

## Language requirements for ISE O

The candidate is expected to demonstrate the ability to use the language functions and language items listed below.

### Language requirements

#### Language functions

- ▶ Exchanging greetings and leave-taking
- ▶ Giving personal information
- ▶ Describing people, objects and places
- ▶ Describing daily routines and times
- ▶ Giving dates
- ▶ Expressing ability and inability
- ▶ Giving simple directions and instructions
- ▶ Describing present events and current activities
- ▶ Asking simple questions about everyday life
- ▶ Describing past events
- ▶ Describing future plans and intentions
- ▶ Expressing simple comparisons
- ▶ Expressing likes and dislikes
- ▶ Describing manner and frequency

#### Grammar

- ▶ Present simple tense
- ▶ Present continuous tense
- ▶ Past simple tense of regular and common irregular verbs
- ▶ *Going to* future
- ▶ Nouns (singular and plural, regular and irregular, countable and uncountable)
- ▶ Pronouns (including possessives)
- ▶ Adjectives (including comparatives and superlatives)
- ▶ Adverbs of manner and frequency
- ▶ Prepositions of place, movement and time
- ▶ Imperatives
- ▶ Demonstratives
- ▶ Determiners
- ▶ *Can* and *can't*
- ▶ *There is/are* and *has/have got/have you got?*
- ▶ Link words *and, and then, but*
- ▶ Like + gerund/infinitive, e.g. *I like shopping, I like to read books*
- ▶ Formation of questions and the use of question words

#### Lexis

- ▶ Vocabulary specific to the subject and topic areas
- ▶ Cardinal and ordinal (up to 31<sup>st</sup>) numbers
- ▶ Adverbs and adverbial phrases of frequency, e.g. *sometimes, never, every day, once a week*
- ▶ Expressions of past time, e.g. *yesterday, last night*
- ▶ Phrases and expressions relating to the language functions listed above

#### Phonology (Interview only)

- ▶ The correct pronunciation of words specific to the topic and subject areas
- ▶ The use of contractions where appropriate
- ▶ Appropriate stress and intonation patterns for words, short sentences and simple questions
- ▶ Appropriate weak forms and intonation in connected speech
- ▶ Three different ways of pronouncing 'ed' past tense endings, e.g. *played, walked, wanted*
- ▶ Avoidance of speech patterns of recitation

### Subject areas for the Conversation phase of the Interview

One subject area will be selected by the examiner from the list below.

- ▶ Holidays
- ▶ Shopping
- ▶ School and work
- ▶ Hobbies and sports
- ▶ Food
- ▶ Weekend and seasonal activities

Please note ISE O candidates should **not** select their topic from the list of subject areas above (see guidance notes on page 23).

### Subject areas for the Portfolio and Controlled Written exam

In addition to the subject areas listed for the Conversation phase of the Interview:

- ▶ Jobs
- ▶ Places in the local area
- ▶ Place of study
- ▶ Home life
- ▶ Weather
- ▶ Free time
- ▶ Times and dates

## Language requirements for ISE I

In addition to the items specified for ISE 0, the candidate is expected to demonstrate the ability to use the language functions and language items listed below.

### Language requirements

#### Language functions

- ▶ Describing the future – informing and predicting
- ▶ Expressing preferences
- ▶ Describing events in the indefinite and recent past
- ▶ Giving reasons
- ▶ Stating the duration of events
- ▶ Quantifying
- ▶ Expressing and requesting opinions and impressions
- ▶ Expressing intention and purpose
- ▶ Expressing obligation and necessity
- ▶ Expressing certainty and uncertainty
- ▶ Describing past actions over a period of time

#### Grammar

- ▶ Present perfect tense including use with *for*, *since*, *ever*, *never*, *just*
- ▶ Connecting clauses using *because*
- ▶ *Will* referring to the future for informing and predicting
- ▶ Adjectives and adverbials of quantity, e.g. *a lot (of)*, *not very much*, *many*
- ▶ Expressions of preference, e.g. *I prefer*, *I'd rather*
- ▶ Zero and first conditionals, using *if* and *when*
- ▶ Present continuous tense for future use
- ▶ Past continuous tense
- ▶ Modals connected to the functions listed above, e.g. *must*, *need to*, *might*, *don't have to*
- ▶ Infinitive of purpose

#### Lexis

- ▶ Vocabulary specific to the topic and subject areas
- ▶ Further expressions relating to the past, e.g. *two days ago*, *the day before yesterday*
- ▶ Expressions relating to future time, e.g. *the day after tomorrow*, *in the future*
- ▶ Common phrasal verbs
- ▶ Phrases and expressions relating to the language functions listed above

#### Phonology (Interview only)

- ▶ The correct pronunciation of vocabulary specific to the topic and subject areas
- ▶ The combination of weak forms and contractions, e.g. *I've been to...*
- ▶ Sentence stress to clarify meaning
- ▶ Basic intonation and features of connected speech at sentence level
- ▶ The intonation patterns of more complex questions
- ▶ Avoidance of speech patterns of recitation

### Subject areas for the Conversation phase of the Interview

One subject area will be selected by the examiner from the list below.

