

# The Hidden Challenges of the Trinity ISE Exam

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Preparing for ISE helps develop authentic communicative and transferable skills that are required for academic study and employability, such as synthesising information, participating in interactive discussions and presenting on topics of personal interest.



# Summary Presentation

- ❑ ISE Exam modules
- ❑ Exam challenge 1 + Solution
- ❑ Exam challenge 2 + Solution
- ❑ Exam challenge 3 + Solution
- ❑ Exam challenge 4 + Solution
- ❑ Conclusions



## Exam modules:

### Reading & Writing - 2 hours

- 2 x Reading tasks:
  - Long reading
  - Multi-text reading
- 1 x Reading into writing task
- 1 x Extended writing task

### Speaking & Listening - 25 minutes

- 3 x Speaking tasks:
  - Topic discussion task
  - Collaborative task
  - Conversation task
- 1 x Independent listening task

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## Challenge one:

The different text genres students are required to write in the Reading into Writing and Extended Writing

Solution [Getting familiar with genres](#)

# What is important in different types of writing for ISE

**Articles** engage readers from the opening and give descriptions with examples

*If you struggle to remember things, the following suggestions are for you.*

**Informal emails** use colloquial language and contractions on personal topics

*You have to get yourself one too. You'll be sorry if you miss out.*

**Formal emails** use formal vocabulary and avoid contractions on business topics

*I'm afraid that have to insist on a refund in these circumstances.*

**Reviews** use a variety of adjectives and adverbs and express your opinion

*The main problem, in my experience, is that you can't rely on this service.*

**Reports** make suggestions or recommendations based on factual information

*Taking all these points into account, the best course of action is ...*

**Essays** for;

**Description** make interesting use of adjectives and adverbs

*A well-made cake is a work of art that looks and tastes amazing*

**Discussion** give pros and cons and your justification of them

*One good thing about this is ... but you also have to consider*

**Argument** agreeing or disagreeing with the point of argument

*This proposal is nonsense. It is both impractical and very costly.*

NB: All types of writing need a title, except the emails (which need a greeting).

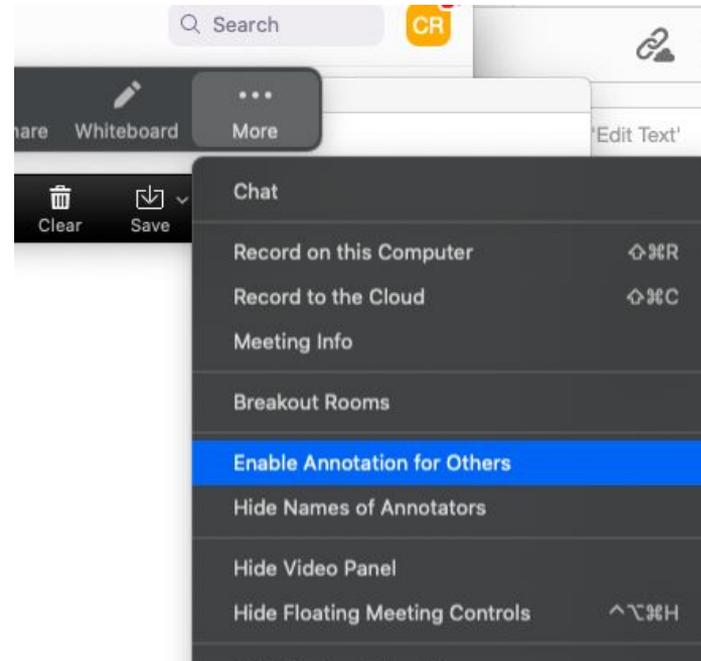
Challenge two:

"Reading into writing" is the most challenging task as they need to reuse information from the texts and have to use a certain structure depending on what writing genre is expected.

