## Skills Development Tables – ISE II Speaking

### Topic, Collaborative, Conversation tasks

<table>
<thead>
<tr>
<th>Skills tested</th>
<th>How to practise these skills</th>
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| **Communicative effectiveness**  
(Does the student do what is necessary to complete the speaking tasks successfully?)  
*Does the student do what is necessary to complete the speaking tasks successfully?*) | - 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.  
- Give students practice in asking and answering questions on a range of topics.  
- Give students practice in expanding and developing ideas, eg encourage students to give examples or reasons to support their ideas and opinions.  
- Make sure that students know different ways of showing the speaker that they don’t understand, eg ‘I’m not sure I understood that completely. Could you repeat it, please?’  
- Make sure students know different ways of dealing with mistakes while speaking, eg ‘Sorry, I mean...’ and ‘That’s wrong. What I meant to say was...’  
- Check students know different ways of showing interest in what the speaker is saying, eg ‘Really?’, ‘Right’, ‘That’s a good point’. |
| **Interactive listening**  
(How well does the student understand another speaker?)  
*How well does the student understand another speaker?*) | - Help students improve their listening skills by providing practice in listening for both gist and detail.  
- Give students practice in listening to and identifying different people’s viewpoints on a variety of subjects.  
- Look at possible topic areas for the conversation task and encourage students to predict the kind of questions or information they may hear.  
- Give students practice in giving short talks and answering questions on the topic. |
| **Language control**  
(Is the student’s level of grammar and vocabulary good enough to communicate successfully?)  
*Is the student’s level of grammar and vocabulary good enough to communicate successfully?*) | - Encourage students to use a range of grammar structures in their speaking, eg future perfect, passive forms, used to.  
- Make sure students check for repeated errors, for example when using certain grammar structures, eg I wish I *would be* was rich.  
- Encourage students to use a range of vocabulary, including collocations, related to a variety of topics, eg media, arts, lifestyle. |
| **Delivery**  
(Is it easy to follow and understand the student when he/she is speaking?)  
*Is it easy to follow and understand the student when he/she is speaking?*) | - Use games and activities to improve pronunciation, eg matching homophones (weather/whether, so/sew).  
- Help students understand stress and intonation, eg ask students to identify the stressed syllable in words, eg *photo*graphic.  
- Encourage students to record themselves speaking in order to help them spot their errors.  
- Improve students’ fluency through classroom activities such as one-minute talks on different subjects. |
Skills Development Tables — ISE II Listening

Independent listening task

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<tr>
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<th>How to practise these skills</th>
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| Intensive listening — in detail to gather as much information as possible  | ▶ Ask students to make notes when listening.  
▶ Make sure students understand that taking notes is a short activity and they should not try to write down everything they hear.  
▶ Improve students’ ability to understand connected speech through activities focusing on the way sounds change in natural speech. |
| Intensive listening — for detailed understanding                            |                                                                                                                                                                                                                            |
| Inferring attitude, intentions, viewpoints and implications                 | ▶ Give students practice in listening to and identifying different people’s viewpoints on a variety of subjects.                                                                                                                                 |
| Deducing meaning                                                            |                                                                                                                                                                                                                            |
| Identifying the difference between main and subsidiary points, supporting | ▶ Give students practice in identifying the main points in listening texts on different subjects.                                                                                                                                 |
|   examples or details                                                        |                                                                                                                                                                                                                            |
| Identifying the difference between facts and opinions                       |                                                                                                                                                                                                                            |
| Extensive listening — for gist, for main ideas and for global understanding  |                                                                                                                                                                                                                            |