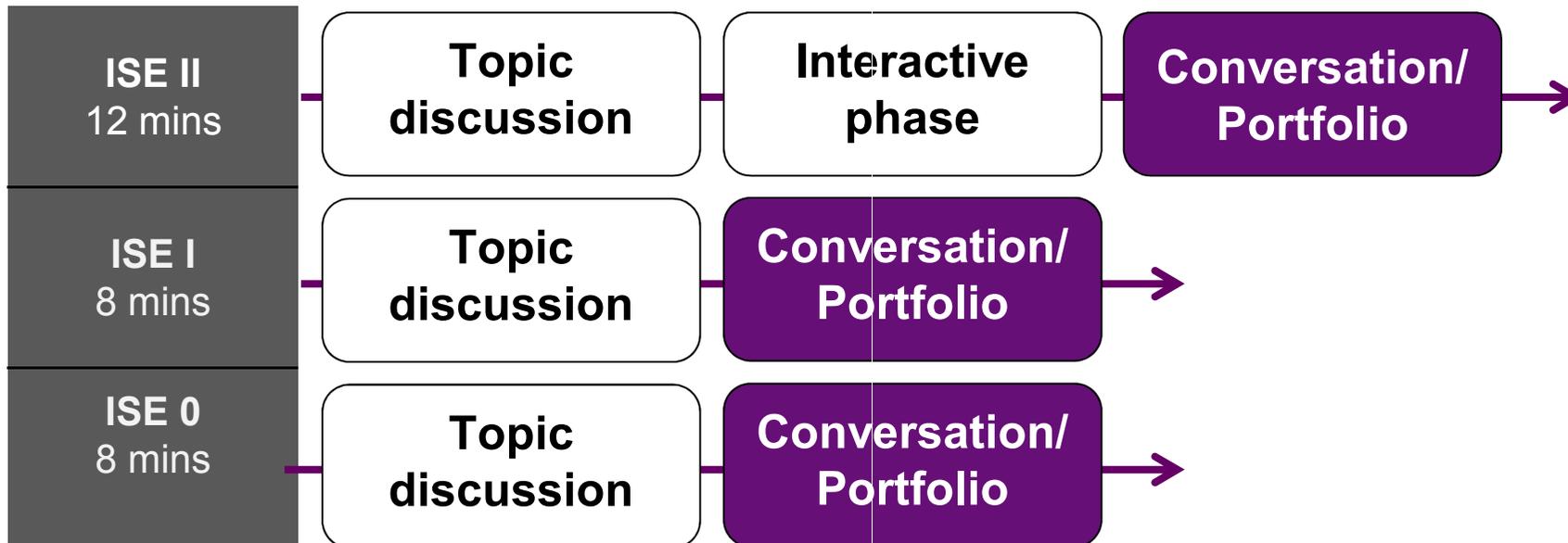


Bring brief notes, mindmaps or diagrams to exam room with copy for examiner to facilitate discussion

ISE examination: **interview**

Remember that the Interview has different Phases:

**Trinity ISE
Levels**



Teachers' tips 8: preparing the Conversation

Here is a list possible
**Subjects for
Conversation.**

Think about your students.
Could they talk about
these Subjects for
Conversation?

Which Subjects
are in which Levels?
Look in the Syllabus.

Society and living standards	Personal values and ideals
The world of work	Unexplained phenomena and events
National environmental concerns	Public figures past and present
Travel	Money
Fashion	Rules and regulations
Health and fitness	Learning a foreign language

Teachers' tips 8: preparing the Conversation

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	National environmental concerns	Public figures past and present
	Travel	Money
	Fashion	Rules and regulations
	Health and fitness	Learning a foreign language

Examiner will choose ONE area at random for conversation

Teachers' tips 8: preparing the Conversation

Stimulate interest by introducing the subject with **interesting objects or pictures.**

What is this Conversation Subject?



Discuss with the person next to you:

- Have you ever been on an aeroplane?
- Do you like (the idea of) flying?
- Where in the world would you like to fly to? Why?

Teachers' tips 8: preparing the Conversation

Teachers' Tip:

Try using **a range of pictures** to stimulate interest.
What is this Conversation Subject?



Teachers' Tip:

Get your students to ask the questions!

What questions could your students ask about this subject?

Candidates in the exam **MUST** ask the examiner at least one question!

Teachers' tips 8: practising the Conversation

Teachers' Tip:

Try using **question cards** to practise conversation between students.

ISE I Have you ever ...?	ISE I How many times have you ...?	ISE I How long did you ... for?	ISE I How long have you ... for?	ISE I How long will you ... for?	ISE I Do you think you'll ever ...?
ISE I How long do you think you'll ...?	ISE I When do you think you'll ...?	ISE I Where do you think you'll ...?	ISE I Why?	ISE I Tell me about why you ...	ISE I Tell me about which you prefer: X or Y?
ISE I Why?	ISE I How has ... changed in the last 2/5/10 years?	ISE I Have you ever ...? Tell me about it.	ISE I Have you ever been to ...? Tell me about it.	ISE I Why ...?	ISE I Why do you prefer ...?

