

Worksheet 1

Introduction to ISE I

Complete this text introducing the **ISE I Reading & Writing** using the information provided on Page 6 of the [ISE I Guide for Students](#).

You have a)_____ hours to complete the exam. The reading tasks test these skills: reading for b)_____; reading for details; reading c)_____; and understanding the main ideas of a text. The writing tasks test these skills: How you organise a text; your range of language d)_____, grammar and e)_____; how well you answer the question; and how you f)_____ reading texts into writing texts.

Now use the information to decide if these statements are True or False.

- 1) There are four **tasks** in total.
- 2) In **Task 1 - Long reading** you need to read one text of 400 words.
- 3) In **Task 1 - Long reading** there are three questions to answer in total.
- 4) In **Task 2 - Multi-text reading** you need to read four texts of 400 words.
- 5) In **Task 2 - Multi-text reading** there are fifteen questions to answer in total.
- 6) In **Task 3 - Reading into writing** you use what you read in the long reading.
- 7) In **Task 3 - Reading into writing** you write an essay or an article.
- 8) In **Task 3 - Reading into writing** you are not allowed to copy your answer from the texts.
- 9) In **Task 4 - Extended writing** you write an essay or an article.
- 10) In **Task 3 - Reading into writing** and in **Task 4 - Extended writing** you have the same word count allowed.

Worksheet 1

Answer these questions introducing the **ISE I Speaking & Listening** using the information provided on Page 13 of the [ISE I Guide for Students](#). Answer Yes or No.

Introductions

- 1) Will the examiner say hello?
- 2) Will you answer any questions?
- 3) Will you show your identification?
- 4) Are you tested during the introduction?

Now use the information to decide if these statements are True or False.

Topic task

- a) You should not give the examiner your topic form.
- b) The examiner will ask you questions about your topic.
- c) You will answer the questions.
- d) You should not ask the examiner questions.

Conversation task

- e) The examiner will not tell you what subject to talk about.
- f) The examiner will ask you questions.
- g) You will not answer the questions.
- h) You should ask the examiner questions.

Independent listening tasks

- i) There are two tasks.
- j) In the two tasks you listen to a recording three times.
- k) In task one, you can take notes after listening and the notes are not assessed.
- l) In task one, the examiner asks you six questions about the recording.
- m) In task two, after you listen one time, you should describe what it was about to the examiner in a few words.
- n) In task two, the second time you listen you are not allowed to take notes.
- o) In task two, after you listen the second time, you should tell the examiner six facts you heard.
- p) In task two, the examiner will ask you six questions about what you heard.

Worksheet 1

Answers:

Reading & Writing:

- | | |
|------------------|-------|
| a) 4 | 1) T |
| b) Gist | 2) T |
| c) Comprehension | 3) F |
| d) Functions | 4) F |
| e) Vocabulary | 5) T |
| f) Transform | 6) F |
| | 7) T |
| | 8) T |
| | 9) T |
| | 10) F |

Speaking & Listening:

- | | |
|---------|------|
| 1) Yes. | a) F |
| 2) Yes. | b) T |
| 3) Yes. | c) T |
| 4) No. | d) F |
| | e) F |
| | f) T |
| | g) F |
| | h) T |
| | i) T |
| | j) F |
| | k) T |
| | l) T |
| | m) T |
| | n) F |
| | o) T |
| | p) F |

Worksheet 2

Self-evaluation

In the table below are the skills you need to pass ISE I Reading (Task 1 – Long reading & Task 2 – Multi-text reading). Think about yourself and work through each one with your partner deciding whether you are **good**, **ok** or **weak** at the skill.

Skill	Self-assessment		
understand main ideas and specific information in a range of texts on familiar subjects	good	ok	weak
identify specific information in written texts	good	ok	weak
guess the meaning of words and phrases from their context	good	ok	weak
write short summaries of information in the texts.	good	ok	weak

Worksheet 2

In the table below are the skills you need to pass ISE I Task 3 - Reading into writing. Think about yourself and work through each one with your partner deciding whether you are **good**, **ok** or **weak** at the skill.

Skill	Self-assessment		
select relevant content from the texts in Task 2 – Multi-text reading	good	ok	weak
identify connections between multiple texts in Task 2 – Multi-text reading	good	ok	weak
adapt the information in Task 2 – Multi-text reading to use in Task 3 – Reading into writing	good	ok	weak

Worksheet 2

In the table below are the skills you need to pass ISE I Writing (Tasks 3 – Reading into writing & Task 4 – Extended writing). Think about yourself and work through each one with your partner deciding whether you are **good**, **ok** or **weak** at the skill.

