

ISE Listening Skills Development Tables

Orientation to the listening module

- Give the students an overview of the listening module.
- Show the students the [ISE Digital listening example tasks](#).
- Give the students practice in schema activation, ie reading the questions beforehand and 'guessing' what the recording will be about.

Selecting listening materials

- Topics may include anything the students find interesting. If they are less familiar with the topic, use activities to build their background knowledge.
- Use a variety of concrete topics and more abstract or speculative topics.
- Select texts at the best CEFR level for your students, following the guidance in the [ISE Digital Information Booklet](#) – ISE Digital Listening texts and the CEFR.
- Use audio-editing tools to edit recordings to the correct length and focus.
- Select texts that are appropriate for each ISE Digital task, following the guidance in the [ISE Digital Information Booklet](#) – ISE Digital | Listening module tasks.

Listening sub-skills

Skills tested	How students can practise these skills
Understand specific detail	<ul style="list-style-type: none"> Note down unknown words and practice working out what they might mean from the context. Listen to the recording and answer as many Wh- questions as possible (Who, Which, Where, What, Why, When). Complete tables of facts based on the recording or take notes on the facts mentioned in the recording. Have a competition to identify the facts correctly (and comprehensively). Practise identifying key words in recordings to help locate and understand specific details. Make lists of the intended function of simple speech acts, eg suggestions, offers, denials. Use games and competitions to listen for the specific points in a conversation or short talk eg <i>listen for the reasons why the colour green is good for you</i>. Discuss the recording with whole class discussion and consider the following questions: <ul style="list-style-type: none"> What have you learned? What aspects did you agree with? Is there anything that you disagree with? Practice distinguishing between facts and opinion. Explore the words that could help make this distinction. Note: This is also a helpful activity to develop inferencing skills.

Skills tested	How students can practise these skills
Overall text understanding	<ul style="list-style-type: none"> Use games and activities to listen for the main idea of a conversation or short talk. Work in pairs or small groups to reconstruct a line of argument, a process, or a story. Identify the words that indicate a change of topic or a new idea. Practise listening for the different ways that speakers talk about a place, person, or object, eg '<i>the Mississippi</i>', '<i>it</i>', '<i>waterway</i>', '<i>river</i>'. This develops the ability to identify anaphoric references.
Inferencing	<ul style="list-style-type: none"> Practise inferring speakers' opinions and attitudes, eg listen to a part of the listening text and discuss 'how the speaker is feeling', or stop the audio recording at key moments in the listening text and answer the question: <ul style="list-style-type: none"> What is the speaker trying to say? Select key phrases in a listening passage and discuss their implied meaning. Explore the different uses of tone to convey meaning and attitude, eg sincere apology, irritation, concern. Use games and activities to learn how words and tone can imply how a person feels about a topic, eg which words in a listening text indicate hedging, sarcasm etc. How do speakers create emphasis in a listening text? Have a competition to correctly identify the statements about the listening text that are true/false/not stated. Pause a recording part way and hypothesise what might come next. Identify the cues in the recording to justify these hypotheses.
Evaluation	<ul style="list-style-type: none"> Work in pairs or small groups to compare listening notes. Decide which information is central and which is secondary or irrelevant to the main idea.
Synthesis & integration	<ul style="list-style-type: none"> Make a table of each speaker's arguments. Compare the similarities and differences. Put students in pairs to consider the following questions: <ul style="list-style-type: none"> What did you already know about the topic? Has the recording changed your mind on this topic? Why/why not?