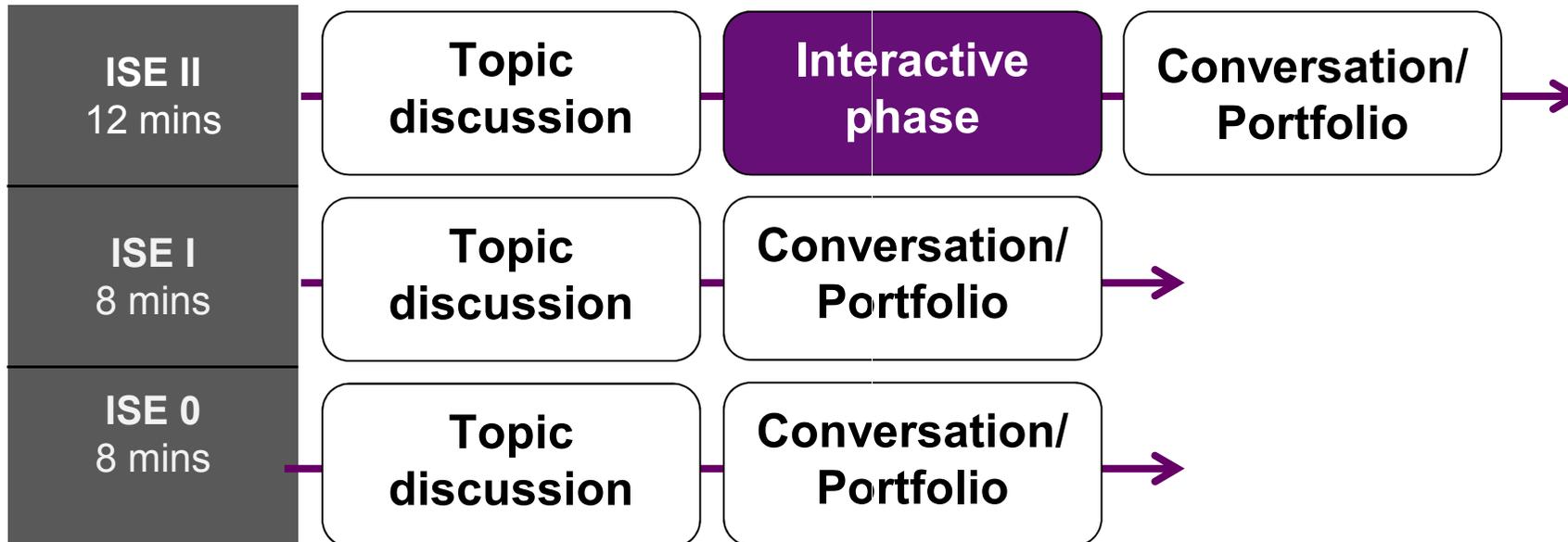


Try discussing money with these question cards

ISE examination: **interview**

Remember that the Interview has different Phases:

Trinity ISE Levels



Teachers' tips 9: the Interactive Task

1) For the next part, I will tell you something. Then you have to ask me questions to find out more information.

2) You need to keep the conversation going. Are you ready?

My local college has a wonderful range of courses and I want to do something, but I'm not sure which one to take.



The Interactive Phase: 6 common problems

TIPS! 6 common problems to avoid are:

- 1/. **Don't interrupt** the examiner's instructions.
- 2/. Don't focus on 1 word, **focus on the global message.**
- 3/. Don't just ask 1-word questions. **Ask full questions.**
- 4/. **Don't focus on yourself.** The examiner's situation is the focus of the conversation.
- 5/. **Don't immediately give advice.** First ask out about the examiner's situation/problem/dilemma/story. Find out more info

The Interactive Phase: 6 common problems

TIPS! 6 common problems to avoid are:

6/ DON'T try and guess what is in the examiner's head!

Teachers' tips 9: the Interactive Task

1) My friend has a special occasion coming up and I want to do something to celebrate.

3) Well, after studying for many years, she's going to become a doctor.

5) Well, I think I'd like to do something with a group of friends.

7) Well, she's really interested in outdoors activities.



2) Ok. And what's the special occasion?

4) Fantastic! And do you want to buy her a gift or do an activity to celebrate?

6) And what types of things is she interested in?

8) Have you thought about organising a party in a park with all of your friends?



The Interactive Phase:

Let's have a go at this example:

I have seen a flat advertised in the local newspaper and have been thinking of moving to a new area.

(feelings and emotions, speculating, encouraging, discouraging)

Teachers' tips 9: the Interactive Task



ISE II speakers should have the linguistic skills of an **'independent user'**.

They should show how they can **take control of and maintain a conversation**.

Imagine the Interactive Phase to be like a game of **'conversation tennis'**, with the candidate taking equal responsibility for maintaining the interaction.

Teachers' tips 9: the Interactive Task



- Role play the task between the students
- The 'examiner' reads a prompt and develops a story to discuss
- The 'candidate' asks for further information and tries to use the language functions of the ISE II

Teachers' tips 10: further support

Visit our website:

www.trinitycollege.co.uk/esol

There, you'll find lots of ISE support:

- Assessment Criteria
- The Portfolio tasks for 2014 + PF cover sheet + feedback form
- Controlled Written examination – past papers
- Interview, including Topic and Conversation preparation
- Lesson plans!
- Example examiner questions
- Videos and comments on performance
- Sample Interactive Prompts
- Task type definitions

Thank you

Further information:

www.trinitycollege.co.uk/ise

www.bestinpractice.weebly.com