Skill	Self-assessment		
communicate information and ideas on lots of different topics	good	ok	weak
write texts which are organised well so that all the ideas are connected together.	good	ok	weak
write short, simple essays on topics of interest	good	ok	weak
summarise, report and give opinions about lots of different topics with some confidence	good	ok	weak
paraphrase short, written passages in a simple fashion	good	ok	weak

Considering all the skills listed above that are needed to pass ISE I Reading & Writing, which do you most need to improve and how will you do that?

You should ask yourself & answer the same 2 questions once a week.

Worksheet 2

Which skill do you most need to improve?	How will you practically improve that skill?

Worksheet 2

In the table below are the skills you need to pass ISE I Speaking. Think about yourself and work through each one deciding whether you are **good**, **ok** or **weak** at the skill.

Skill	Self-assessment		
start and take control of unprepared conversations on familiar topics	good	ok	weak
communicate with some confidence on familiar or unfamiliar topics	good	ok	weak
express personal opinions and exchange information on everyday topics that are familiar or of personal interest (eg family, hobbies, work, travel)	good	ok	weak
maintain a conversation or discussion but with some errors	good	ok	weak
describe one of a variety of familiar subjects in an organised way.	good	ok	weak
Talk about experiences, describing feelings and reactions	good	ok	weak
describe dreams, hopes and ambitions	good	ok	weak
describe events, real or imagined	good	ok	weak
give reasons and explanations for opinions, plans and actions	good	ok	weak
Be able to keep a conversation or discussion going	good	ok	weak
repeat back part of what someone has said to show understanding and help keep the conversation on topic.	good	ok	weak
ask someone to clarify or elaborate what he or she has just said	good	ok	weak

Worksheet 2

In the table below are the skills you need to pass ISE I Listening. Think about yourself and work through each one deciding whether you are **good**, **ok** or **weak** at the skill.

Skill	Self-assessment		
understand clear speech, although sometimes he or she may have to ask to hear some things a second time.	good	ok	weak
understand factual information about common everyday topics, identify general messages and specific details	good	ok	weak
understand the main points of familiar topics, eg work, school, leisure, including short narratives	good	ok	weak
follow a clearly structured lecture or talk on a familiar topic	good	ok	weak
understand the information content of the majority of slow and clear recorded audio material, eg radio news, on familiar topics or topics of personal interest	good	ok	weak
identify unfamiliar words from the context on familiar topics or topics of personal interest	good	ok	weak

Worksheet 2

Considering all the skills listed above that are needed to pass ISE I Speaking & Listening, which do you most need to improve and how will you do that?

You should ask yourself & answer the same 2 questions once a week.

Which skill do you most need to improve?	How will you practically improve that skill?

Worksheet 3

Video observation

You will watch a video recording two times.

After watching it once, decide what the answers are to the questions below. Then you can compare your written answers with a partner.

After watching it a second time, there is space to change your answer if you need to.

	Your answer after listening once	Your answer (if different) after listening again
What was the candidate's topic?		
Which conversation subject did they talk about?		
What was the subject of the first listening task?		
What was the subject of the second listening task?		

Now you can assess your own Speaking & Listening skills using the three tables in Worksheet 2.

Worksheet 4

Functional English

We use English in many different real life situations when the language has a clear purpose. We call this use of English grammar & vocabulary 'functional language'.

Look at the list of words below then read through the 17 sentences which people might hear or say when they are looking for a job. Decide which word fits best in which gap.

job - apply - jobs - dislike - company - money - CV
outdoors - office - computers - working - recruitment
bus - get - find - city - industry

Sentences

1. I have had 3 _____ in my life.
2. I have just arrived in this _____.
3. I want this job because it is such an interesting _____ to work for.
4. You will find a _____ easily here.
5. Writing a new _____ makes a lot of sense to me.
6. I'd rather work outdoors if possible.
7. I'd prefer to work in an _____.
8. If you _____ for this job, you will probably be successful.
9. If you try to find work in a different _____, you might find more opportunities.
10. When people start _____ here, they like it.
11. I'm visiting a _____ consultant next week.
12. I _____ that kind of work as it is physically difficult.
13. I was taking the _____ to work one day when I realised it was faster to walk.
14. You must _____ to work on time.
15. I need to _____ a job which pays more money.
16. You don't have to be an expert in using _____ to do this job.
17. I'm accepting the job offer to save some _____.

