

## Skills Development Tables – ISE II Speaking

### Topic, Collaborative, 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, eg make sure they understand that at ISE II, they also have the Interactive task.</li> <li>▶ Give students practice in asking and answering questions on a range of topics.</li> <li>▶ Give students practice in expanding and developing ideas, eg encourage students to give examples or reasons to support their ideas and opinions.</li> <li>▶ Make sure that students know different ways of showing the speaker that they don't understand, eg <i>'I'm not sure I understood that completely. Could you repeat it, please?'</i></li> <li>▶ Make sure students know different ways of dealing with mistakes while speaking, eg <i>'Sorry, I mean...'</i> and <i>'That's wrong. What I meant to say was...'</i></li> <li>▶ Check students know different ways of showing interest in what the speaker is saying, eg <i>'Really?'</i>, <i>'Right?'</i>, <i>'That's a good point'</i>.</li> </ul>
<p><b>Interactive listening</b> (How well does the student understand another speaker?)</p>	<ul style="list-style-type: none"> <li>▶ Help students improve their listening skills by providing practice in listening for both gist and detail.</li> <li>▶ Give students practice in listening to and identifying different people's viewpoints on a variety of subjects.</li> <li>▶ Look at possible topic areas for the conversation task and encourage students to predict 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 future perfect, passive forms, <i>used to</i>.</li> <li>▶ Make sure students check for repeated errors, for example when using certain grammar structures, eg <i>I wish I <del>would be</del> was rich</i>.</li> <li>▶ Encourage students to use a range of vocabulary, including collocations, related to a variety of topics, eg media, arts, lifestyle.</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 matching homophones (<i>weather/whether, so/sew</i>).</li> <li>▶ Help students understand stress and intonation, eg ask students to identify the stressed syllable in words, eg <i>pho-to-graph-ic</i></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 II Listening

### Independent listening task

Skills tested	How to practise these skills
<p>Intensive listening – in detail to gather as much information as possible</p> <p>Intensive listening – for detailed understanding</p>	<ul style="list-style-type: none"> <li>▶ Ask students to make notes when listening.</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>▶ Improve students' ability to understand connected speech through activities focusing on the way sounds change in natural speech.</li> </ul>
<p>Inferring attitude, intentions, viewpoints and implications</p> <p>Deducing meaning</p>	<ul style="list-style-type: none"> <li>▶ Give students practice in listening to and identifying different people's viewpoints on a variety of subjects.</li> </ul>
<p>Identifying the difference between main and subsidiary points, supporting examples or details</p> <p>Identifying the difference between facts and opinions</p> <p>Extensive listening – for gist, for main ideas and for global understanding</p>	<ul style="list-style-type: none"> <li>▶ Give students practice in identifying the main points in listening texts on different subjects.</li> </ul>