



ISE Reading Skills Development Tables

Orientation to the reading component

- Give students an overview of the reading 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) reading task examples at their level
- Discuss how the students read in their own language and how they might apply the same skills in English.
- Give the students practice in schema activation, ie reading headings and/or questions beforehand and 'guessing' what the reading passage(s) will be about.

Selecting reading materials

- ▶ Select texts that are appropriate for your students' ISE level, use the task specifications in the ISE (paper edition) Information Booklet as a guide.
- Depending on your students' ISE level, use a variety of concrete topics and more abstract or speculative topics
- Topics may include anything the students find interesting. If they are less familiar with the topic, use activities to build their background knowledge.
- Give the students practice in reading texts that are accompanied by visuals, use materials such as advertisements, posters, brochures, diagrams, and graphs.

Reading sub-skills

Use games and activities to read quickly for the main idea of a text. Include discussion to explain the reasons for their choices - why is the text more
about one thing than another? How did they decide?
Decide which information is central and which is secondary or irrelevant to

How students can practise these skills

the main idea.

Reading for the main idea(s) or the purpose

Skills tested

- Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph.
- ▶ Talk about the concept of text type and the text features that are associated with each, such as style, layout, and language, eg advertisements, blogs.
- With every reading exercise, quickly identify the text type eg *narrative*, *advertising*, *exposition*.

Skills tested

How students can practise these skills

- Practise identifying key words to help locate specific facts and important information.
- Practice scanning texts for specific information, eg have a competition to correctly identify the statements about the passage that are true/false/not stated or complete missing information in a text summary.
- Complete tables of facts based on the reading material, eg concrete details, similarities and contrasting information, points for and against an issue.
- Use games and competitions to read for the relevant points in a reading text, eg read for the arguments in favour of walking briskly.
- Identify the words that indicate a change of topic or a new idea.
- Work in pairs to practise asking and answering questions about reading texts.
- Use note-taking strategies (eg mind maps, flow diagrams) to identify main points vs supporting ideas/examples.
- Work in pairs or small groups to reconstruct a line of argument, a process, or a story.
- Use jigsaw reading where each student has some (but not all the) information. Without showing each other their text, reconstruct the points covered by the reading passage. For lower-level learners, use graphs, diagrams or posters with information gaps.
- Work in groups or the whole class to discuss the text, eg:
 - What did you already know about the topic?
 - What have you learned?
 - Do you agree with the author?
 - What is your opinion on the topic?
 - Which aspects of the text do you like?
- Use the text (and additional research) to write a blog post on the topic.
- Use the text (and additional research) in a class debate about the topic.

Note down unknown words and practice working out what they might mean from the context (the words around the unknown word).

- Practise reading for the different ways that speakers talk about a place, person, or object, eg 'John Smith, 'Smith', 'the mayor', 'he'. This develops the ability to identify anaphoric references.
- Identify words with the same or similar meanings. Explore how the different word choices convey/imply meaning and attitude, eg walked vs dashed, smiled vs grimaced.
- Build a class dictionary of slang and idioms.
- ▶ Reveal the text one paragraph/segment at a time to develop content prediction skills. Identify the cues in the text to justify predictions.
- Practise identifying opinions/viewpoints and attitudes in texts such as news articles, stories, and opinion pieces (such as blogs).

Reading carefully for facts or information

Reading carefully for details, deducing/ working out meaning of unknown words