Worksheet 4

Now read the 17 sentences again.

- 1) I have had 3 jobs in my life.
- 2) I have just arrived in this city.
- 3) I want this job because it is such an interesting company.
- 4) You will find a job easily here.
- 5) Writing a new CV makes a lot of sense to me.
- 6) I'd rather work outdoors if possible.
- 7) I'd prefer to work in an office.
- 8) If you apply for this job, you will probably be successful.
- 9) If you try to find in a different industry, you might find more opportunities.
- 10) When people start working here, they like it.
- 11) I'm visiting a recruitment consultant next week.
- 12) I don't like that kind of work as it is physically difficult.
- 13) I was taking the bus to work one day when I realised it was faster to walk.
- 14) You must get to work on time.
- 15) I need to find a job which pays more money.
- 16) You don't have to be an expert in using computers to do this job.
- 17) I'm accepting the job offer to save some money.

Task A

Think about the function of the language in each sentence. Look at the list below and match the function to the sentence.

Describing past actions in the recent past

Describing past actions in the indefinite past x 2

Describing the future — informing

Giving preferences x 2

Describing consequences with certainty x 2

Expressing obligation x 2

Expressing lack of necessity

Giving reasons x 3

Giving opinions

Describing consequences with uncertainty

Describing the future — expressing intentions

Worksheet 4

Task B

Now look at the sentences again. Focus on the underlined part of the sentences and match them to the grammar terminology below.

present perfect

linker

quantifier

semi-modal

modal verb + main verb

modal verb + main verb

present perfect

modal verb + main verb

past continuous

first conditional

(full) infinitive

zero conditional

present continuous

linker

modal

first conditional

semi-modal

Worksheet 4

Answers:

Sentences

1) jobs	10) working
2) city	11) recruitment
3) company	12) dislike
4) job	13) bus
5) CV	14) arrive
6) outdoors	15) find
7) office	16) computers
8) apply	17) money
9) industry	

Task A

1) Describing past actions in the indefinite past	10) Describing consequences with certainty
2) Describing past actions in the recent past	11) Describing the future — expressing intention
3) Giving reasons	12) Giving reasons
4) Describing the future — informing	13) Describing past actions in the indefinite past
5) Giving opinions	14) Expressing obligation
6) Giving preferences	15) Expressing obligation
7) Giving preferences	16) Expressing lack of necessity
8) Describing consequences with certainty	17) Giving reasons
9) Describing consequences with uncertainty	

Task B

1) present perfect	10) zero conditional
2) present perfect	11) present continuous
3) linker	12) linker
4) modal verb + main verb	13) past continuous
5) quantifier	14) modal
6) modal verb + main verb	15) semi-modal
7) modal verb + main verb	16) semi-modal
8) first conditional	17) (full) infinitive
9) first conditional	

Worksheet 5

Activities outside of the classroom

What might students do out of class to practice speaking sub-skills?
Arrange to meet class colleagues
Practice with friends
Go to a pub to meet open-minded people
Find a 'language exchange' person (someone who will exchange speaking in English for speaking your language) e.g. the internet
Arrive early to lessons to talk to your teacher
Phone a radio talk show
Engage people in small talk e.g. when waiting for the bus
Speak to a variety of shop workers
Interview people in the street
Phone or Skype people you know abroad and in UK
Join a club/society which interests them

Worksheet 6

Task analysis table

ISE I Reading & Writing

Task 3 - Reading into writing

Whenever you get a writing task you can ask certain questions to help you prepare before you start writing. Read the example task you are given and use the table below to help with your preparation.

Task Analysis Table

Question	Answer
What style/genre of text is required?	
Who is the most likely reader?	
What will be the main subject?	
What are the main themes within that subject?	

Worksheet 7

Proofreading checklist

Now you have the chance to read another student's Task 4 - Extended writing task in the same way that an examiner will. Look at the criteria below and choose A, B or C depending on what you think about the text you read.

- A** Clearly meets the criterion
- B** Maybe does or maybe does not meet the criterion
- C** Clearly does not meet the criterion

Criteria – Task Fulfilment	Your assessment (A , B or C)
Overall achievement of communicative aim	
Awareness of the writer-reader relationship (style and register)	
Adequacy of topic coverage	

Criteria – Organisation & Structure	
Text organisation, including use of paragraphing, beginnings/endings	
Presentation of ideas and arguments, including clarity and coherence of their development	
Consistent use of format to suit the task	
Use of signposting	

Criteria – Language control	
Range and accuracy of grammar	
Range and accuracy of lexis	
Effect of linguistic errors on understanding	
Control of punctuation and spelling	

Worksheet 8

Brainstorming

What is brainstorming?

