

## Skills Development Tables – ISE Foundation Reading

### Task 1 – Long reading

Skills tested	How to practise these skills
Reading for the main idea	<ul style="list-style-type: none"> <li>Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph.</li> <li>Make sure students discuss the reasons for their choices – why is the text more about one thing than another? How did they decide?</li> </ul>
Reading carefully for facts or information	<ul style="list-style-type: none"> <li>Practise scanning texts for specific information – for example to check whether statements are true or false, or to complete a table of facts and figures.</li> </ul>
Reading carefully for details, deducing/working out meaning of unknown words	<ul style="list-style-type: none"> <li>Practise guessing the meaning of unknown words in sentences by looking at the words around the unknown word.</li> <li>Use gap-fill exercises to practise completing sentences.</li> <li>Identify words with the same or similar meanings.</li> </ul>

### Task 2 – Multi-text reading

Skills tested	How to practise these skills
Reading for the main ideas or the purpose	<ul style="list-style-type: none"> <li>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?</li> <li>Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph.</li> </ul>
Reading carefully for facts or information	<ul style="list-style-type: none"> <li>Practise scanning texts for specific information – for example to check whether statements are true or false, or to complete a table of facts and figures.</li> </ul>
Reading carefully for details, deducing/working out meaning of unknown words, summarising what you have read	<ul style="list-style-type: none"> <li>Practise guessing the meaning of unknown words in sentences by looking at the words around the unknown word.</li> <li>Use gap-fill exercises to practise completing sentences.</li> <li>Identify words with the same or similar meanings.</li> <li>Students predict what words they think will complete a sentence.</li> <li>Summarise reading texts into a list of bullet points.</li> </ul>

## Skills Development Tables – ISE Foundation Writing

### Task 3 – Reading into writing

Skills tested	How to practise these skills
<p><b>Reading for writing</b> (How well can the student use information from different reading texts in a piece of writing?)</p>	<ul style="list-style-type: none"> <li>▶ 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.</li> <li>▶ Encourage students to highlight important and relevant facts and opinions in reading texts and to use this information in their writing.</li> <li>▶ Give students practice in paraphrasing sentences from a range of different texts.</li> <li>▶ Give students practice in summarising information from a range of texts, eg use one-sentence paragraph summaries.</li> </ul>
<p><b>Task fulfilment</b> (Does the student do what is necessary in order to complete the tasks successfully?)</p>	<ul style="list-style-type: none"> <li>▶ Ask students to identify the purpose of a piece of writing in terms of what it is trying to do (eg complaining, suggesting, explaining).</li> <li>▶ Ask students to identify the main content points to cover in a writing task.</li> <li>▶ Ask students to identify the target reader, ie who is the piece of writing for.</li> <li>▶ Check students are aware of genre, eg letters, essays and emails.</li> <li>▶ Make sure students finish tasks within the suggested word counts.</li> </ul>
<p><b>Organisation and structure</b> (Does the student's work show good planning and is it well-organised?)</p>	<ul style="list-style-type: none"> <li>▶ Give students practice in organising writing into clear paragraphs with a logical sequence.</li> <li>▶ Give students practice in organising ideas within paragraphs.</li> <li>▶ Encourage students to use connecting words or phrases to link ideas within sentences and between paragraphs, eg <i>first, after that, finally</i>.</li> <li>▶ Check students understand the appropriate format for different genres, eg starting an informal email with a suitable opening, '<i>Hi Jack,</i>' and finishing it with a suitable closing phrase, '<i>See you soon, Helen</i>'.</li> </ul>
<p><b>Language control</b> (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 grammatical structures in their writing, eg past simple, present perfect, future time (<i>will</i> and <i>going to</i>).</li> <li>▶ Make sure students check for repeated errors in, for example, verb agreement, eg <i>She have has two brothers</i>.</li> <li>▶ Make sure students understand and can use a range of everyday vocabulary related to different topics, eg holidays, work and jobs, education.</li> <li>▶ Check students are aware of common spelling mistakes, for example through proofreading exercises.</li> <li>▶ Make sure students use basic punctuation correctly, eg using capital letters and full stops to show the beginning and end of sentences.</li> </ul>

## Skills Development Tables – ISE Foundation Writing

### Task 4 – Extended writing

Skills tested	How to practise these skills
<p><b>Task fulfilment</b> (Does the student do what is necessary in order to complete the tasks successfully?)</p>	<ul style="list-style-type: none"> <li>▶ Ask students to identify the purpose of a piece of writing in terms of what it is trying to do (eg complaining, suggesting, explaining).</li> <li>▶ Ask students to identify the main content points to cover in a writing task.</li> <li>▶ Ask students to identify the target reader, ie who is the piece of writing for.</li> <li>▶ Check students are aware of genre, eg letters, essays and emails.</li> <li>▶ Make sure students finish tasks within the suggested word counts.</li> </ul>
<p><b>Organisation and structure</b> (Does the student's work show good planning and is it well-organised?)</p>	<ul style="list-style-type: none"> <li>▶ Give students practice in organising writing into clear paragraphs with a logical sequence.</li> <li>▶ Give students practice in organising ideas within paragraphs.</li> <li>▶ Encourage students to use connecting words or phrases to link ideas within sentences and between paragraphs, eg <i>first, after that, finally</i>.</li> <li>▶ Check students understand the appropriate format for different genres, eg starting an informal email with a suitable opening, '<i>Hi Jack,</i>' and finishing it with a suitable closing phrase, '<i>See you soon, Helen</i>'.</li> </ul>
<p><b>Language control</b> (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 grammatical structures in their writing, eg past simple, present perfect, future time (<i>will</i> and <i>going to</i>).</li> <li>▶ Make sure students check for repeated errors in, for example, verb agreement, eg <i>She <b>have</b> <b>has</b> two brothers</i>.</li> <li>▶ Make sure students understand and can use a range of everyday vocabulary related to different topics, eg holidays, work and jobs, education.</li> <li>▶ Check students are aware of common spelling mistakes, for example through proofreading exercises.</li> <li>▶ Make sure students use basic punctuation correctly, eg using capital letters and full stops to show the beginning and end of sentences.</li> </ul>