

## Test overview – ISE III (C1)

### Reading & Writing

The ISE III Reading & Writing test is 2 hours long. There are four tasks:

- ▶ Task 1 – Long reading
- ▶ Task 2 – Multi-text reading
- ▶ Task 3 – Reading into writing
- ▶ Task 4 – Extended writing

Divide your time carefully:

Task 1 – Long reading <b>20</b> minutes	Task 2 – Multi-text reading <b>20</b> minutes	Task 3 – Reading into writing <b>40</b> minutes	Task 4 – Extended writing <b>40</b> minutes
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#### Task 1 – Long reading

There are 15 questions in the Long reading task.

##### Title matching

For questions 1-5 choose a title for each paragraph.

- ▶ Read the text quickly and think of what title you would give each paragraph. Do not try to understand every word.
- ▶ Try to match your ideas for titles for the paragraphs to the possible answers given in the exam paper.
- ▶ Do not use any paragraph title more than once.
- ▶ Answer all questions, even if you have to guess.
- ▶ There are six possible answers – you will use only five.

##### Selecting true statements

For questions 6-10 decide which five statements from a list of eight are true.

- ▶ Read each statement and decide if you think it is true or false.
- ▶ Look at the text and try to find a sentence that supports what you think.
- ▶ Always write five answers (never leave a blank), even if it is only a guess.

##### Completing sentences

For questions 11-15 choose an exact number, word or phrase (maximum three words) from the text.

- ▶ Read the sentences. For each sentence, look at the words around the gap and think what number, word or phrase could complete the information.
- ▶ In the text try to find the paragraph and then the sentence that relates to the sentence with the missing number, word or phrase.
- ▶ Sometimes the type of words (noun, verb or adjective) before and after the gap can help you find the right number, word or phrase.
- ▶ Choose an exact number, word or phrase from the text that completes the sentence.
- ▶ Always put an answer. Guess if you are not sure.

#### Important

- Give an answer to **all** questions, even if you are not sure.
- Spend up to 20 minutes on questions 1-15 and **no more**.

## Task 2 – Multi-text reading

There are 15 questions in the Multi-text reading task.

### Multiple matching

For questions 16-20 choose the correct text the question refers to.

- ▶ Read the four texts quickly and think of how you would summarise each text.
- ▶ Read the questions – each question refers to one of the four texts. Choose which text matches the question.
- ▶ There are five questions and four texts. You can use texts for more than one answer. Answer all questions. Guess if you are not sure.

### Selecting the true statements

For questions 21-25 decide which five statements from a list of eight are true.

- ▶ Read each statement and decide if you think it is true or false.
- ▶ Look at the texts and try to find a sentence from the texts that gives information to confirm what you think.
- ▶ Always write five answers (never leave a blank), even if it is only a guess.

### Completing the notes section

For questions 26-30 choose an exact number, word or phrase (maximum three words) from the texts.

- ▶ Read the notes. Look at the words around the gaps and for each one, think what number, word or phrase could complete the information.
- ▶ From the texts, try to find the paragraph and then the sentence that relates to the question.
- ▶ Choose an exact number, word or phrase from one of the four texts that completes the information.
- ▶ Sometimes the type of words (noun, verb or adjective) before and after the gap can help you find the right number, word or phrase.
- ▶ Always put an answer. Guess if you are not sure.

### Important

- Give an answer to **all** questions, even if you are not sure.
- Spend up to 20 minutes on questions 16-30 and **no more**.

### Task 3 – Reading into writing

Use information from the four texts from task 2 to write an answer to a question.

- ▶ Read **all** four texts before you answer.
- ▶ Read the Reading into writing question and underline the important words.
- ▶ There are several parts to the question – make sure you answer all parts.
- ▶ Use the space provided to plan your answer. For example, you could make a mind map.
- ▶ Refer to the texts from task 2 – you **must** refer to **all** four texts in your answer.
- ▶ Your answer should be roughly 200–230 words.
- ▶ When you finish, check your answer. Refer back to the question to check you have answered all three parts and check your spelling and grammar.
- ▶ Spend up to 40 minutes on this task but **no more**.

#### Important

- Use your own words as far as possible. Don't just copy from the reading texts.
- In your answer refer to **all** texts from task 2. Check your answer.

### Task 4 – Extended writing

- ▶ Read the Extended writing question and underline the important words.
- ▶ There are several parts to the question – make sure you answer all parts.
- ▶ Use the space provided to plan your answer, eg make a mind map.
- ▶ Your answer should be roughly 200–230 words.
- ▶ When you finish, check your answer. Refer back to the question to check you have answered all parts.
- ▶ Spend up to 40 minutes on this task but **no more**.

#### Important

- Read the question carefully and plan your answer.
- When you have finished, check your answer and correct any mistakes.

## Speaking & Listening

When you enter the room for your Speaking & Listening test the examiner will be waiting for you. Say 'Hello' and take a seat. You will be one-to-one with the examiner.

The test is approximately 25 minutes\* long.

