

Skills Development Tables – ISE III Reading

Task 1 – Long reading

Skills tested	How to practise these skills
Reading for the main idea	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. Identify common themes and threads in texts.

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"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 can predict what words they think will complete a sentence. Summarise reading texts into a list of bullet points.

Skills Development Tables – ISE III Writing

Task 3 – Reading into writing

Skills tested	How to practise these skills
<p>Reading for writing (How well can the student use information from different reading texts in a piece of writing?)</p>	<ul style="list-style-type: none"> ▶ 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 themes and links across three or more related texts. ▶ Give students practice in identifying different writers' points of view and implied attitudes in a selection of texts on the same topic. ▶ Ask students to read information in various texts and use it for different purposes, eg use information from a text to offer a solution to a problem. ▶ 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 complex 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 long and demanding texts.
<p>Task fulfilment (Does the student do what is necessary in order to complete the tasks successfully?)</p>	<ul style="list-style-type: none"> ▶ 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 a report or proposal). ▶ Encourage students to evaluate the effectiveness of a text (eg looking at how easy a text is to follow and how well it convinces the reader of its argument). ▶ Get students to check their own work to make sure they have communicated their message clearly and convincingly.
<p>Organisation and structure (Does the student's work show good planning and is it well-organised?)</p>	<ul style="list-style-type: none"> ▶ Give students practice in organising writing, on a range of complex subjects, into clear paragraphs with a logical sequence. ▶ Give students practice in organising ideas and arguments within paragraphs. ▶ Encourage students to support main points by giving supporting information. ▶ Check students understand the appropriate format for different genres, eg the use of a title and headings for a report. ▶ Give students practice in using connecting words or phrases to link ideas within sentences and between paragraphs, eg <i>certainly...</i>, <i>but the question is...</i>, <i>all things considered</i>. ▶ Encourage students to use topic sentences (eg starting paragraphs with a sentence that tells the reader what the paragraph is about).
<p>Language control (Is the student's level of grammar and vocabulary good enough to communicate successfully?)</p>	<ul style="list-style-type: none"> ▶ Encourage students to use a range of grammar structures in their writing, eg mixed conditionals, passives and narrative tenses. ▶ Make sure students check for repeated errors in order to improve accuracy, eg <i>She talked me to into going to the party</i>. ▶ Encourage students to use a range of vocabulary, including colloquialisms, related to a variety of topics, eg scientific developments, literature. ▶ Encourage students to proofread their work in order to improve accuracy of spelling. ▶ Give students practice in using punctuation correctly in complex sentences.

Skills Development Tables – ISE III Writing

Task 4 – Extended writing

Skills tested	How to practise these skills
<p>Task fulfilment (Does the student do what is necessary in order to complete the tasks successfully?)</p>	<ul style="list-style-type: none"> ▶ 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 a report or proposal). ▶ Encourage students to evaluate the effectiveness of a text (eg looking at how easy a text is to follow and how well it convinces the reader of its argument). ▶ Get students to check their own work to make sure they have communicated their message clearly and convincingly.
<p>Organisation and structure (Does the student's work show good planning and is it well-organised?)</p>	<ul style="list-style-type: none"> ▶ Give students practice in organising writing, on a range of complex subjects, into clear paragraphs with a logical sequence. ▶ Give students practice in organising ideas and arguments within paragraphs. ▶ Encourage students to support main points by giving supporting information. ▶ Check students understand the appropriate format for different genres, eg the use of a title and headings for a report. ▶ Give students practice in using connecting words or phrases to link ideas within sentences and between paragraphs, eg <i>certainly...</i>, <i>but the question is...</i>, <i>all things considered</i>. ▶ Encourage students to use topic sentences (eg starting paragraphs with a sentence that tells the reader what the paragraph is about).
<p>Language control (Is the student's level of grammar and vocabulary good enough to communicate successfully?)</p>	<ul style="list-style-type: none"> ▶ Encourage students to use a range of grammar structures in their writing, eg mixed conditionals, passives and narrative tenses. ▶ Make sure students check for repeated errors in order to improve accuracy, eg <i>She talked me to into going to the party</i>. ▶ Encourage students to use a range of vocabulary, including colloquialisms, related to a variety of topics, eg scientific developments, literature. ▶ Encourage students to proofread their work in order to improve accuracy of spelling. ▶ Give students practice in using punctuation correctly in complex sentences.