- ▶ Travel
- ▶ Money
- ▶ Fashion
- ▶ Rules and regulations
- ▶ Health and fitness
- ▶ Learning a foreign language

Please note ISE I candidates should **not** select their topic from the list of subject areas above (see guidance notes on page 30).

### Subject areas for the Portfolio and Controlled Written exam

In addition to the subject areas listed for the Conversation phase of the Interview:

- ▶ Festivals
- ▶ Means of transport
- ▶ Special occasions, e.g. birthday celebrations
- ▶ Entertainment, e.g. cinema, television, clubs
- ▶ Music
- ▶ Recent personal experiences

## Language requirements for ISE II

In addition to the items specified for ISE 0 and ISE I, the candidate is expected to demonstrate the ability to use the language functions and language items listed below.

### Language requirements

#### Language functions

- ▶ Giving advice and highlighting advantages and disadvantages
- ▶ Making suggestions
- ▶ Describing past habits
- ▶ Expressing possibility and uncertainty
- ▶ Eliciting further information and expansion of ideas and opinions
- ▶ Expressing agreement and disagreement
- ▶ Expressing feelings and emotions
- ▶ Expressing impossibility
- ▶ Reporting the conversation of others
- ▶ Speculating
- ▶ Persuading and discouraging

#### Grammar

- ▶ Second and third conditionals
- ▶ Simple passive
- ▶ *Used to*
- ▶ Relative clauses
- ▶ Modals and phrases used to give advice and make suggestions, e.g. *should/ought to, could, you'd better*
- ▶ Modals and phrases used to express possibility and uncertainty *may, might, I'm not sure*
- ▶ Discourse connectors *because of, due to*
- ▶ Present perfect continuous tense
- ▶ Past perfect tense
- ▶ Reported speech
- ▶ Linking expressions, e.g. *even though, in spite of, although*

#### Lexis

- ▶ Vocabulary specific to the topic and subject areas
- ▶ Cohesive devices, e.g. *so to continue, in other words, for example*
- ▶ Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. *Really? Oh dear! Did you?*
- ▶ Simple fillers to give time for thought, e.g. *well..., um...*
- ▶ Reporting verbs, e.g. *say, tell, ask, report, advise, promise*
- ▶ Appropriate words and expressions to encourage further participation, e.g. *what about you?*
- ▶ Phrases and expressions relating to the language functions listed above

#### Phonology (Interview only)

- ▶ The correct pronunciation of vocabulary specific to the topic and subject areas
- ▶ Rising intonation to indicate interest and surprise as appropriate
- ▶ Intonation and features of connected speech beyond sentence level
- ▶ Rising and falling intonation to indicate giving up and offering turns
- ▶ Stress and intonation to indicate emotion
- ▶ Stress, intonation and pitch relevant to the language functions listed above

### Subject areas for the Conversation phase of the Interview

One subject area will be selected by the examiner from the list below.

- ▶ Society and living standards
- ▶ Personal values and ideals
- ▶ The world of work
- ▶ Unexplained phenomena and events
- ▶ National environmental concerns
- ▶ Public figures past and present

Please note ISE II candidates should **not** select their topic from the list of subject areas above (see guidance notes on page 37).

### Subject areas for the Portfolio and Controlled Written exam

In addition to the subject areas listed for the Conversation phase of the Interview:

- ▶ Education
- ▶ National customs
- ▶ Village and city life
- ▶ National and local produce and products
- ▶ Early memories
- ▶ Pollution and recycling

## Language requirements for ISE III

In addition to the items listed for ISE 0 to ISE II, the candidate is expected to demonstrate the ability to use the language functions and language items listed below.