Solution: [Getting familiar with genres](#)

## Selecting the information

On Zoon, Using the annotation function to encourage learners to focus on particular details of the text. (Underline, circle, highlight)



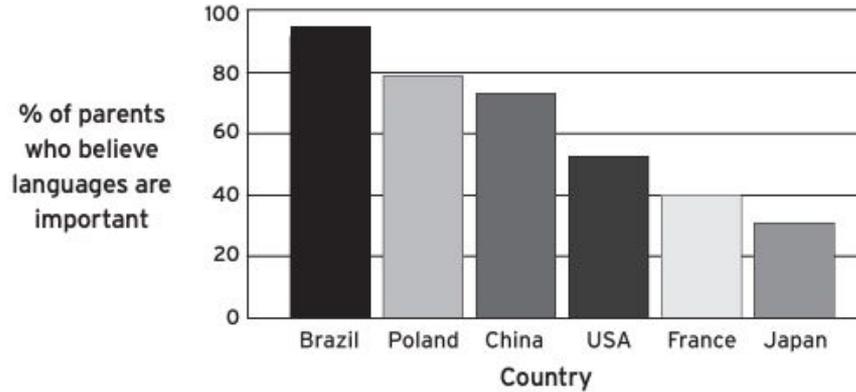
# ISE I - Multi-text (6)

## Learning a language

A -

### Parents' thoughts about their children learning languages

A recent survey of six countries around the world has shown that most parents believe that after-school language classes are important for their child's success. However, they all insist that the classes should be fun for the child and many like the idea of children learning about other cultures and traditions from native language teachers.



B -

### Text B

According to the National Centre for Languages in Wales, the lack of foreign language options is a big disadvantage for young people. Students in primary and secondary schools in Wales study English and Welsh but they don't have to study a third language. In fact, the number of students who choose another language has fallen for the past few years. For some businesses in Wales, this

is a problem. Many companies sell their products in other countries and so they need people who have the right language skills. They feel the education system is not working. Students lose interest or they just aren't confident in another language. What they would like to see are more conversation classes in foreign languages, especially in local colleges.

	<b>Introducing</b>	<b>Idea 1</b>	<b>Expanding</b>	<b>Idea 2</b>	<b>Summarising</b>
<b>Essay</b>		First of all			
<b>Review</b>	The aim of				To sum up

# Checklist

- ✓ Type of genre
- ✓ Target audience
- ✓ Format / Organisation
- ✓ Type of language
- ✓ My selected information
- ✓ Plan

Planning notes:

- 1.
- 2.
- 3.
- 4.
- 5.

## Challenge three:

"Students find Task 2 Questions 26-30 quite hard to grasp. They need techniques and tips to do the task well. Explaining what it needs to be done is not enough."

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### Notes

#### The power of memory

- starts with a biological process: (26.) \_\_\_\_\_
- different senses can be involved
- area of the brain that processes physical sensations:  
(27.) \_\_\_\_\_
- understanding of short-term memory versus long-term memory
- discovery of conscious versus unconscious forms of memory
- based on research recently undertaken at a (28.) \_\_\_\_\_  
involving two particular senses: hearing and (29.) \_\_\_\_\_
- the memory pyramid – illustrates the relative effectiveness of different activities
- memory improvement strategies, eg (30.) \_\_\_\_\_



## Solution:

### Notes

#### The power of memory

- starts with a biological process: **(26.)** \_\_\_\_\_
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- the memory pyramid – illustrates the relative effectiveness of different activities
- memory improvement strategies, eg **(30.)** \_\_\_\_\_

(ISE II sample)



## Challenge four:

*“One of the challenges for the teacher I believe, it is to show students how relevant it is for them to do the exam. Some students do not see the importance of it and do not take the preparation for it seriously or do not see the point of it.”*

### Solution

- Activities you do in real life (communication skills)
- Recognised by higher educational institutions.
- Part of student induction



## Conclusions

- Use the [Trinity ISE exam resource](#)
- Be familiar with the genres
- Include reader, organisation, language type in preparation
- Strategies for question types
- Exam considerations



Thanks for your attention and participation!



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