It always helps to think about and plan possible content ideas before you start writing an extended text. Sharing your ideas with others in this way is called 'brainstorming'.

For example, if the topic is 'local or national festivals' – there are various kinds you might know about e.g. religious festivals, festivals celebrating the time of year, and other cultural festivals.

You can then ask yourself questions to help you think about other connected aspects for example:

- 1) When do people celebrate?
- 2) How do people celebrate it?
- 3) What usually happens?
- 4) Why is it important to people?
- 5) What are your personal opinions and memories of it?

For example:

In the UK we celebrate Easter which is a religious festival held in March or April every year. People usually go to church or meet their families to relax and have a meal. Children eat lots of chocolate to celebrate the end of a period known as Lent.

Now use the questions in your group to exchange information about your own festivals.

Worksheet 9

Brainstorming topics

You can ask yourself similar questions about any topic to help prepare for the ISE I Conversation task.

- 1) Why might the topic be important to some people?
- 2) Are you interested in the topic? Why?
- 3) What personal experience do you have related to the topic?
- 4) Do you know anything interesting related to the topic?

In pairs, use the 4 questions to brainstorm the kind of things you might talk about for two of the topics below. Take notes on what you said below. Afterwards you will listen to what other pairs said, and you can take more notes below on their ideas for their topics.

