

ISE Speaking Skills Development Tables

Orientation to the speaking component

- ▶ Give students an overview of the speaking part of the test. Make sure they understand all the tasks they must complete for their ISE level.
- ▶ Show the students the ISE (paper edition) speaking test examples at their ISE level.
- ▶ For students taking ISE I to ISE III, give the students practice in preparing for the topic task (eg completing a topic form, writing notes).

Communicative effectiveness

Task(s)	How students can practise communicative effectiveness
<p>Conversation task (All levels)</p>	<ul style="list-style-type: none"> ▶ Brainstorm the topics that they might discuss when they are having a conversation. Consider both personal and familiar, and/or abstract and speculative topics that are relevant for their ISE level, eg <i>everyday activities, fashion, the media</i>. ▶ Practise asking and answering questions and asking follow-up questions. ▶ Practise turn-taking in a conversation. Remind them not to interrupt and not to leave long silences. ▶ Practise giving full responses. ▶ Practice different ways of showing the other person that they don't understand, eg <i>'sorry?', 'could you repeat that, please?', 'I'm not sure I understood that completely; could you repeat it please?'</i> ▶ Practice using sounds (eg <i>mhmm</i>), words, eg <i>'really?', 'yes, I agree'</i>, and body language (eg <i>nodding, eye contact</i>) to show interest in what the other person is saying.
<p>Topic task (ISE I-ISE III)</p>	<ul style="list-style-type: none"> ▶ Plan a short talk or presentation. Read or research to build background knowledge and support key points. ▶ Explore different ways of writing notes, eg <i>mind maps, grids, flow charts, lists</i>. ▶ Practise expanding and developing ideas, eg encourage students to give examples or reasons to support their ideas and opinions. ▶ For ISE III, practise using discourse features to structure their presentation eg <i>'However', 'then', 'firstly'</i> etc. ▶ For ISE III, try different activities to practise uninterrupted speaking for up to 4 minutes eg presentation to the class, class debates, group discussion summaries. ▶ Practise eliciting and answering questions, eg <i>'Do you have any questions?', 'Have you ever...?'</i> ▶ Teach different ways of dealing with mistakes while speaking, eg <i>'Sorry, what I mean is...'</i>

Task(s)	How students can practise communicative effectiveness
Collaborative task (ISE I-ISE III)	<ul style="list-style-type: none"> ▶ Brainstorm the different scenarios where people have dilemmas, express opinions, or ask for advice. Discuss how they could make suggestions, give advice, or negotiate solutions. ▶ Practise asking clarification questions, eliciting additional information, eg <i>'Could you tell me more about...'</i> ▶ Practise making suggestions, giving advice or negotiating solutions in familiar and less routine situations. Vary the conditions, eg relationship to the person they are speaking to, the nature of the suggestion/advice etc. ▶ Discuss how their relationship with the person they are speaking to might change what they say when they make suggestions, give advice, or negotiate solutions eg friend, neighbour, teacher, co-worker, stranger. ▶ Practice politeness conventions eg <i>'Would it be possible to...'</i> ▶ Write dilemma/opinion scenarios (singly or in pairs). Exchange scenarios with other pairs of students to practice.

Interactive listening

Skills tested	How students can practise these skills
Showing interest and comprehension	<ul style="list-style-type: none"> ▶ Practice different ways of showing the other person that they don't understand, eg <i>'sorry?'</i>, <i>'could you repeat that, please?'</i> ▶ Practice using sounds (eg <i>mhmm</i>), words, eg <i>'really?'</i>, <i>'yes, I agree, right, that's a good point'</i>, and body language (eg nodding, eye contact) to show that they are following what the other person is saying.
Offering a relevant response	<ul style="list-style-type: none"> ▶ Use games and activities to learn how words and tone can imply how a person feels about a topic. ▶ Work in pairs or small groups to discuss a topic or a problem. Practise making a relevant contribution to the discussion, summarising what has been said and offering an opinion eg <i>'I agree with X, it is important to...'</i>

Language control

Skills tested	How students can practise these skills
Grammatical structures	<ul style="list-style-type: none"> Practise expressing ideas in full sentences to develop clarity and fluency. Use a range of grammar structures when speaking, eg subordinate clauses, embedded phrases, mixed conditionals, passives, and narrative tenses. Explore how some words tend to always occur together (collocations), eg <i>'fast food'</i>, <i>'pay attention to'</i>, <i>'make an effort'</i>.
Vocabulary	<ul style="list-style-type: none"> Use a range of vocabulary, including colloquialisms, related to a variety of topics that are relevant for their ISE level, eg festivals, scientific developments, literature. Have competitions to find new words and idioms. Learn how these words and idioms are used in spoken language. Have competitions to find words that have similar meanings eg <i>'walk'</i>, <i>'stroll'</i>, <i>'saunter'</i>. Discuss the different effects of these words.
Accuracy	<ul style="list-style-type: none"> Practise checking for repeated errors in order to improve accuracy, eg <i>'She have has two brothers'</i>, <i>'She talked me to into going to the party'</i>. Use voice recordings to identify common errors and areas for improvement. Teach strategies to help avoid common errors.

Delivery

Skills tested	How students can practise these skills
Intelligibility	<ul style="list-style-type: none"> Use games and activities to improve intelligibility, eg focus on commonly mispronounced words where misunderstandings can result such as <i>'law'</i> vs <i>'low'</i>, <i>'saw'</i> vs <i>'sew'</i>, <i>'throw'</i> vs <i>'through'</i>/<i>'threw'</i> etc. Record themselves and listen for common pronunciation errors.
Lexical stress & Intonation	<ul style="list-style-type: none"> Explore stress and intonation, eg show how moving the stress in a sentence can change meaning, <i>'Where did you put the keys?'</i> <i>'Where did you put the keys?'</i> Explore the different uses of tone to convey meaning and attitude eg sincere apology, irritation, concern. Use scenarios to practise the different uses of tone that are appropriate for different contexts.
Fluency	<ul style="list-style-type: none"> Improve fluency through classroom activities such as one-minute talks on different subjects. Explore how to use pauses to enhance a response and/or presentation.