

Skills Development Tables – ISE A1 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 title 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?
Reading carefully for facts or information	<ul style="list-style-type: none"> Practise scanning texts for specific information – for example to complete a table of facts and figures.
Reading carefully for details	<ul style="list-style-type: none"> Use gap-fill exercises to practise completing sentences. Identify words with the same or similar meaning.

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"> Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph.
Reading carefully for facts or information	<ul style="list-style-type: none"> Practise scanning texts for specific information – for example to complete a table of facts and figures.
Reading carefully for details, summarising what you have read	<ul style="list-style-type: none"> 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 by choosing from a list of bullet points.

Skills Development Tables – ISE A1 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. ▶ Encourage students to highlight important and relevant facts in reading texts and to use this information in their writing. ▶ Give students practice in paraphrasing sentences.
<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 to cover in a writing task. ▶ Ask students to identify the target reader, ie who is the piece of writing for. ▶ Make sure students finish tasks within the suggested word counts and cover all relevant points.
<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 into clear paragraphs with a logical sequence. ▶ Give students practice in organising ideas within paragraphs. ▶ Encourage students to use connecting words or phrases to link ideas within sentences and between paragraphs, eg <i>and, then</i>. ▶ Check students understand the appropriate format for simple correspondence, eg starting an informal email with a suitable opening, '<i>Hi Jack,</i>' and finishing it with a suitable closing phrase, '<i>Bye, Helen</i>'.
<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 simple grammatical items and structures in their writing, eg present simple, present continuous, adverbs of frequency, pronouns including possessives. ▶ Make sure students understand and can use a range of everyday vocabulary related to different topics, eg personal details, rooms in the home, places in the local area, everyday activities. ▶ Check students are aware of common spelling mistakes, for example through proofreading exercises. ▶ Make sure students use basic punctuation correctly, eg using capital letters and full stops to show the beginning and end of sentences.

Skills Development Tables – ISE A1 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 to cover in a writing task. ▶ Make sure students finish tasks within the suggested word counts and cover all relevant points.
<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 into clear paragraphs with a logical sequence. ▶ Give students practice in organising ideas within paragraphs. ▶ Encourage students to use connecting words or phrases to link ideas within sentences and between paragraphs, eg <i>and</i>, <i>then</i>.
<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 simple grammatical items and structures in their writing, eg present simple, present continuous, adverbs of frequency, pronouns including possessives. ▶ Make sure students understand and can use a range of everyday vocabulary related to different topics, eg personal details, rooms in the home, places in the local area, everyday activities. ▶ Check students are aware of common spelling mistakes, for example through proofreading exercises. ▶ Make sure students use basic punctuation correctly, eg using capital letters and full stops to show the beginning and end of sentences.