ISE Writing Skills Development Tables

Orientation to the writing module

◗ Give students an overview of the writing module.

◗ Show the students the ISE Digital writing example tasks.

Selecting reading materials for the *writing from sources* task

◗ Topics may include anything the students find interesting. If they are less familiar with the topic, use activities to build their background knowledge.

◗ Use a variety of concrete topics (especially for CEFR A1 and A2 learners) and more abstract or speculative topics (especially for more proficient learners).

◗ Aim to include at least two reading texts on the same topic.

◗ Each text should offer different information about the topic, perhaps by expressing a different opinion, or bringing a different perspective on the topic.

◗ Select texts that are appropriate for the writing from sources task, following the guidance in the ISE Digital Information Booklet – ISE Digital | Writing module tasks.

Content

Task(s)	How students can practise content
Written online communication	◗ Brainstorm the different scenarios where people express opinions, make complaints, give advice, make suggestions, or negotiate solutions. ◗ Practise expressing opinions, making complaints, giving advice, making suggestions, or negotiating solutions in familiar and less routine situations. Vary the conditions, eg relationship to the person they are speaking to, the nature of request, suggestion etc. ◗ Evaluate different responses in a group chat. Identify the ideas that are relevant. Discuss why some ideas are not relevant. ◗ Use peer editing or group editing to practice writing concisely, to avoid/ eliminate repetition, to prioritise supporting details that are relevant to the response. ◗ Brainstorm relevant supporting details for a complaint, suggestion, solution etc. ◗ Practice different text types eg *online discussion board*, *group chat*, *email*, *feedback form*.

Task(s)	How students can practise content

Writing from sources	▶ Identify the relevant points quickly in a reading for writing text.
	▶ Practise using their own words to summarise the relevant points of reading texts.
	▶ Discuss reading texts in pairs or small groups. Practise expressing an opinion and giving examples or reasons to support their ideas and opinions.
	▶ Brainstorm a response to a discussion topic. Focus on building an argument with relevant supporting examples or reasons.
	▶ Practice presenting several points of view and defending their point of view.
	▶ Practise planning their writing. Discuss how they will blend their own ideas with the relevant ones from the sources.
	▶ Use peer editing or group editing to evaluate whether a response is successful:
	  – Does the response use relevant ideas from the sources?
	  – Does the response build an argument?
	  – Is there a clear stance?
	  – Are they well informed?
	  – What questions would they like to ask the writer?
	▶ Practice different text types, eg *essays*, *reports*.

Organisation

Task(s)	How students can practise organisation
Written online communication	▶ Edit draft complaints, suggestions etc. Sequence the ideas so they are coherent. Discuss and justify edits in pairs or small groups.
Writing from sources	▶ Discuss how the ideas in a response to a discussion topic should be organised and staged. ▶ Read a response to a discussion topic. Evaluate the organisation and flow of the ideas. ▶ Use reading activities to draw attention to how authors use text organisation features eg formatting, paragraphing, explicit discourse features (eg *'However'*, *'then'*, *'firstly'* etc), internal coherence (such as anaphoric referencing). ▶ Practise using discourse features to structure their writing. ▶ Discuss the different organisational patterns and features in essays and reports. Practise using these patterns and features.

Language

Skills tested	How students can practise language
Grammatical structures	◗ Practise writing ideas in full sentences to develop grammatical accuracy and written fluency. ◗ Use a range of grammar structures in their writing, eg nominalisation, noun phrases, mixed conditionals, passives. ◗ Explore how some words tend to always occur together (collocations) eg *'fast food'*, *'pay attention to'*, *'make an effort'*.
Vocabulary	◗ Use a range of vocabulary, including idiomatic expressions, related to a variety of topics, eg scientific developments, literature. ◗ Have competitions to find new words and idioms. Learn how these words and idioms are used in formal and informal written language. ◗ Have competitions to find words that have similar meanings eg *'green'*, *'emerald'*, *'verdant'*. Discuss the different effects of these words.
Accuracy	◗ Practise checking for repeated errors in order to improve accuracy, eg *'She talked me ~~to~~ into going to the party'*. ◗ Learn strategies to avoid common errors, eg spelling, punctuation.

Style

Skills tested	How students can practise language
Register	◗ Discuss the difference between formal language (eg used in a report for a teacher or manager) and informal language (eg used in group chats with classmates). ◗ Discuss how the relationship between the writer and the reader (eg classmate, teacher, co-worker, service provider) might influence language choices in emails, discussion boards, and other forms of written online communication. Practice using politeness conventions, eg *'Please'*, *'Would it be possible to ...'*
Tone	◗ Discuss how language choices vary depending on the purpose of the interaction (eg asking for help, sharing information). ◗ Explore how different words convey different emotional tones. ◗ Discuss which tone(s) is/are appropriate for essays and reports. ◗ Experiment with different tones and discuss how they affect the reader.
Genre conventions	◗ Learn about the expectations and conventions of essays. ◗ Learn about the expectations and conventions of reports.

Use of sources

Skills tested	How students can practise use of sources
Selecting relevant information	◗ Use games and activities to identify the relevant ideas in reading texts. ◗ Use games and competitions to identify the relevant points in a reading text, eg *list the arguments the author makes for shorter summer holidays*. ◗ Practise inferring authors' opinions and attitudes.
Paraphrasing & reporting	◗ Make lists of reporting words eg *claims*, *suggests*, *concludes*, *argues*. ◗ Use games and activities to learn how words and tone can imply how an author feels about a topic. ◗ Work in pairs or small groups to paraphrase a text for use in an essay or report. Practice using reporting words. Pay attention to the effect of different reporting words. ◗ Use activities to incorporate an author's ideas in different ways: 　– to be neutral. 　– to show approval of the author's viewpoint. 　– to disagree with the author's viewpoint.
Synthesising ideas	◗ Debate the ideas presented in reading texts. Encourage students to develop and present their opinions on the ideas. ◗ In pairs or small groups, review text summaries. Evaluate how well they have been repurposed and suggest improvements. ◗ Write opinion pieces based on two or more factual texts, paraphrasing the ideas as part of their own argument.