Travel

Fashion

Health and fitness

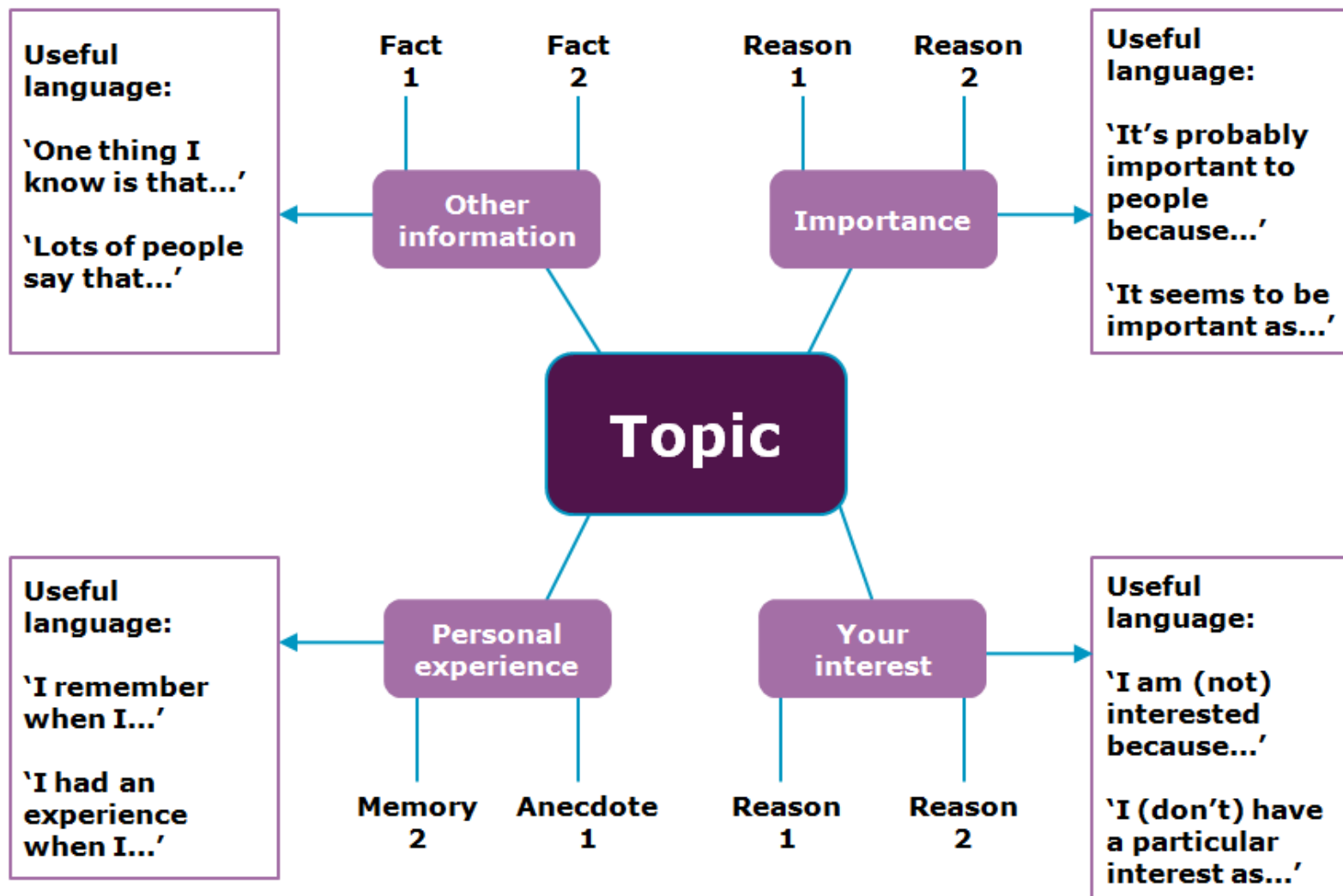
Money

Rules and regulations

Learning a foreign language

Mind map template

One good way to organise our thoughts logically is via mind maps. Look at the example below:



Worksheet 11

Activities outside of the classroom

Of course, many of the suggestions for what students can do out of class to improve their speaking skills also apply to working on 'live' listening skills. But in addition to those ideas, the following (mostly utilising technology) can be added.

What might students might do out of class to practice listening sub-skills?
Use websites to watch (& thus listen to) lectures on topics of interest e.g. TED lectures, IQ squared debates, BBC i-player documentaries, TV news reports
Listen to speech based radio stations (e.g. LBC) to hear other people's genuine live conversations
Record a radio broadcast of interest to you and listen to it repeatedly noting down the increasing amounts of information you comprehend each time
Listen to podcasts to find people talking about very specific areas of interest e.g. www.thisamericanlife.org
Internet only radio shows have high production values, independent editing, and can be accessed from the station archives and listened to repeatedly e.g. www.radiolab.org
Listen to your favourite songs while reading the lyrics using websites like www.azlyrics.com

Worksheet 12

Organising texts

There are different ways you can really help the reader to follow your thought processes. One of them is through the use of paragraphs, another is through use of cohesive devices.

Guidelines to paragraphing:

Each paragraph should contain a separate main idea. This idea is often indicated through an initial content sentence which is then followed by example sentences that follow on naturally in support of the main idea.

Cohesive Devices:

A text is cohesive when it holds together and flows well as a whole. There are two main ways a text can be cohesive – lexically and grammatically.

Lexical cohesion involves repetition of key words, their synonyms and lexis associated with the topic in question.

Grammatical cohesion occurs in a variety of ways, for example through use of referencing pronouns *e.g. this, that, it* and linking words *e.g. and, however, but*.

Worksheet 12

In text below – all the paragraphs have been removed. Notice how it makes the text very difficult for the reader to fully understand. It is not organised, and there is no time for the reader to separate the writer's thoughts.

Task A

Try to work out the best places to break the text up into different paragraphs.

Preparing for a holiday

There are many things we can do to get ready for a holiday. Here are some of the most important. Nothing ruins pre-holiday excitement like realising you can't find your passport or that it is out of date. Check it months before you go, or your holiday could be over before it starts. You should check you have the essential documents for your trip. Whether this is entry visas or your driving licence, your boarding pass or hotel confirmation, get organised and put them all together in a plastic folder. It's also very helpful to take a list of useful numbers, for example emergency contact details if your mobile phone or debit or credit card is lost or stolen. Making a note of your passport number is also important in case you were suddenly to find yourself without it. Don't forget to find out your luggage allowance as over-packing and being stuck at the check-in desk with bags that are too heavy can really start your holiday off badly. In this situation you'll either have to try and disperse some of the weight by putting it into your hand luggage (if you have room) or pay extra. So before you go, make sure you weigh your case. Next, you should consider home security as nothing will end a post-holiday high like coming home to discover you've been broken into. Double check doors and windows are locked. Ask a trusted neighbour to regularly check on the house and remove any mail from behind your front door. It is also sensible to check your route to the airport and pre-book a parking space. Both before you set off and while you are driving, listen to the radio for traffic alerts. Make sure you have planned your route and allow extra time in case of disruption. Finally, get travel insurance cover to protect you against a variety of potential things that could go wrong and ruin your holiday such as lost or stolen baggage, delayed flights and medical charges.

Worksheet 12

Task B

Now look at the same text with some grammatical cohesive devices removed. Again, it is very difficult for the reader to follow.

