Skills Development Tables – ISE I Reading

Task 1 – Long reading

Skills tested	How to practise these skills
Reading for the main idea	▶ Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph. ▶ Make sure students discuss the reasons for their choices – why is the text more about one thing than another? How did they decide? ▶ Get students to think about how they read in their own language and encourage them to apply the same skills to reading in English.
Reading carefully for facts or information	▶ Practise scanning texts for specific information – for example to check whether statements are true or false, or to complete missing information in a text summary.
Reading carefully for details, deducing/working out meaning of unknown words	▶ Practise guessing the meaning of unknown words in sentences by looking at the words around the unknown word. ▶ Use gap-fill exercises to practise completing sentences. ▶ Identify words with the same or similar meanings.

Task 2 – Multi-text reading

Skills tested	How to practise these skills
Reading for the main ideas or the purpose	▶ Identify the genre of texts by looking at the style and layout as well as the language – for example how does text from a newspaper look different from an advert? What kind of words do they use? ▶ Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph. ▶ Give students texts to look at quickly – get them to predict the genre or purpose by looking at the style and layout.
Reading carefully for facts or information	▶ Practise scanning texts for specific information – for example to check whether statements are true or false, or to complete missing information in a text summary.
Reading carefully for details, deducing/working out meaning of unknown words, summarising what you have read	▶ Practise guessing the meaning of unknown words in sentences by looking at the words around the unknown word. ▶ Use gap-fill exercises to practise completing sentences. ▶ Identify words with the same or similar meanings. ▶ Students predict what words they think will complete a sentence. ▶ Summarise reading texts into a list of bullet points.

Skills Development Tables – ISE I Writing

Task 3 – Reading into writing

Skills tested	How to practise these skills
Reading for writing (How well can the student use information from different reading texts in a piece of writing?)	▶ Give students practice in reading for both gist and detail using a range of different types of texts. Practise gist first; encourage students to read quickly. ▶ Encourage students to highlight important and relevant facts and opinions in reading texts and to use this information in their writing. ▶ Ask students to identify the common theme across three or more related texts. ▶ Ask students to identify the main points in a text. ▶ Give students practice in paraphrasing sentences from a range of texts. ▶ Give students practice in summarising information from a range of texts, eg use one-sentence paragraph summaries.
Task fulfilment (Does the student do what is necessary in order to complete the tasks successfully?)	▶ Ask students to identify the main content points and functions of a task (eg by underlining the key information in the rubric). ▶ Get students to check their own work to make sure they have done what they were asked to do. ▶ Ask students to identify the target reader, ie who is the piece of writing for. ▶ Ask students to identify the different elements of a writing task (eg genre, reader, reason for writing, number of words). ▶ Check students understand the different styles of language needed for different situations (eg language for a formal letter).
Organisation and structure (Does the student's work show good planning and is it well-organised?)	▶ Give students practice in organising writing into clear paragraphs with a logical sequence. ▶ Check students understand the appropriate ways of starting and finishing correspondence (eg *Dear Sir/Madam – Yours faithfully* for a letter). ▶ Give students practice in organising ideas and arguments within paragraphs. ▶ Encourage students to use connecting words or phrases to link ideas within sentences and between paragraphs, eg *on the other hand*, *however*, *therefore*. ▶ Encourage students to use topic sentences (eg starting paragraphs with a sentence that tells the reader what the paragraph is about). ▶ Check students understand the appropriate format for different genres, eg the use of a title and an interesting opening sentence for articles.
Language control (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 writing, eg modals (*have to/must*), second and third conditional, reported speech. ▶ Make sure students check for repeated errors in, for example, tenses, eg *Have you ~~wrote~~ written your homework?* ▶ Make sure students can use a range of vocabulary related to a variety of topics, eg leisure activities, education, news. ▶ Check students are aware of common spelling mistakes, for example through proofreading exercises. ▶ Give students practice in using punctuation correctly, eg using apostrophes appropriately.

Skills Development Tables – ISE I Writing

Task 4 – Extended writing

Skills tested	How to practise these skills
Task fulfilment (Does the student do what is necessary in order to complete the tasks successfully?)	▶ Ask students to identify the purpose of a piece of writing, in terms of what it is trying to do, eg expressing opinions, giving advice. ▶ Ask students to identify the target reader, ie who is the piece of writing for. ▶ Make sure students finish tasks within the suggested word counts.
Organisation and structure (Does the student's work show good planning and is it well-organised?)	▶ Give students practice in organising writing into clear paragraphs with a logical sequence. ▶ Check students understand the appropriate ways of starting and finishing correspondence (eg *Dear Sir/Madam – Yours faithfully* for a letter). ▶ Give students practice in organising ideas and arguments within paragraphs. ▶ Encourage students to use connecting words or phrases to link ideas within sentences and between paragraphs, eg *on the other hand*, *however*, *therefore*. ▶ Encourage students to use topic sentences (eg starting paragraphs with a sentence that tells the reader what the paragraph is about). ▶ Check students understand the appropriate format for different genres, eg the use of a title and an interesting opening sentence for articles.
Language control (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 writing, eg modals (*have to/must*), second and third conditional, reported speech. ▶ Make sure students check for repeated errors in, for example, tenses, eg *Have you ~~wrote~~ written your homework?* ▶ Make sure students can use a range of vocabulary related to a variety of topics, eg leisure activities, education, news. ▶ Check students are aware of common spelling mistakes, for example through proofreading exercises. ▶ Give students practice in using punctuation correctly, eg using apostrophes appropriately.