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

Skills tested	How students can practise these skills
Reading for the main idea(s) or the purpose	◗ 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 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. ◗ 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

Reading carefully for facts or information	◗ 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.

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