Use the words below (without looking at the original text) to try to work out which word goes into which gap.

it - them - nothing - firstly - before - it - some - it

it - things - it - next - finally - in - case

Preparing for a holiday

There are many things we can do to get ready for a holiday. Here are 1_____ of the most important.

2_____, nothing ruins pre-holiday excitement like realising you can't find your passport or that 3_____ is out of date. Check 4_____ months before you go, or your holiday could be over before 5_____ starts.

You should check you have the essential documents for your trip. Whether this is entry visas or your driving license, your boarding pass or hotel confirmation, get organised and put 6_____ all together in a plastic folder.

7_____ is also very helpful to take a list of useful numbers, for example emergency contact details if your mobile phone or debit or credit card is lost or stolen. Making a note of your passport number is also important 8_____ you were suddenly to find yourself without it.

Don't forget to find out your luggage allowance as over-packing and being stuck at the check-in desk with bags that are too heavy can really start your holiday off badly.

In this situation you'll either have to try and disperse some of the weight by putting 9_____ into your hand luggage (if you have room) or pay extra. So before you go, make sure you weigh your case.

10_____, you should consider home security as 11_____ will end a post-holiday high like coming home to discover you've been broken into. Double check doors and windows are locked. Ask a trusted neighbour to regularly check on the house and remove any mail from behind your front door.

It is also sensible to check your route to the airport and pre-book a parking space. Both 12_____ you set off and while you are driving, listen to the radio for traffic alerts. Make sure you have planned your route and allow extra time in case of disruption.

13_____, get travel insurance cover to protect you against a variety of potential 14_____ that could go wrong and ruin your holiday such as lost or stolen baggage, delayed flights and medical charges.

Worksheet 12

Answers:

Task A

Preparing for a holiday

There are many things we can do to get ready for a holiday. Here are some of the most important.

Nothing ruins pre-holiday excitement like realising you can't find your passport or that it is out of date. Check it months before you go, or your holiday could be over before it starts.

You should check you have the essential documents for your trip. Whether this is entry visas or your driving licence, your boarding pass or hotel confirmation, get organised and put them all together in a plastic folder.

It's also very helpful to take a list of useful numbers, for example emergency contact details if your mobile phone or debit or credit card is lost or stolen. Making a note of your passport number is also important in case you were suddenly to find yourself without it.

Don't forget to find out your luggage allowance as over-packing and being stuck at the check-in desk with bags that are too heavy can really start your holiday off badly.

In this situation you'll either have to try and disperse some of the weight by putting it into your hand luggage (if you have room) or pay extra. So before you go, make sure you weigh your case.

Next, you should consider home security as nothing will end a post-holiday high like coming home to discover you've been broken into. Double check doors and windows are locked. Ask a trusted neighbour to regularly check on the house and remove any mail from behind your front door.

It is also sensible to check your route to the airport and pre-book a parking space. Both before you set off and while you are driving, listen to the radio for traffic alerts. Make sure you have planned your route and allow extra time in case of disruption.

Finally, get travel insurance cover to protect you against a variety of potential things that could go wrong and ruin your holiday such as lost or stolen baggage, delayed flights and medical charges.

Worksheet 13

Pronunciation

What words do you find difficult to say in English? Are there particular sounds you struggle with? Discuss with your partner.

For example, "I can't understand the difference between 'eat' and 'it' "

Delivery

To help yourself do well when speaking in the ISE I Speaking exam there are four different criteria to be aware of:

Intelligibility

Lexical stress & intonation

Fluency

Effects on the listener

Firstly we need to define these concepts. Match the word above with the definition below.

_____ : This is the way the person you are speaking is feeling when they listen to you.

_____ : This is the ability you have to maintain the speed of your speaking without too much hesitation.

_____ : This is the increase in emphasis you place on a syllable and the way your voice rises or falls (often to express different meaning).

_____ : This means how well the listener can understand what it is you are actually saying, sound by sound, word by word, and sentence by sentence.

Worksheet 13

Intelligibility

You can help work out precisely which sound to use by using the phonemic chart and a good dictionary. The phonemic chart contains all the commonly used English sounds.

Look at the chart below and practice saying each word separately and then the underlined sound separately.

Then work in pairs to agree another word which contains **the same sound**. Write it next to the example word.

The consonant sounds (all in the lower half of the table) are easier as the spelling of them is predictable. The vowel sounds (all in the upper half) are more difficult.



