

ISE Writing Skills Development Tables

Orientation to the writing component

- Give students an overview of the writing 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) writing task examples at their level.

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 **three** reading texts on the same topic for CEFR A1 and A2 learners and four reading texts on the same topic for CEFR B1 and B2 learners.
- Each text should offer different information about the topic, perhaps by expressing a different opinion, or bringing a different perspective on the topic.

Task fulfilment

Task(s)	How students can practise task fulfilment
Reading for writing	Underline the key information in the instructions to identify the main points and functions (eg to describe, to explain, to persuade) of a task.
	Identify the different elements of a writing task, eg genre, reason for writing, number of words required.
	Identify the target reader (ie who is the piece of writing for) and discuss how this will influence their choice of style and register.
	Discuss how students' relationship with the person they are writing to might change the words they write eg classmate, teacher, co-worker, service provider.
	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 <i>letters, reports, proposals</i>).

Task(s)	How students can practise task fulfilment
Extended writing	- Underline the key information in the instructions to identify the main content points and functions (eg to describe, to explain, to persuade) of a task. - Identify the different elements of a writing task, eg genre, reason for writing, number of words required. - Identify the target reader (ie who is the piece of writing for) and discuss how this will influence their choice of style and register. - Use peer editing or group editing to practice writing concisely, to avoid/eliminate repetition, to prioritise supporting details that are relevant to the response. - Practice different text types eg <i>letters, articles, essays</i>.

Organisation & Structure

Task(s)	How students can practise organisation
Presentation of ideas	- Practice writing a paragraph for each point, supporting each point with evidence and/or examples. - Practice writing topic sentences for a paragraph (ie a sentence that tells the reader what the paragraph is about).
Text organisation and formatting	- Discuss the different organisational patterns and features (eg use of titles and headings, salutations etc) in written texts (eg <i>letters, essays, articles, reports</i>). - Discuss how the ideas in a piece of writing (eg <i>letter, essay, article, report</i>) should be organised and staged. - Practice organising ideas into paragraphs and sequencing paragraphs to develop an argument. - Read a response to a discussion topic. Evaluate the organisation and flow of the ideas. - Edit draft responses. Sequence the ideas so they are coherent. Discuss and justify edits in pairs or small groups.
Signposting & internal coherence	- Use reading activities to draw attention to how authors use signposting (eg '<i>however</i>', '<i>then</i>', '<i>firstly</i>' etc) and internal coherence (such as anaphoric referencing and connecting words/phrases). - Practice using connecting words/phrases to link ideas within sentences and between paragraphs, eg <i>certainly...</i>, <i>but the question is...</i>, <i>all things considered</i>. - Practise using signposting and internal coherence features to structure their writing.

Language control

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 <i>'fast food'</i>, <i>'pay attention to'</i>, <i>'make an effort'</i>.
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 <i>'green'</i>, <i>'emerald'</i>, <i>'verdant'</i>. Discuss the different effects of these words. - Discuss how students might choose different words according to the purpose of their interaction. - Explore how words can convey different emotional tones. - Discuss the tone(s) that is/are appropriate for essays and reports. - Experiment with different tones and discuss their effect on the reader.
Accuracy	- Practise checking for repeated errors in order to improve accuracy, eg <i>'She talked me to into going to the party'</i>. - Learn strategies to avoid common errors, eg spelling, punctuation.

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 <i>list the arguments the author makes for shorter summer holidays</i>. - Read information in various texts and use it for different purposes, eg use information from a text to offer a solution to a problem. - Practise inferring authors' opinions and attitudes.
Paraphrasing & reporting	- Make lists of reporting words, eg <i>claims, suggests, concludes, argues</i>. - Use games and activities to learn how words and tone can imply how an author feels about a topic. - Practise using their own words to summarise the relevant points of reading texts (using students' own words). - Practice paraphrasing complex sentences, using very little language from the original texts. - 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	- Discuss reading texts in pairs or small groups. Practise expressing an opinion and giving examples or reasons to support their ideas and opinions. - 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.