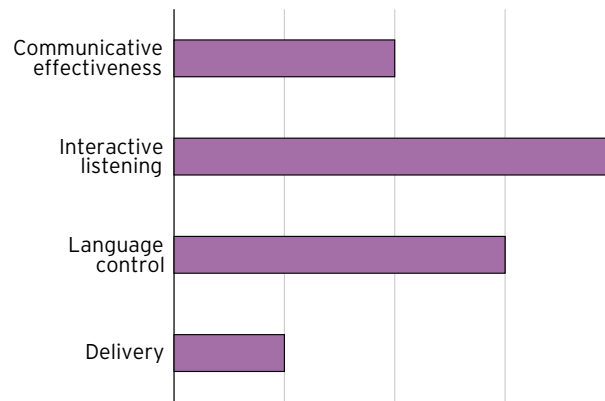


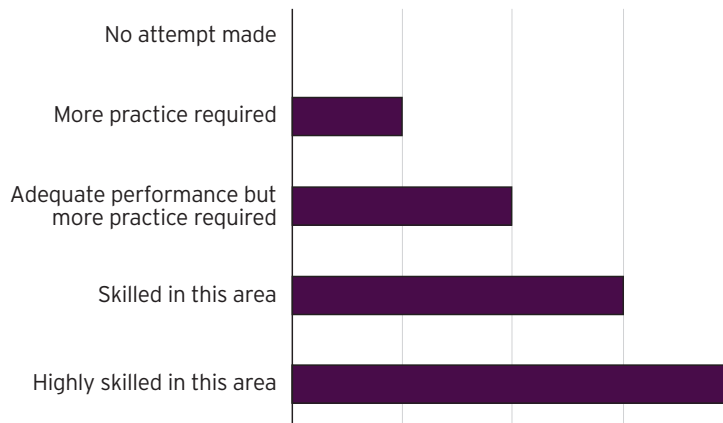
## Skills Development Tables – ISE I Speaking & Listening

Use our skills development tables with the diagnostic profile reports:

1. Each graph on the diagnostic profile report shows you the skills tested in each part of the exam.  
For example:



2. The bars in each graph show how your student performed in each skill in each part of the exam.



Use the length of the bars to see which skills your students need more practice in. Then refer to the skills development tables on the following pages to give you some ideas about how to improve your students' skills.

## Skills Development Tables – ISE I 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 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></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>'I'm sorry, did you say...?'</i></li> <li>▶ Check students know different ways of showing interest in what the speaker is saying, eg <i>'Really?', 'Right'</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 using a range of different listening material.</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 modals (<i>have to/must</i>), second and third conditional, reported speech.</li> <li>▶ Make sure students check for repeated errors in, for example, tenses, eg <i>I've never rode ridden a horse.</i></li> <li>▶ Make sure students can use a range of vocabulary related to a variety of topics, eg leisure activities, education, news.</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 the 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 I Listening

### Task 1 – Independent listening

Skills tested	How to practise these skills
Intensive 'bottom-up' listening	<ul style="list-style-type: none"> <li>▶ Students complete tables of facts based on recordings – for example completing details such as dates, times, names, places, numbers and other concrete facts.</li> <li>▶ Practise identifying key words in recordings.</li> </ul>
Intensive listening – in detail to gather as much information as possible	<ul style="list-style-type: none"> <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>

### Task 2 – Independent listening

Skills tested	How to practise these skills
Intensive listening – for detailed understanding	<ul style="list-style-type: none"> <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>
Extensive listening – for gist, for main ideas and for global understanding	<ul style="list-style-type: none"> <li>▶ Ask students to make notes on the main points when listening.</li> </ul>