

Worksheet 1

Speaking rating scale

The areas below are what the examiner will be thinking about when he or she listens to you speaking.

How well did the student complete the task?

How well did the student speak about the right things & take turns to talk at the right time?

How well was the student able to explain when they did not understand?

How much variety of language did the student use?

How accurate was the student?

How did the student errors affect the listener?

How did the way the student talked affect the listener?

How well did the student stress syllables in words & use intonation in sentences?

How much did the student hesitate?

How easy was it to understand the student?

Worksheet 2

Speaking grades and rationales

The examiner is not looking at the 10 areas as 'yes or no' questions – instead they are thinking about 4 different levels of success. In this way, each area can be marked as 1, 2, 3 or 4.

On that scale, 1 represents an unsuccessful level of achievement, and 4 represents a very successful level of achievement.

Now look at the explanations below of what each grade (0, 1, 2, 3, 4) means in more detail.

How well did the student complete the task?

1	2	3	4
Does not complete task with help	Completes task ok, but the examiner helps	Completes task well	Completes task very well

How well did the student speak about the right things?

1	2	3	4
Does not start interactions or answer acceptably	Starts interactions and answers questions ok with some help.	Starts interactions and answers questions well with help	Starts interactions and answers questions well

How well did the student take turns to talk at the right time?

1	2	3	4
Does not add to or maintain the conversation	Adds to and continues the conversation but needs too much help from the examiner	Adds to & continues the conversation but needs examiner help	Adds to & continues the conversation by speaking spontaneously

How well was the student able to explain when they did not understand?

1	2	3	4
When they don't understand they can't communicate this.	Sometimes they can show they don't understand, but not always and it is difficult.	Communicates not understanding effectively but with some difficulty.	Communicates not understanding clearly and always effectively

Worksheet 2

How much variety of language did the student use?

1	2	3	4
Limited range of grammar and vocabulary – not always enough to talk about topics	Acceptable range of grammar and vocabulary to talk about topics - gaps in knowledge can cause pauses	Appropriate range of grammar and vocabulary to talk about topics	Good range of grammar and vocabulary to talk about topics

How accurate was the student?

1	2	3	4
Unacceptable level of grammar and vocabulary accuracy to talk about topics	Acceptable level of grammar and vocabulary accuracy to talk about topics	Reasonable level of grammar and vocabulary accuracy to talk about topics	High level of grammar and vocabulary accuracy to talk about topics

How did the student errors affect the listener?

1	2	3	4
Makes lots of mistakes and is hard to understand.	Makes lots of mistakes but you can understand the student mostly.	Makes quite a lot of mistakes but you can understand the student	Makes some mistakes but easy to understand

How did the way the student talked affect the listener?

1	2	3	4
Listener sometimes did not understand the speaker because of their pronunciation.	Listener mostly understood though speaker's accent was difficult to understand.	Listener understood though speaker was sometimes to understand	Listener understood. The speaker's pronunciation is mostly good.

How well did the student stress syllables in words & use intonation in sentences?

1	2	3	4
Uses stress and intonation enough to understand	Uses stress and intonation acceptably	Mostly uses stress and intonation appropriately	Uses stress and intonation appropriately

Worksheet 2

How much did the student hesitate?

1	2	3	4
Mostly speaks quite slowly with lots of pauses and hesitation	Mostly speaks quite slowly with fewer pauses and hesitation	Mostly speaks quite slowly with pauses and hesitation	Speaks quite slowly with pauses and hesitation

How easy was it to understand the student?

1	2	3	4
Needs careful listening – sometimes difficult to understand	Needs careful listening	Sometimes needs careful listening	Needs some careful listening

Worksheet 3

Language functions and lexis

Read through the list of functions below. Check with a partner that you understand each of them.

Now watch the video and decide if you hear the student expressing that function or not.

Then you will watch the same video again. This time you need to decide if the example language given below was used or not.

Function	Was it expressed? Yes or no	Grammar structure	Was it used? Yes or no
Giving personal information about present and past circumstances/activities		Present Simple / Past Simple	
Describing routines		Present Simple	
Describing ability and inability		I can / I can't...	
Describing future plans		I am going to...	
Expressing likes and dislikes		I like / I dislike...	
Expressing simple comparisons		...is different to...	
Describing people, objects and places		...it looks like...	
Asking for clarification		What do you mean...?	
Responding to requests for clarification		I can explain.	
Describing past actions in the indefinite and recent past		Past Continuous	
Describing the future — informing and expressing intention		I will...	
Giving opinions, preferences and reasons		In my opinion... / I prefer... / ...because...	
Describing consequences with certainty and uncertainty		If + present simple... + will / If + present simple... + might	
Expressing obligation		You must...	
Asking for opinions and information		What do you think?	

Worksheet 4

Revision of functions & language useful for ISE I speaking examination

Read through the functions below and think about what language & structures you could use to express each one.

Language functions

- a) Describing past actions in the indefinite past
- b) Describing past actions in the recent past
- c) Describing the future — informing
- d) Describing the future —expressing intention
- e) Giving opinions
- f) Giving preferences
- g) Giving reasons
- h) Describing consequences with certainty
- i) Describing consequences with uncertainty
- j) Expressing obligation
- k) Asking for opinions
- l) Asking for information

Task 1

Now read the sentences below and try to match each to the function described above.

Example Sentences

- 1. "I've just arrived from my home country."
- 2. "I'm interested in that because it's so important."
- 3. "I need to speak the language with more accuracy."
- 4. "I'm planning to try again."
- 5. "I don't really agree with that."
- 6. "I'd rather go to a different place."
- 7. "If I take that job, it will be hard work."
- 8. "If you tell me again, I might understand."
- 9. "I was hoping to make some new friends."
- 10. "Can I find out more about it?"
- 11. "Could you tell me what you think?"
- 12. "I'll make a decision later."

Worksheet 4

Task 2

Now look at the same sentences below with certain parts underlined. Then match them to the grammar structures below. Which 3 sentences do not match?

1. "I was hoping to make some new friends."
2. "I've just arrived from my home country."
3. "I'll make a decision later."
4. "I'm planning to try again."
5. "I don't really agree with that."
6. "I'd rather go to a different place."
7. "I'm interested in that because it's so important."
8. "If I take that job, it will be hard work."
9. "If you tell me again, I might understand."
10. "I need to speak the language with more accuracy."
11. "Could you tell me what you think?"
12. "Can I find out more about it?"

Grammar

- a) Connecting clauses using because
- b) Present perfect tense including use with for, since, ever, never, just
- c) Expressions of preference, eg I prefer, I'd rather
- d) Will referring to the future for informing and predicting
- e) Zero and first conditionals, using if and when
- f) Present continuous tense for future use
- g) Past continuous tense
- h) Modals connected to the functions listed above, eg must, need to, might, don't have to

Worksheet 4

Answers:

Task 1

- a) 9
- b) 1
- c) 12
- d) 4
- e) 5
- f) 6
- g) 2
- h) 7
- i) 8
- j) 3
- k) 11
- l) 10

Task 2

- 1) G
- 2) B
- 3) D
- 4) F
- 5) no match
- 6) C
- 7) A
- 8) E
- 9) E
- 10) H
- 11) no match
- 12) no match