

ISE Listening Skills Development Tables

Orientation to the independent listening component

- Give students an overview of the independent listening part of the test. Make sure they understand all the tasks they must complete for their ISE level.
- Show the students the ISE (paper edition) independent listening task examples at their level.
- Give the students practice in schema activation, ie hearing the topic and 'guessing' what the recording could be about.

Selecting Listening materials

- Select texts that are appropriate for your students' ISE level, use the task specifications in the [ISE \(paper edition\) Information Booklet](#) as a guide.
- Depending on your students' ISE level, use a variety of concrete topics and more abstract or speculative topics. Topics may include anything students find interesting. If they are less familiar with the topic, use activities to build their background knowledge.
- Use audio-editing tools to edit recordings to the correct length and focus.

Listening sub-skills

Skills tested	How students can practise these skills
Intensive listening for detailed understanding	Note down unknown words and practice working out what they might mean from the context.
	Use picture-matching activities, such as matching names to faces, everyday activities to days of the week, or household objects to locations.
	Complete tables of facts based on recordings, eg concrete details, similarities and contrasting information, points for and against an issue.
	Practise identifying key words and facts in recordings (eg for levels ISE A1-ISE I, listen for numbers and dates).
	Practise language related to directions (compass directions, left and right, positions).
	Make lists of the intended function of simple speech acts eg suggestions, offers, denials.
	Use games and competitions to listen for the relevant points in a conversation or short talk, eg <i>listen for the reasons why the colour green is good for you</i> .
	Work in pairs to practise asking and answering questions about listening texts.
	Practise taking brief notes, ie not trying to write down everything they hear.

Skills tested	How students can practise these skills
Extensive listening for gist, main ideas and for global understanding	- Use games and activities to listen for the main idea of a conversation or short talk. - Work in pairs or small groups to reconstruct a line of argument, a process, or a story. - Identify the words that indicate a change of topic or a new idea. - Practise listening for the different ways that speakers talk about a place, person, or object eg '<i>the Mississippi</i>', '<i>it</i>', '<i>waterway</i>', '<i>river</i>'. This develops the ability to identify anaphoric references.
Inferring attitude, intentions, viewpoints and implications deducing meaning	- Practise inferring speakers' opinions and attitudes. - Explore the different uses of tone to convey meaning and attitude eg sincere apology, irritation, concern. - Use games and activities to learn how words and tone can imply how a person feels about a topic. - Have a competition to correctly identify the statements about the passage that are true/false/not stated. - Pause a recording part way and hypothesise what might come next. Identify the cues in the recording to justify these hypotheses.
Evaluation and Synthesis & integration	- Work in pairs or small groups to compare listening notes. - Decide which information is central and which is secondary or irrelevant to the main idea. - Make a table of each speaker's arguments. Compare the similarities and differences. - Have a whole class discussion of the recording. Consider the following questions: - What did you already know about the topic? - What have you learned? - What aspects did you agree with? - Is there anything that you disagree with? - Has the recording changed your mind on this topic? Why/why not?