Skills Development Tables – ISE II Reading

Task 1 – Long reading

<table>
<thead>
<tr>
<th>Skills tested</th>
<th>How to practise these skills</th>
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</table>
| 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.  
☆ Practise identifying viewpoints and attitudes in pieces of discursive writing such as criticism, journalism and literature. |

Task 2 – Multi-text reading

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| 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 II Writing

Task 3 – Reading into writing

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| 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.  
- Ask students to identify the common theme across three or more related texts.  
- Give students practice in identifying different writers' points of view in a selection of texts on the same topic.  
- Ask students to evaluate ideas in a text, eg decide whether the ideas are useful or relevant to the writing task the student must do.  
- Give students practice in paraphrasing sentences from a range of texts, using very little language from the original texts.  
- Give students practice in summarising information and opinions from a range of texts. |
| 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).  
- 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 formal language for an academic essay).  
- Get students to check their own work to make sure they have done what they were asked to do. |
| 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 subsequently, in spite of.  
- Encourage students to use a range of expressions and phrases to highlight significant points and relevant supporting detail, eg more importantly, such as.  
- Check students are aware of the appropriate format for different genres, eg the use of a title and an interesting opening sentence for articles.  
- Encourage students to use topic sentences (eg starting paragraphs with a sentence that tells the reader what the paragraph is about). |
| 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 future perfect, passive forms, used to.  
- Make sure students check for repeated errors, for example when using certain grammar structures, eg I wish I was rich.  
- Encourage students to use a range of vocabulary, including collocations, related to a variety of topics, eg media, arts, lifestyles.  
- Check students are aware of common spelling mistakes, for example through proofreading exercises.  
- Give students practice in using punctuation correctly, eg using commas appropriately. |
## Skills Development Tables – ISE II Writing

### Task 4 – Extended writing

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<tbody>
<tr>
<td><strong>Task fulfilment</strong>&lt;br&gt;(Does the student do what is necessary in order to complete the tasks successfully?)</td>
<td>▶ Ask students to identify the main content points and functions of a task (eg by underlining the key information in the rubric).&lt;br▶ Ask students to identify the target reader, ie who is the piece of writing for.&lt;br▶ Ask students to identify the different elements of a writing task (eg genre, reader, reason for writing, number of words).&lt;br▶ Check students understand the different styles of language needed for different situations (eg formal language for an academic essay).&lt;br▶ Get students to check their own work to make sure they have done what they were asked to do.</td>
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<td><strong>Organisation and structure</strong>&lt;br&gt;(Does the student's work show good planning and is it well-organised?)</td>
<td>▶ Give students practice in organising writing into clear paragraphs with a logical sequence.&lt;br▶ Check students understand the appropriate ways of starting and finishing correspondence (eg Dear Sir/Madam – Yours faithfully for a letter).&lt;br▶ Give students practice in organising ideas and arguments within paragraphs.&lt;br▶ Encourage students to use connecting words or phrases to link ideas within sentences and between paragraphs, eg subsequently, in spite of.&lt;br▶ Encourage students to use a range of expressions and phrases to highlight significant points and relevant supporting detail, eg more importantly, such as.&lt;br▶ Check students are aware of the appropriate format for different genres, eg the use of a title and an interesting opening sentence for articles.&lt;br▶ Encourage students to use topic sentences (eg starting paragraphs with a sentence that tells the reader what the paragraph is about).</td>
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<td><strong>Language control</strong>&lt;br&gt;(Is the student’s level of grammar and vocabulary good enough to communicate successfully?)</td>
<td>▶ Encourage students to use a range of grammar structures in their writing, eg future perfect, passive forms, used to.&lt;br▶ Make sure students check for repeated errors, for example when using certain grammar structures, eg I wish I would be was rich.&lt;br▶ Encourage students to use a range of vocabulary related to a variety of topics, eg media, arts, lifestyles.&lt;br▶ Check students are aware of common spelling mistakes, for example through proofreading exercises.&lt;br▶ Give students practice in using punctuation correctly, eg using commas appropriately.</td>
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