Underhill, A. (1994) Sound Foundations. London: Heinemann MacMillan.

Worksheet 13

Single vowel sounds

Sound	Example word	Your word
/ɪ/	h <u>i</u> m	
/i:/	h <u>e</u>	
/ʊ/	sh <u>ou</u> ld	
/u:/	y <u>ou</u>	
/e/	b <u>e</u> d	
/ɜ:/	l <u>ear</u> n	
/ə/	play <u>er</u>	
/ɔ:/	<u>or</u>	
/æ/	c <u>a</u> t	
/ʌ/	<u>u</u> p	
/æ/	<u>a</u> t	
/ɑ:/	<u>a</u> re	

Worksheet 13

Double vowel sounds

Sound	Example word	Your word
/eɪ/	pl <u>a</u> y	
/eə/	wh <u>e</u> re	
/əʊ/	g <u>o</u>	
/ɔɪ/	bo <u>y</u>	
/ɪə/	h <u>e</u> re	
/aʊ/	h <u>ow</u>	
/aɪ/	m <u>y</u>	

Worksheet 13

Consonant sounds

Sound	Example word	Your word
/p/	<u>p</u> lay	
/b/	<u>b</u> uy	
/t/	<u>t</u> wo	
/d/	<u>d</u> octor	
/tʃ/	<u>ch</u> air	
/dʒ/	<u>j</u> ump	
/k/	<u>k</u> ick	
/g/	<u>g</u> o	
/f/	<u>f</u> at	
/v/	<u>v</u> iolin	
/θ/	<u>th</u> ink	
/ð/	<u>th</u> e	
/s/	<u>s</u> ee	
/z/	<u>z</u> oo	
/ʃ/	<u>sh</u> ow	
/ʒ/	tele <u>vi</u> sion	
/m/	<u>m</u> e	
/n/	<u>n</u> o	
/ŋ/	go <u>in</u> g	
/h/	<u>h</u> otel	
/w/	<u>w</u> hy	
/l/	<u>l</u> isten	
/r/	<u>r</u> ead	
/j/	<u>y</u> es	

Worksheet 13

Stress

In English, when a word has more than one syllable we will stress one syllable more than the other syllables.

Try to group the words below into those with the same stress pattern.

The first examples are there to help you.

oO	Oo	oOo	Ooo	ooO
today	listen	preparing	telephone	cigarette

flexible

essay

away

hotel

essay

coffee

volunteer

seventeen

develop

enough

syllable

important

paragraph

consider

table

Worksheet 13

Intonation

This is the pitch or tone people use - it can rise or fall, be high or low, be flat or changing, and this all depends on the situation. It is hard to be precise but there are some patterns which are sometimes true.

A rising tone in a question = a genuine question

A falling tone in a question = a question you know the answer to

A flat tone = indicates boredom or lack of enthusiasm

A changing tone = excitement or interest

A falling tone = negativity

A rising tone = positivity

In pairs by saying the following phrases to your partner with different intonation patterns. Your partner

must guess which kind of meaning you intend.

Do you know the answer?

I don't know.

I am quite interested.

Think back to the problems you talked about at the beginning of class. Can you add any more now? What could you do to practise this? Discuss with your partner

For example, you could create lists of words with similar phonemes that you confuse like 'ship/sheep' 'eat/it', and practise saying them every day.

Worksheet 13

Answers:

Stress

oO	Oo	oOo	Ooo	ooO
<i>today</i>	<i>listen</i>	<i>preparing</i>	<i>telephone</i>	<i>cigarette</i>
away	essay	consider	flexible	seventeen
enough	coffee	develop	syllable	volunteer
hotel	table	important	paragraph	syllable

Worksheet 14

Text analysis

Paragraph structure

Very often paragraphs are structured in a predictable way. First you read the topic sentence, then this leads to supporting sentences which may exemplify the topic sentence. Very often the topic sentence is more general, while the supporting sentences are more specific.

Read the example paragraph below. Try to identify the topic sentence and the supporting sentences.

There are many types of holiday to choose from in Western Europe these days. You can choose city breaks that last no more than a weekend. Alternatively there are lazy beach holidays available in numerous resorts on the Mediterranean coasts of Spain, France and Italy. For the more adventurous holiday-maker there is also the option of a sporty break in the famous mountain ranges of The Alps or The Pyrenees.

Now with the next paragraph the four sentences are in the wrong order. Try to rearrange them so that the topic sentence comes before the supporting sentences.

