

Writing Basics

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Plan

- Lexis, Grammar and Stylistics
- Genre Features
- Assessment Criteria
- Time Management
- General Tips

Lexis

- Idioms
- Phrasal verbs (except formal register)
- Thematic vocabulary
- Sophisticated lexis
- Advanced collocations
- Linking words
- Binomials
- Adverbial modifiers

Grammar

- Conditionals
- Cleft sentences
- Inversion
- Inverted conditionals
- Modal verbs
- Perfect Infinitives
- Participle Clauses
- Relative Clauses
- Double Comparatives

Stylistics

- Parallel structures
- Metaphors
- Similes
- Style
- The rule of three items in enumeration

Genre Features

- Essay - speculation
- Report - analysis of data and suggestions
- Proposal - analysis of data and recommendations
- Review - description
- Formal letter - complain\opinion\analysis
- Informal letter - opinion
- Article - narration + description

Assessment Criteria

| C1 | Content | Communicative Achievement | Organisation | Language |
|----|---|---|--|---|
| 5 | <p>All content is relevant to the task.</p> <p>Target reader is fully informed.</p> | <p>Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.</p> | <p>Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.</p> | <p>Uses a range of vocabulary, including less common lexis, effectively and precisely.</p> <p>Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication.</p> <p>Errors, if present, are related to less common words and structures, or occur as slips.</p> |

Assessment Criteria

| C1 | Content | Communicative Achievement | Organisation | Language |
|----|---|--|---|---|
| 3 | <p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p> | <p>Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.</p> | <p>Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.</p> | <p>Uses a range of vocabulary, including less common lexis, appropriately.</p> <p>Uses a range of simple and complex grammatical forms with control and flexibility.</p> <p>Occasional errors may be present but do not impede communication.</p> |

Assessment Criteria

| C1 | Content | Communicative Achievement | Organisation | Language |
|----|---|--|--|--|
| 1 | <p>Irrelevances and misinterpretation of task may be present.</p> <p>Target reader is minimally informed.</p> | <p>Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.</p> | <p>Text is generally well organised and coherent, using a variety of linking words and cohesive devices.</p> | <p>Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p> |

CAE Essay Assessment Criteria

CONTENT

+

Are all the points of the task covered?

Has the author mentioned which aspect is the most important?

Are there any sidetracking or digression?

Are there any omissions?

COMMUNICATIVE ACHIEVEMENT

Is the register right and supported throughout the whole text?

Are the ideas in the text clear and don't need being reread?

Is there a style of the author? Do you feel the author's voice?

ORGANISATION

Are there clear paragraphs, introduction, conclusion?

Is the text coherent? Are there enough coherent devices?

Is there a rotation of sentences of different length?

LANGUAGE

Is there less common and sophisticated lexis? Highlight this in **green**.

Are there collocations, phrasal verbs and idioms? Highlight in **blue**.

Is there any complicated grammar (cleft sentences, inversion, subordinate clauses, gerund clauses, double comparison)? Highlight in *italics*.

Are there any language mistakes? Highlight in **red**.

Is it difficult to understand the sentences with the mistakes? Do they impede communication?

Time Management

- Time your writing
- 35 mins - writing
- 10 mins - editing

General Tips

If you don't like your writing, don't expect examiners to like it.

Write at advanced level, but don't overuse sophisticated lexis.

If you want to use a word, an idiom, a phrasal verb - make sure you know the meaning and the register. Make sure it collocates with the environment.

Try to meet the word limit. Fewer words means you have not developed the topic enough. More words means you are repeating ideas.

Each paragraph should start with a topic sentence, which then should be developed in supporting sentences.

When you have finished, read your writing and check whether it sounds like a flow. If you read it without stumbling, it's good. Otherwise, eliminate all stumbling points.