

## Skills Development Tables – ISE Foundation Speaking

### Topic and Conversation tasks

Skills tested	How to practise these skills
<p><b>Communicative effectiveness</b> (Does the student do what is necessary to complete the speaking tasks successfully?)</p>	<ul style="list-style-type: none"> <li>▶ Make sure students understand the format of the speaking part of the test.</li> <li>▶ Give students practice in asking and answering questions in pairs.</li> <li>▶ Make sure students understand how to take turns in a conversation. Remind them not to interrupt and not to leave long silences.</li> <li>▶ Make sure students know different ways of showing the speaker that they don't understand, eg <i>'Could you repeat that, please?'</i></li> <li>▶ Check students know different ways of showing interest in what the speaker is saying, eg <i>'Yes, I agree', 'Really?'</i></li> </ul>
<p><b>Interactive listening</b> (How well does the student understand another speaker?)</p>	<ul style="list-style-type: none"> <li>▶ Give students practice in listening for both gist and detail in order to improve their listening skills.</li> <li>▶ Look at possible topic areas for the conversation task and ask students to think about the kind of questions or information they may hear.</li> <li>▶ Give students practice in giving short talks and answering questions on the topic.</li> </ul>
<p><b>Language control</b> (Is the student's level of grammar and vocabulary good enough to communicate successfully?)</p>	<ul style="list-style-type: none"> <li>▶ Encourage students to use a range of grammar structures in their speaking, eg past simple, present perfect, future time (<i>will</i> and <i>going to</i>).</li> <li>▶ Make sure students understand and can use a range of everyday vocabulary related to different topics, eg holidays, work and jobs, education.</li> <li>▶ Make sure students check for repeated errors in, for example, verb agreement, eg <i>She <del>have</del> has two brothers.</i></li> </ul>
<p><b>Delivery</b> (Is it easy to follow and understand the student when he/she is speaking?)</p>	<ul style="list-style-type: none"> <li>▶ Use games and activities to improve pronunciation, eg ask students to group words with the same vowel sounds.</li> <li>▶ Help students understand stress and intonation, eg use different colours to show stressed words and arrows to show how the voice goes up or down when saying a sentence.</li> <li>▶ Encourage students to record themselves speaking in order to help them spot their errors.</li> <li>▶ Improve students' fluency through classroom activities such as one-minute talks on different subjects.</li> </ul>

## Skills Development Tables – ISE Foundation Listening

### Task 1 – Independent listening

Skill tested	How you can practise this skill
Listening for information	<ul style="list-style-type: none"> <li>▶ Use multiple-matching activities alongside simple, factual recordings, such as matching names to faces, or activities to days of the week.</li> <li>▶ Practise language related to directions (compass directions, left and right, positions) as well as the language of the topics for ISE Foundation (shopping, days of the week, weather etc).</li> </ul>

### Task 2 – Independent listening

Skill tested	How you can practise this skill
Listening to get as much information as possible	<ul style="list-style-type: none"> <li>▶ Ask students to make notes on the main points when listening.</li> <li>▶ Give students practice in identifying facts from listening texts on different subjects.</li> <li>▶ Make sure students understand that taking notes is a short activity and they should not try to write down everything they hear.</li> <li>▶ Put students in pairs and get them to practise asking and answering questions about listening texts.</li> </ul>