

Skills Development Tables – ISE I Speaking

Topic and Conversation tasks

Skills tested	How to practise these skills
<p>Communicative effectiveness (Does the student do what is necessary to complete the speaking tasks successfully?)</p>	<ul style="list-style-type: none"> ▶ Make sure students understand the format of the speaking part of the test. ▶ Give students practice in expanding and developing answers to questions by encouraging students to give reasons or examples to support what they say, eg <i>I like football because..., I have lots of hobbies, for example...</i> ▶ Make sure students understand how to take turns in a conversation. Remind them not to interrupt and not to leave long silences. ▶ Make sure students know different ways of showing the speaker that they don't understand, eg <i>'I'm sorry, did you say...?'</i> ▶ Check students know different ways of showing interest in what the speaker is saying, eg <i>'Really?'</i>, <i>'Right'</i>.
<p>Interactive listening (How well does the student understand another speaker?)</p>	<ul style="list-style-type: none"> ▶ Give students practice in listening for both gist and detail using a range of different listening material. ▶ Look at possible topic areas for the conversation task and ask students to think about the kind of questions or information they may hear. ▶ Give students practice in giving short talks and answering questions on the topic.
<p>Language control (Is the student's level of grammar and vocabulary good enough to communicate successfully?)</p>	<ul style="list-style-type: none"> ▶ Encourage students to use a range of grammar structures in their speaking, eg modals (<i>have to/must</i>), second and third conditional, reported speech. ▶ Make sure students check for repeated errors in, for example, tenses, eg <i>I've never rode ridden a horse.</i> ▶ Make sure students can use a range of vocabulary related to a variety of topics, eg leisure activities, education, news.
<p>Delivery (Is it easy to follow and understand the student when he/she is speaking?)</p>	<ul style="list-style-type: none"> ▶ Use games and activities to improve pronunciation, eg ask students to group words with the same vowel sounds. ▶ Help students understand stress and intonation, eg use different colours to show the stressed words, and arrows to show how the voice goes up or down when saying a sentence. ▶ Encourage students to record themselves speaking in order to help them spot their errors. ▶ Improve students' fluency through classroom activities such as one-minute talks on different subjects.

Skills Development Tables – ISE I Listening

Task 1 – Independent listening

Skills tested	How to practise these skills
Intensive 'bottom-up' listening	<ul style="list-style-type: none"> ▶ Students complete tables of facts based on recordings – for example completing details such as dates, times, names, places, numbers and other concrete facts. ▶ Practise identifying key words in recordings.
Intensive listening – in detail to gather as much information as possible	<ul style="list-style-type: none"> ▶ Give students practice in identifying facts from listening texts on different subjects. ▶ Make sure students understand that taking notes is a short activity and they should not try to write down everything they hear. ▶ Put students in pairs and get them to practise asking and answering questions about listening texts.

Task 2 – Independent listening

Skills tested	How to practise these skills
Intensive listening – for detailed understanding	<ul style="list-style-type: none"> ▶ Give students practice in identifying facts from listening texts on different subjects. ▶ Make sure students understand that taking notes is a short activity and they should not try to write down everything they hear. ▶ Put students in pairs and get them to practise asking and answering questions about listening texts.
Extensive listening – for gist, for main ideas and for global understanding	<ul style="list-style-type: none"> ▶ Ask students to make notes on the main points when listening.