When using social media for example they must be careful that they don't put too much personal information on public display in case the wrong person reads it. And finally they mustn't forget to take care when choosing which website to look at – some may contain immoral or even illegal content! The internet is a creation which has changed the world but there are many reasons for children to be careful when using it. They should also be careful when you are using a chat function as it is very difficult to know who you are talking to until you meet them.

Now below you try to write a paragraph in support of the internet which contains a general topic statement and three supporting sentences.

Worksheet 14

Answers:

Topic sentence

There are many types of holiday to choose from in Western Europe these days. You can choose city breaks that last no more than a weekend.

Supporting sentences

Alternatively there are lazy beach holidays available in numerous resorts on the Mediterranean coasts of Spain, France and Italy. For the more adventurous holiday-maker there is also the option of a sporty break in the famous mountain ranges of The Alps or The Pyrenees.

Correct order

The internet is a creation which has changed the world but there are many reasons for children to be careful when using it. When using social media for example they must be careful that they don't put too much personal information on public display in case the wrong person reads it. They should also be careful when you are using a chat function as it is very difficult to know who you are talking to until you meet them. And finally they mustn't forget to take care when choosing which website to look at – some may contain immoral or even illegal content!

Worksheet 15

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 16

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 16

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?

Worksheet 16

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

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 17

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 18

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 18

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 18

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

Worksheet 19

Note taking guidelines

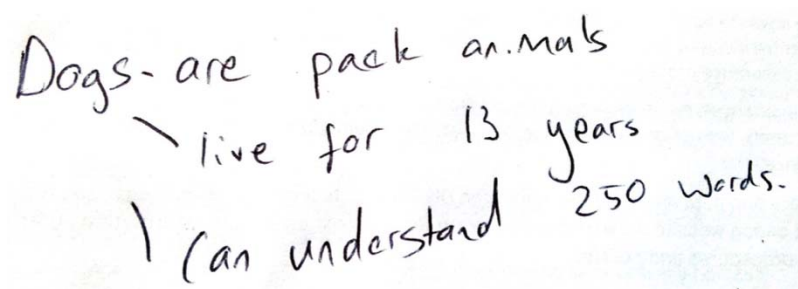
- 1. In the ISE I Speaking & Listening exam you will have to listen to a text and take notes on it. Talk with your partner about how good you are at taking notes and how you do it.**

a. Listen to the following text and take notes.

b. Compare your notes with your partner. What things did they get that you didn't? Why do you think you missed it?

- 2. Look at the following tips about note-taking and decide which ones are true or false. Compare with your partner and tell them why.**

- a. Try and write down every word you hear.
- b. Number the points you hear, e.g. 1. Dogs have a good sense of smell.
- c. Shorten common words that are long, e.g. 'interesting = int/inter'.
- d. Write down articles (an, a, the).
- e. Write down nouns, adjectives & verbs.
- f. To avoid repeating words use dashes to organise your ideas, e.g.



Dogs - are pack animals
live for 13 years
can understand 250 words.

- g. It's a good idea to practise writing down numbers quickly

Worksheet 19

- h. Make sure you note down the unit of a number. You can shorten it to make this easier. E.g. miles (m), kilometres (km) pounds (£).
- 3. Now listen to the next text and take notes. Try to use some of the tips from the list in question 2. Compare your notes with your partner afterwards.**

- 4. Your teacher will give you a text. Read it and write 6 questions about it. Check them with your teacher.**

- 5. Now read your text out to your partner two times. They take notes while you read. Afterwards, ask them your six questions and see how many they can answer using your notes. Swap roles after so you can practise too.**

Worksheet 20**Teacher support – stems, statements and subjects**

Below you will see some question and sentence heads which you can write on the board if necessary to help students maintain their conversations about the following six topics:

Travel**Fashion****Health and fitness****Money****Rules and
regulations****Learning a foreign
language**

Question heads:

What's your opinion about...?

What do you think about...?

How interested in...are you?

Sentence heads:

It's an interesting subject because...

I like talking about this topic as...

I think it's of interest because...

There are also some possible prompts below for each topic that you can ask students to help stimulate their conversations if necessary.

Travel

Do you agree with people who say 'travel broadens your mind'?

Money

Do you agree that it is more important to earn money than enjoy your job?

Fashion

Does the fashion industry put too much pressure on young people?

Rules and regulations

Do schools have too many rules and regulations for children to enjoy them?

Health and fitness

Are all people who eat fast food unhealthy?

Learning a foreign language

Do you think it is harder to learn a foreign language when you don't live in that country?