Статья

"How to Help Your Students Through Their Examinations"

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Skills and Exam Training

1. **Reading**
2. **Use of English**
3. **Listening**
4. **Speaking**
5. **Writing**

Six steps to success

1. **Motivation**   4. **Ability**
2. **Training**   5. **Resourcefulness**
3. **Understanding**   6. **Application**

Skills and exam training

1. **Reading**
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Reading Skills

Skim reading

Readers skim a text when they look it over quickly to get a general idea of the subject-matter. The reader is not interested in all the detail, getting the gist is enough. Skimmers run their eye down the page or screen looking for pointers that sum up the contents. Subheadings or bullet points attract their attention, as do the introductory phrases of paragraphs and the concluding ones. In longer texts, skimmers check the contents lists, the opening and closing paragraphs of chapters, and any introductions, conclusions or summaries.

Scanning

Readers scan a piece of writing when they quickly search it for specific information. Scanners will make use of a book's index and contents page. When running their eye over the text, they will look out for keywords relevant to their search.

Timing

An increased reading speed can train students to read and absorb the information in texts more quickly. An advantage reading speed for a native speaker is about 250 words per minute.

Understanding cohesion

Being aware of the cohesion of a text will enable students to tackle various exam task types: putting information in order, placing missing sentences and paragraphs.

Identifying style

Often identifying and recognising different styles make reading much more pleasurable than merely finding answers to questions, or looking up the meanings of words.

Exam Training

- Multiple choice questions
- Matching headings and summary sentences
- Missing sentences and paragraphs
- Multiple matching
- Statements reflecting content or true/ false questions

Use of English

Skills
1. Using tenses/ structures
2. Supplying missing words (пропущенные слова)
3. Identifying extra words (определение лишнего слова)
4. Choosing the correct word (выбор правильного слова)
5. (Kea word) transformations

Listening

Skills
1. Coping
2. Understanding
3. Following a train of thought (следить за мыслью)

4. Understanding attitude
5. Understanding messages/ the weather forecast/ instructions/advertisements/ news reports/ narratives/ discussions.
6. Listening to three (or four) texts one after other.

Examination task types:

- True/false questions
- Ordering information
- Multiple matching
- Statements the speakers make
- Note-making
- Sentence completion
- Filing the facts and figures

Exam training:

OBJECTIVE TASKS

1. Multiple choice
2. True or False questions
3. Ordering information
4. Matching information / statements

PRODUCTIVE TASKS

1. Completing notes and sentences
2. All tasks

<u>Speaking</u>
Skills

1. Role-play/ exchanging information
2. Recounting events (пересказ)
3. Negotiating (переговоры)
4. Interpreting visual information
5. Discussing (обсуждение)
6. Preparing and giving presentation (подготовка и представление)

<u>Writing</u>
Skills

1. Understanding the task type
2. Planning
3. Choosing an appropriate style
4. Using correct spelling
5. Writing coherently and fluently
6. Getting the right number of words
7. Checking

Teaching tips

1. Understanding the task type
2. Planning
3. Choosing the appropriate style
4. Using correct spelling
5. Writing coherently and fluently
6. Getting the right number of words
7. Checking / proof reading

Exam training:

General points to remember
Notes and messages
Letters
Arguments for and against
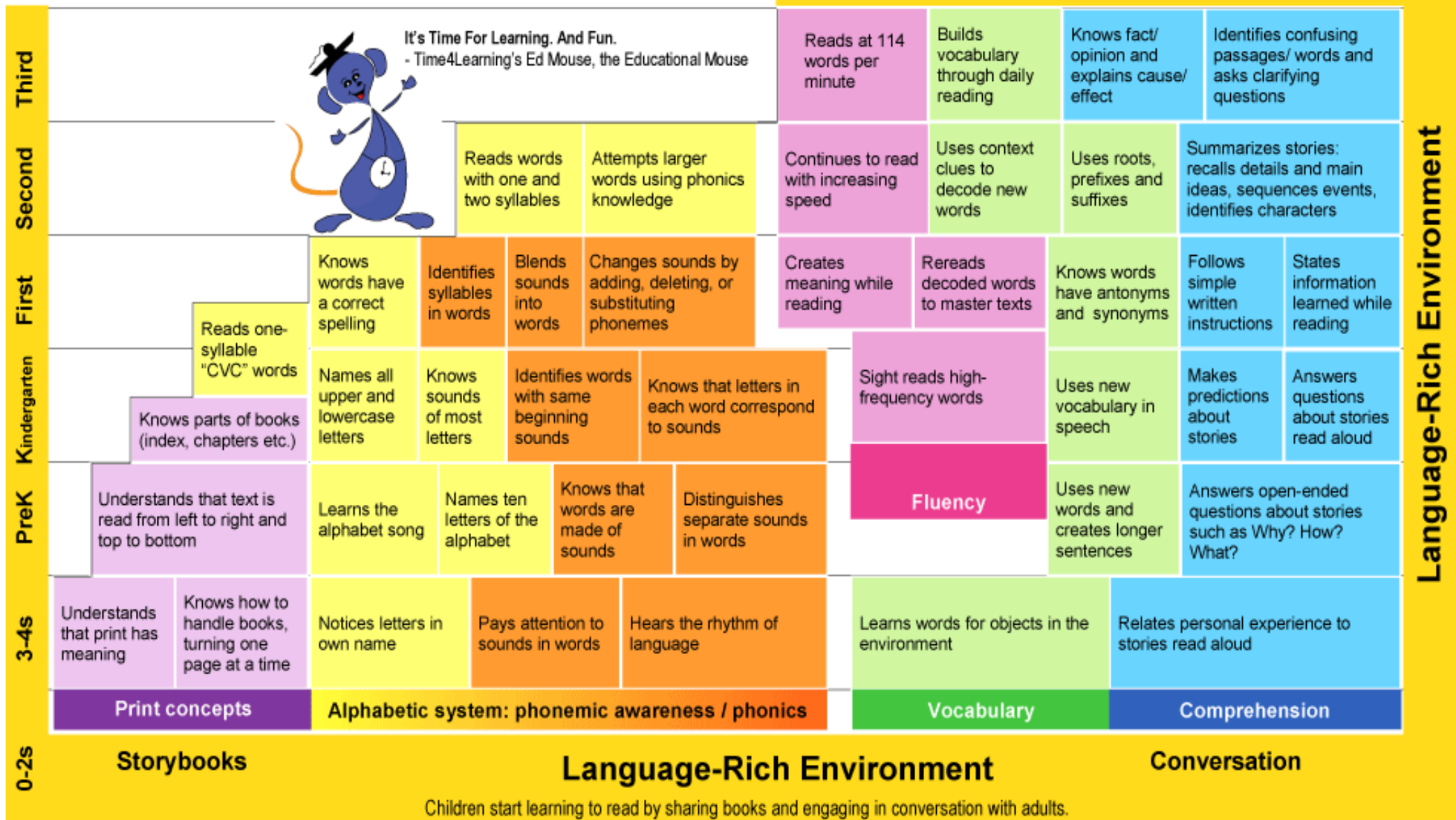Narrative
Discursive compositions
Report

Reading Skills Pyramid

by Time4Learning.com

On-Track Reader Prepared for Success

It's Time For Learning. And Fun.
- Time4Learning's Ed Mouse, the Educational Mouse

Language-Rich Environment

Level	Print concepts	Alphabetic system: phonemic awareness / phonics	Vocabulary	Comprehension
Third			Reads at 114 words per minute / Builds vocabulary through daily reading	Knows fact/opinion and explains cause/effect / Identifies confusing passages/ words and asks clarifying questions
Second		Reads words with one and two syllables / Attempts larger words using phonics knowledge	Continues to read with increasing speed / Uses context clues to decode new words / Uses roots, prefixes and suffixes	Summarizes stories: recalls details and main ideas, sequences events, identifies characters
First		Knows words have a correct spelling / Identifies syllables in words / Blends sounds into words / Changes sounds by adding, deleting, or substituting phonemes	Creates meaning while reading / Rereads decoded words to master texts / Knows words have antonyms and synonyms	Follows simple written instructions / States information learned while reading
Kindergarten	Reads one-syllable "CVC" words / Knows parts of books (index, chapters etc.)	Names all upper and lowercase letters / Knows sounds of most letters / Identifies words with same beginning sounds / Knows that letters in each word correspond to sounds	Sight reads high-frequency words / Uses new vocabulary in speech	Makes predictions about stories / Answers questions about stories read aloud
PreK	Understands that text is read from left to right and top to bottom	Learns the alphabet song / Names ten letters of the alphabet / Knows that words are made of sounds / Distinguishes separate sounds in words	**Fluency** / Uses new words and creates longer sentences	Answers open-ended questions about stories such as Why? How? What?
3-4s	Understands that print has meaning / Knows how to handle books, turning one page at a time	Notices letters in own name / Pays attention to sounds in words / Hears the rhythm of language	Learns words for objects in the environment	Relates personal experience to stories read aloud
0-2s	Storybooks		Language-Rich Environment	Conversation

Children start learning to read by sharing books and engaging in conversation with adults.