### Language requirements

#### Language functions

- ▶ Expressing abstract ideas
- ▶ Expressing regrets, wishes and hopes
- ▶ Expressing assumptions
- ▶ Paraphrasing
- ▶ Evaluating options
- ▶ Hypothesising
- ▶ Evaluating past actions or course of events
- ▶ Developing an argument
- ▶ Defending a point of view
- ▶ Expressing beliefs
- ▶ Expressing opinions tentatively
- ▶ Summarising information, ideas and arguments
- ▶ Deducing
- ▶ Justifying an argument
- ▶ Inferring
- ▶ Expressing caution
- ▶ Expressing empathy and sympathy
- ▶ Challenging arguments and opinions
- ▶ Evaluating different standpoints
- ▶ Expressing reservations

#### Grammar

- ▶ A high degree of grammatical accuracy, errors are rare and difficult to identify
- ▶ A broad range of complex structures, used flexibly and effectively in combination and contrast, including:
  - Mixed conditionals
  - *Should/must/might/could* + perfect infinitive
  - Correct verb patterns after *wish* and *hope*
  - Verbs followed by gerund and/or infinitive, e.g. *forget, stop, go on, remember*
  - More complex forms of the passive with modals

#### Lexis

- ▶ Vocabulary specific to the topic and subject areas
- ▶ A good range of idiomatic expressions and colloquialisms
- ▶ Cohesive devices to recap and recover, e.g. *as I was saying, anyway...*
- ▶ Hesitation fillers, e.g. *I mean, you know*
- ▶ Stock phrases to gain time for thought and keep the turn, e.g. *well, let me think...*
- ▶ Modifying words, e.g. *basically, quite, certainly*
- ▶ Intensifiers, e.g. *absolutely, completely, totally*
- ▶ Tentative expressions, e.g. *I may be wrong but..., Don't you think it might be...*
- ▶ Signposting words and expressions, e.g. *firstly, conversely, to conclude*
- ▶ Vague and imprecise language, e.g. *a bit more, a hundred people or so*
- ▶ Phrases and expressions relating to the language functions listed above

#### Phonology (Interview only)

- ▶ The correct pronunciation of topic and subject area specific vocabulary
- ▶ A wide range of stress, rhythm, intonation patterns, pitch and volume in order to engage and maintain the examiner's interest, signal the provision of new information, indicate discourse structure, emphasise main points/ ideas and convey subtle shifts in meaning and attitude
- ▶ Various features of pronunciation which only occasionally deviate from an internationally intelligible model
- ▶ Rising and falling intonation for keeping, giving up and offering turns

### Subject areas for the Conversation phase of the Interview

One subject area will be selected by the examiner from the lists below. The centre should inform the examiner which list has been prepared by the candidate (see page 47).

#### LIST A

- ▶ Independence
- ▶ Ambitions
- ▶ Stereotypes
- ▶ Role models
- ▶ Competitiveness
- ▶ Young people's rights

#### OR

#### LIST B

- ▶ The media
- ▶ Advertising
- ▶ Lifestyles
- ▶ The arts
- ▶ The rights of the individual
- ▶ Economic issues

Please note ISE III candidates should not select their topic from the list of subject areas above (see guidance notes on page 45).

### Subject areas for the Portfolio and Controlled Written exam

In addition to the subject areas listed for the Conversation phase of the Interview:

- ▶ Roles in the family
- ▶ Communication
- ▶ The school curriculum
- ▶ Youth behaviour
- ▶ Use of the internet
- ▶ Designer goods
- ▶ International events
- ▶ Equal opportunities
- ▶ Social issues
- ▶ The future of the planet
- ▶ Scientific developments
- ▶ Stress management

## Language requirements for ISE IV

In addition to the language requirements listed for ISE 0 to ISE III, the candidate is expected to demonstrate the ability to use the language functions and language items listed below.

### Language requirements

#### Language functions

- ▶ Asserting
- ▶ Denying
- ▶ Softening and downplaying propositions
- ▶ Contradicting
- ▶ Implying
- ▶ Affirming

#### Grammar

- ▶ A comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity
- ▶ Differing linguistic forms to reformulate ideas to convey finer shades of meaning
- ▶ Complete and consistent grammatical control of highly complex language at all times

#### Lexis

- ▶ A good command of a very broad lexical repertoire
- ▶ A wide range of idiomatic expressions and colloquialisms
- ▶ Phrases and expressions related to the language functions listed above

#### Phonology (Interview only)

- ▶ Produce individual sounds so as to be fully understood by the examiner, with only a rare sound that deviates from an internationally intelligible model
- ▶ Stress and intonation patterns which are recognisably specific to English without any lapses in intelligibility

### Subject areas for the Conversation phase of the Interview

**There are no specific subject areas for the ISE IV Interview.**

Candidates should be able to make use of a wide range of vocabulary items relating to all other previous subject areas as well as other subjects of general or topical interest.

At this level candidates are expected to be able to enter into discussion on any subject that the examiner deems appropriate for the individual candidate. The age of the candidate will be taken into account when the examiner makes his or her choice.

### Subject areas for the Portfolio and Controlled Written exam

**There are no specific subject areas for the ISE IV Portfolio and Controlled Written exam.**

Candidates should be able to make use of a wide range of vocabulary items relating to all other previous subject areas as well as other subjects of general or topical interest.