

## Skills Development Tables – ISE III Speaking

### Topic, Collaborative, Conversation tasks

| Skills tested  | How to practise these skills   |
|--|--|
| <p><b>Communicative effectiveness</b><br/>(Does the student do what is necessary to complete the speaking tasks successfully?)</p> | <ul style="list-style-type: none"> <li>▶ Check students are aware of the format of the speaking part of the test.</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>▶ Give students practice in summarising and referring to the other speaker's opinion during a discussion, eg <i>'I can see where you're coming from, but...'</i>, <i>'So what you are really saying is that...'</i>.</li> <li>▶ Check students know different ways of showing the speaker that they don't understand, eg <i>'I'm sorry I didn't quite catch that. Could you say it again, please?'</i></li> <li>▶ Check students know different ways of dealing with mistakes while speaking, eg <i>'Sorry, what I mean is...'</i> and <i>'That wasn't exactly my point. What I wanted 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>'I see'</i>, <i>'Yes, you may have a point there'</i>.</li> </ul> |
| <p><b>Interactive listening</b><br/>(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 wide range of subjects.</li> <li>▶ Look at possible topic areas for the conversation task and encourage students to think about 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><br/>(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 mixed conditionals, passives and narrative tenses.</li> <li>▶ Make sure students check for repeated errors in order to improve accuracy, eg <i>She talked me <del>to</del> into going to the party.</i></li> <li>▶ Encourage students to use a range of vocabulary, including colloquialisms, related to a variety of topics, eg scientific developments, literature.</li> </ul>  |
| <p><b>Delivery</b><br/>(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 focus on commonly mispronounced words such as <i>'law'</i>, <i>'sew'</i>, <i>'through'</i> etc.</li> <li>▶ Help students understand stress and intonation, eg show students 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></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 III 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>   |