

# Skillful Listening & Speaking Level 4

Trinity ISE III

Unit 1: Gathering

*Skillful* Listening & Speaking Level 4 (C1) has been mapped to Trinity's Integrated Skills in English (ISE) III Speaking & Listening exam. ISE is a four skills exam that assesses a candidate's ability to use English through integrated exam tasks. This document shows which exercises teachers may want to use to help prepare learners for the exam.

	<b>ISE III Speaking &amp; Listening exam</b>
<b>Listening 1: Three meetings (pp8–9)</b>	<p><b>Interpreting speaker's attitude:</b> Assessed in the Independent listening task.</p> <p><b>Candidates show that they are able to place information in a wider context:</b> Assessed in the Independent listening task.</p> <p><b>Inferring information and links between points of information that are not expressed explicitly:</b> Assessed in the Independent listening task.</p>
<b>Listening 2: Getting from <i>you and me</i>, to <i>we</i> (pp10–11)</b>	<p><b>Candidates show that they are able to place information in a wider context:</b> Assessed in the Independent listening task.</p>
<b>Speaking: Interrupting (p14)</b>	<p>Although interrupting is not an assessed language function at ISE III, it is an important skill that candidates will need for the Collaborative and Conversation tasks.</p>

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Unit 2: Games

	<b>ISE III Speaking &amp; Listening exam</b>
<b>Listening 1: Video games: Lessons for life (pp18–19)</b>	<p><b>Clearly distinguish main and subordinate points and recognize the speaker’s line of argument:</b> Assessed in the Independent listening task.</p> <p><b>Inferring information and links between points of information that are not expressed explicitly:</b> Assessed in the Independent listening task.</p>
<b>Listening 2: Game theory (pp20–21)</b>	<p><b>Clearly distinguish main and subordinate points and recognize the speaker’s line of argument:</b> Assessed in the Independent listening task.</p>
<b>Speaking: Agreeing and disagreeing – degrees of formality (p23)</b>	<p>Agreeing and disagreeing are listed functions for assessment at ISE II. However, competence in the functions leading to ISE III is required. These are particularly useful for the Collaborative and Conversation tasks.</p>
<b>Speaking task (p25)</b>	<p><b>Evaluating opinions and establishing common ground:</b> Assessed in the Topic, Collaborative, and Conversation tasks.</p>

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Unit 3: Nostalgia

	<b>ISE III Speaking &amp; Listening exam</b>
<b>Listening 1: How to deal with homesickness (pp28–29)</b>	<b>Candidates show that they are able to place information in a wider context:</b> Assessed in the Independent listening task. <b>Clearly distinguish main and subordinate points and recognize the speaker's line of argument:</b> Assessed in the Independent listening task.
<b>Listening 2: Memory and smell (pp30–31)</b>	<b>Candidates show that they are able to place information in a wider context:</b> Assessed in the Independent listening task.
<b>Speaking task (p35)</b>	<b>Speculating and evaluating opinions:</b> Assessed in the Topic, Collaborative, and Conversation tasks.

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Unit 4: Risk

	ISE III Speaking & Listening exam
Listening 1: The world's most dangerous jobs (pp38–39)	<p><b>Inferring information and links between points of information that are not expressed explicitly:</b> Assessed in the Independent listening task.</p>
Listening 2: What is acceptable risk? (pp40–41)	<p><b>Interpreting speaker's attitude:</b> Assessed in the Independent listening task.</p> <p><b>Candidates show that they are able to place information in a wider context:</b> Assessed in the Independent listening task.</p>
Speaking task (p45)	<p><b>Speculating, hypothesizing, and evaluating opinions:</b> Assessed in the Topic, Collaborative, and Conversation tasks.</p>

