WRITING PART 1



FIRST CERTIFICATE OF ENGLISH

Complete the sentences

Organisation ✓ Communicative Achievement ✓ Content ✓ Language ✓

- 1. When assessing ______, the examiner is checking that the learner can use a range of everyday vocabulary appropriately and a range of simple and more complex grammatical structures
- 2. When assessing ______, the examiner is checking that the learner's writing would hold the target reader's attention, is easy to follow, can communicate straightforward ideas and is written in an appropriate register.
- 3 When assessing ______, the examiner is checking to see whether the target reader would be fully informed by the learner's writing and that everything written is relevant to the task.
- 4. When assessing______, the examiner is checking that the learner's writing is coherent, and uses a variety of linking words and cohesive devices.

Answers

- 1. Language ✓
- 2. Communicative Achievement ✓
 - 3. Content ✓
 - 4. Organisation ✓



Listen to ...

this magazine writer talk about her ideas on the writing process. What four questions does she recommend that writers ask themselves before starting to write? Put the questions in the order that the speaker mentions them.

- → What is my message?
- ➔ What style should I use?
- → Who is my reader?
- → How can I organise my writing?

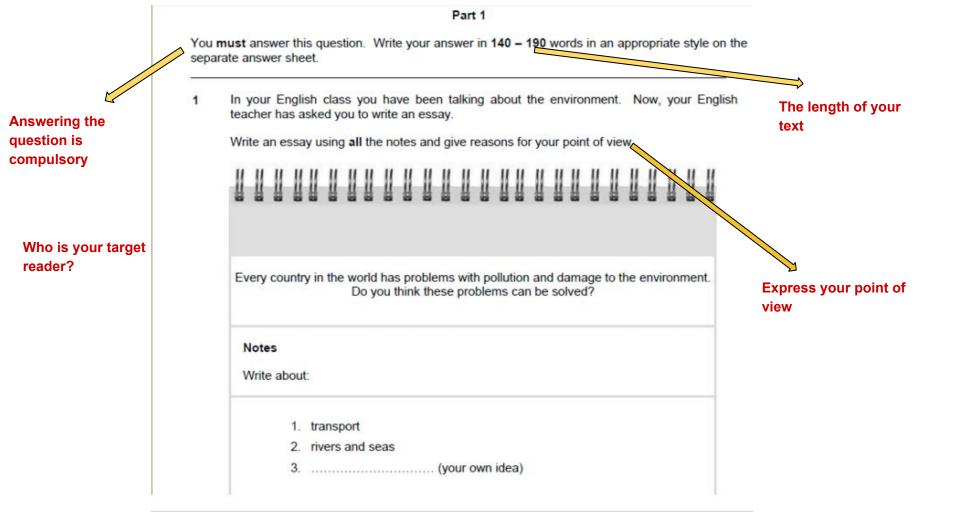
Who is my reader?

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What is my message?

What style should I use?

How can I organise my writing?



Content: What is my purpose for writing? Who is my reader? What is my message?

Communicative Achievement: How can I hold the reader's attention? What style or register should I use?

Organisation: How can I organise my writing effectively?

Language: What typical grammatical structures for an essay should I use? What vocabulary is relevant?

Writing an essay

- agreeing or disagreeing
- giving information
- giving an opinion
- giving reasons
- comparing and contrasting ideas and opinions
- drawing a conclusion.

Analizzare esempi di essays e valutarli utilizzando la griglia

"Content, Communicative Achievement, Organization, Language