

This profile is based on the level B2, Independent User, of the Council of Europe's Common European Framework of Reference (CEFR)

Integrated Skills in English (ISE II) Trinity College

<p>A candidate who passes ISE II Reading can</p>	<ul style="list-style-type: none"> a) read with a large degree of independence, adapting style and speed of reading to different texts and purposes, using appropriate reference sources selectively. b) scan quickly through long and complex texts, locating relevant details c) quickly identify the content and relevance of news items, articles and reports on a wide range of topics, deciding whether closer study is worthwhile. d) obtain information, ideas and opinions from specialised sources within his or her field. e) use a variety of strategies to achieve comprehension, including reading for main points and checking comprehension by using contextual clues. f) summarise a range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes use a broad active reading vocabulary, but may experience some difficulty with unusual expressions. g) understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints h) paraphrase and summarise ideas, opinions, arguments and discussion
<p>A candidate who passes ISE II Task 3 and 4— Reading into writing and extended writing can</p>	<ul style="list-style-type: none"> a) identify connections and themes between four texts. b) identify content from the texts in task 2 that is relevant to task 3 c) synthesise the information in task 2 to produce a coherent response to suit the purpose for writing in task 3. d) synthesise and evaluate information and arguments from a number of sources. e) express news and views effectively in writing and relate to the views of others. f) write clear, detailed texts on a variety of subjects related to his or her interests, following established conventions of the text type concerned g) write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear, connected text h) write an essay or report that develops an argument systematically, gives reasons and relevant details, and highlights key points i) explain the advantages and disadvantages of various options j) evaluate different ideas or solutions to a problem k) summarise a range of factual and imaginative texts, eg news items, interviews or documentaries l) discuss and contrast points of view, arguments and the main themes m) summarise the plot and sequence of events in a film or play.
<p>A candidate profile Speaking A candidate who passes ISE II Speaking can</p>	<ul style="list-style-type: none"> a) initiate, maintain and end discourse appropriately in unprepared one-to-one conversations, using effective turn-taking b) engage and participate in extended conversation on most general topics communicate spontaneously with good language control without much sign of having to restrict what he or she wants to say c) use a level of formality appropriate to the circumstances d) use language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, demonstrating the relationships between ideas e) interact with a degree of fluency and spontaneity with a native speaker without creating communication difficulties f) highlight the personal significance of events and experiences

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	<p>g) explain views clearly by providing relevant explanations and arguments h) convey degrees of emotion and highlight the personal significance of events and experiences</p> <p>i) outline a topical issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches</p> <p>j) give clear, detailed descriptions on a wide range of subjects of interest, expanding and supporting ideas with subsidiary points and relevant examples</p> <p>k) develop a clear argument, expanding and supporting his or her points of view at some length with subsidiary points and relevant examples</p> <p>l) intervene appropriately in discussion, exploiting appropriate language to do so</p> <p>m) ask follow-up questions to check that he or she has understood what a speaker intended to say, and clarify ambiguous points</p> <p>n) paraphrase to cover gaps in vocabulary and structure</p>
A candidate who passes ISE II Listening can	<p>a) understand standard spoken language on both familiar and unfamiliar topics from personal, social, academic or vocational life</p> <p>b) understand the main ideas of complex speech in standard English on both concrete and abstract topics, including technical discussions</p> <p>c) understand extended speech and complex lines of argument on familiar topics signposted by explicit markers</p> <p>d) understand recordings in standard English from social, professional or academic life</p> <p>e) identify information content, and speaker's viewpoints, attitudes, mood and tone</p> <p>f) understand most recorded audio material delivered in standard English g) use a variety of strategies to achieve comprehension, including listening for main points,</p> <p>h) checking comprehension by using contextual clues understand a clearly structured lecture on a familiar subject and take notes on points he or she considers important</p> <p>i) summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.</p>