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Unit 5: Sprawl

	ISE III Speaking & Listening exam
Listening 1: Cars and cities (pp48–49)	<p><b>Inferring meaning of unknown words:</b> Assessed in the Independent listening task.</p> <p><b>Candidates show that they are able to place information in a wider context:</b> Assessed in the Independent listening task.</p> <p><b>Clearly distinguish main and subordinate points and recognize the speaker’s line of argument:</b> Assessed in the Independent listening task.</p>
Listening 2: Making cities more liveable (pp50–51)	<p><b>Candidates show that they are able to place information in a wider context:</b> Assessed in the Independent listening task.</p>
Speaking: Supporting proposals (p54)	<p><b>Speculating and evaluating opinions:</b> Assessed in the Topic, Collaborative, and Conversation tasks.</p>
Speaking task (p55)	<p><b>Speculating, evaluating opinions, and establishing common ground:</b> Assessed in the Topic, Collaborative, and Conversation tasks.</p>

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Unit 6: Legacy

	<b>ISE III Speaking &amp; Listening exam</b>
<b>Listening 1: Family food legacies (pp58–59)</b>	<p>Candidates show that they are able to place information in a wider context: Assessed in the Independent listening task.</p> <p><b>Clearly distinguish main and subordinate points and recognize the speaker’s line of argument:</b> Assessed in the Independent listening task.</p>
<b>Listening 2: Technology legacies (pp60–61)</b>	<p>Candidates show that they are able to place information in a wider context: Assessed in the Independent listening task.</p>
<b>Speaking: Emphasizing important information – repetition and contrastive pairs (p64)</b>	<p>Although emphasizing a point is not a language function listed at ISE III, it is an important skill that candidates will need for the Topic, Collaborative, and Conversation tasks.</p>
<b>Speaking task (p65)</b>	<p>This speaking task provides a good model for how candidates can prepare for the Topic task.</p>

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Unit 7: Expanse

	<b>ISE III Speaking &amp; Listening exam</b>
<b>Listening 1: The Trans-Siberian railway (pp68–69)</b>	<p>Candidates show that they are able to place information in a wider context: Assessed in the Independent listening task.</p> <p><b>Clearly distinguish main and subordinate points and recognize the speaker’s line of argument:</b> Assessed in the Independent listening task.</p>
<b>Listening 2: Why do people climb mountains? (pp70–71)</b>	<p><b>Clearly distinguish main and subordinate points and recognize the speaker’s line of argument:</b> Assessed in the Independent listening task.</p>
<b>Speaking: Negotiating (p74)</b>	<p><b>Negotiating:</b> Assessed in the Topic, Collaborative, and Conversation tasks.</p>
<b>Speaking task (p75)</b>	<p><b>Negotiating, evaluating opinions, and establishing common ground:</b> Assessed in the Topic, Collaborative, and Conversation tasks.</p>

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Unit 8: Change

	<b>ISE III Speaking &amp; Listening exam</b>
<b>Listening 1: Metamorphosis—the secrets behind nature’s amazing change (pp78–79)</b>	<b>Interpreting speaker’s attitude:</b> Assessed in the Independent listening task.
<b>Listening 2: A global tax on changing money (pp80–81)</b>	<b>Inferring information and links between points of information that are not expressed explicitly:</b> Assessed in the Independent listening task.
<b>Speaking task (p85)</b>	<b>Speculating and evaluating opinions:</b> Assessed in the Topic, Collaborative, and Conversation tasks.



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Unit 9: Flow

	<b>ISE III Speaking &amp; Listening exam</b>
<b>Listening 1: Not worth a dam (pp88–89)</b>	<b>Interpreting speaker’s attitude:</b> Assessed in the Independent listening task.
<b>Listening 2: The concept of flow (pp90–91)</b>	<b>Candidates show that they are able to place information in a wider context:</b> Assessed in the Independent listening task.
<b>Speaking task (p95)</b>	<b>Negotiating, evaluating opinions, and establishing common ground:</b> Assessed in the Topic, Collaborative, and Conversation tasks.

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Unit 10: Conflict

	<b>ISE III Speaking &amp; Listening exam</b>
<b>Listening 1: Conflict of interest (pp98–99)</b>	<b>Candidates show that they are able to place information in a wider context:</b> Assessed in the Independent listening task.
<b>Listening 2: "The Sporting Spirit" (pp100–101)</b>	<b>Clearly distinguish main and subordinate points and recognize the speaker's line of argument:</b> Assessed in the Independent listening task. <b>Candidates show that they are able to place information in a wider context:</b> Assessed in the Independent listening task.