Task 1 – Topic 8 minutes	Task 2 – Collaborative 4 minutes	Task 3 – Conversation 3 minutes	Task 4 – Independent listening 8 minutes
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### Task 1 – Topic

Before the test, you need to prepare a topic to talk to the examiner about.

- ▶ You need to prepare a formal presentation and deliver it to the examiner. Afterwards, you will discuss your presentation with the examiner.
- ▶ Choose a topic that you can talk about for up to 4 minutes. Your presentation needs to be discursive, eg arguments for and against space exploration, the benefits and drawbacks of solar energy, to what extent have we achieved gender equality and so on.
- ▶ Prepare your topic. Write a mind map and think of different areas to talk about related to your topic.
- ▶ The examiner wants to see you use a variety of language of the level (C1) – see the language functions on page 8. Be ready to develop and justify your arguments, summarise your points, stage your presentation (for example by using discourse markers such as 'consequently' and 'as a result') and so on.
- ▶ You need to produce a handout for the examiner. This should have some brief notes about your presentation.
- ▶ You can also bring notes for yourself to support your presentation, but these should not be a script.
- ▶ The examiner will make notes during your presentation. This is so they can ask you questions later. They are not making notes on your performance for scoring purposes.
- ▶ At the end of your presentation, ask the examiner if they have any questions and invite their comments.
- ▶ The topic presentation will last up to 4 minutes.
- ▶ The examiner will then ask you questions and have a discussion with you about your presentation. You may need to develop and justify your arguments, evaluate different options and standpoints and show your understanding of points they make.
- ▶ The topic discussion will last up to 4 minutes.

Example of a topic – Renewable energy – and areas to talk about:

- ▶ First I will talk about why we need to use renewable energy, then I'll compare different kinds of energy and to finish I'll look at how governments are involved (*staging*)
- ▶ Why it's so important to use renewable energy sources (*developing and justifying an argument*)
- ▶ Solar versus wind energy (*evaluating options*)
- ▶ What if governments don't support renewable energy? (*hypothesising*)
- ▶ So, I believe that we should invest in solar and wind energy sources and that governments should help fund renewable energy... (*summarising*)

### Task 2 – Collaborative

- ▶ Your examiner will read a prompt and you need to ask questions and make comments to keep the conversation going.
- ▶ You need to keep the conversation going in this task, think about ways you can ask questions, get more information and clarify details.
- ▶ You can help the discussion along by encouraging the examiner to comment or give their own opinions.
- ▶ Remember, the examiner is looking for the language functions (see below) try to use this language.
- ▶ The Collaborative task will last up to 4 minutes.

#### Important

- Prepare to take control of the conversation and keep it going.
- Remember to ask for information, make comments and invite comments from the examiner.
- Try to use the language functions (see below).

### Task 3 – Conversation

Your examiner will choose one of the subject areas from the list below, and will ask you about the subject to start the conversation. It is important to prepare to talk about each area:

#### Subject areas for conversation at ISE III

- |                         |                                |
|-------------------------|--------------------------------|
| ▶ Independence          | ▶ The media                    |
| ▶ Ambitions             | ▶ Advertising                  |
| ▶ Stereotypes           | ▶ Lifestyles                   |
| ▶ Role models           | ▶ The arts                     |
| ▶ Competitiveness       | ▶ The rights of the individual |
| ▶ Young people's rights | ▶ Economic issues              |

- ▶ Listen carefully and respond naturally to the examiner – you can ask the examiner to repeat what he or she said if you don't understand.
- ▶ Remember to ask the examiner questions about the subject.
- ▶ The examiner is looking for the language functions (see below), so try to use these.
- ▶ The conversation will last up to 3 minutes.

#### Important

- Prepare to talk about all the subject areas.
- Ask the examiner some questions about the subject.
- Try to use the language functions (see below).

### Language functions at ISE III

- ▶ Developing and justifying an argument
- ▶ Summarising
- ▶ Evaluating options, past actions/course of events, different standpoints
- ▶ Deducing and inferring
- ▶ Staging
- ▶ Hypothesising
- ▶ Indicating understanding of points made by examiner
- ▶ Establishing common ground/purpose or strategy

### Task 4 – Independent listening

- ▶ The examiner will introduce the talk and then the recording will play once.
- ▶ After the first time you tell the examiner in one or two sentences what the talk is about.
- ▶ The examiner will then ask you a question about the talk and give you some paper.
- ▶ You listen again and take some notes if you want to. These notes will not be marked as part of your exam.
- ▶ The examiner will ask you the question again. You respond to the examiner's question. For example, listen for and report opinions, ideas, and advantages and disadvantages of a situation or proposal.
- ▶ You will have one minute to speak. You can use your notes to help you.
- ▶ It is a good idea to make notes when you listen to the text. Here are some ideas to help you take notes:
  - write the subject of the talk on the paper when the examiner introduces it
  - don't try to write every word, just write key words
  - don't worry about spelling or grammar
  - use symbols or pictures.

#### Important

- You don't have to make notes, and your notes are not marked but it is a good idea to try to make some as you listen to help you with the tasks.