

Read the text quickly and find **3 facts** about Luis.  
What do you think the **task** was?

My name is Luis Gonzales and I come from Mexico. I born in 1985 in one small village outside Mexico City. When I was six years I went to the nursery school, and I enjoyed it very much. When I was eleven I've moved to Brazil, because my father is diplomat, so my all life I live in differents countries. After school I was for four years in a business college, and I got a degree in business administration. I working for a company that products small calculator. It's a good work, and I'm very interesting for computers. I want to learn english because my father and I will start our own business in America soon.

Source: Adapted from *Headway* OUP, John & Liz Soars

## Possible writing marking criteria - Total: 30 marks

**Task achievement** (5) Does the writing achieve a communicative purpose in real life? Would it be understood?

**Appropriacy** (5) Is the layout of the text appropriate for the text-type / purpose? Is the right level of in-/formality used? Does the text cover all the relevant points?

**Coherence** (5) Is the text, overall, logically structured, with well-connected ideas?

**Cohesion** (5) Does the text include suitable linking words, phrases and reference words to make connections within and between sentences?

**Grammar & Vocabulary / Range & Accuracy** (10) Is the choice of grammar and vocabulary suitable for the communicative purpose? Are there any mistakes which hinder comprehension?

Source: Adapted from *Euroexam* B1 / B2 Assessment criteria for writing  
B1 level writing tips <http://www.euroexam.org/en/prepare-for-the-exam/preparation-tips/preparation-and-exam-tips-for-the-writing-test/writing-tips-for-B1-level>

# Sp Correcting *writtin* work

Moscow, November 2016  
Rachel Appleby

When you are speaking, mistakes often don't matter if people can understand what you mean. Unfortunately, this is not the case when you are writing.

Look at the abbreviations and signs below. You can use these to identify mistakes.

Correction symbols	
<b>Sp</b> Spelling	<b>Gr</b> Grammar
<b>T</b> Tense	<b>w.w.</b> wrong word
<b>w.o.</b> word order	<b>/</b> This word isn't necessary
<b>Λ</b> Add (a) word(s)	<b>P</b> Punctuation

**Task:** Correct the mistakes in these sentences, using the symbols from the box above, e.g.

*Gr* She live in Rome.

*w.o.* I like very much skiing.

- \_\_\_ a. My friend she came to see me last night.
- \_\_\_ b. I am going to the village where live my parents.
- \_\_\_ c. I made my homework very carefully.
- \_\_\_ d. When I arrived to home, I had the dinner.
- \_\_\_ e. He gave to me a pen for my bithday.

Source: Adapted from *Headway* OUP, John & Liz Soars

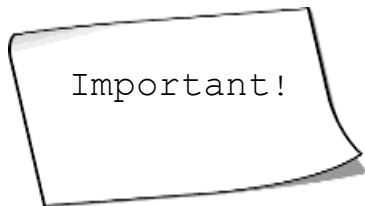
## Useful resources for writing

*Solutions* series, OUP, Tim Falla and Paul A. Davies.

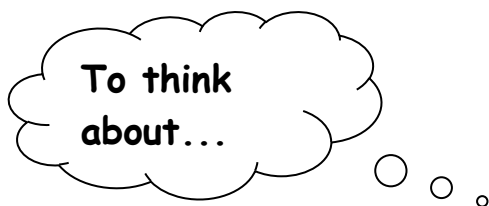
Madylus, O. (2015). 'Why is writing so hard?' *OUP Global Blog*.

<https://oupeltglobalblog.com/2015/02/16/why-is-writing-so-hard/>

B1 level writing tips <http://www.euroexam.org/en/prepare-for-the-exam/preparation-tips/preparation-and-exam-tips-for-the-writing-test/writing-tips-for-B1-level>



- Give students adequate preparation time for any written task you set, for thinking about both form and content; this will reduce the number of mistakes.
- Indicate what students do well, e.g. with ☺ or ✓; don't only indicate incorrect language.
- Feedback on content (if appropriate) not just form, e.g. "That sounds fun!" or "Wow!"
- Suggest (where appropriate) what a student can do to improve, e.g. "Look again at the prepositions on p.10 of the coursebook", or "See *English Grammar in Use*, U4".
- 



- Are you going to use these symbols for every piece of written work? Every mistake?
- Are you going to ask students to re-write a 'correct' version (Is this satisfying or demoralising?)
- Do students expect / want / need a mark (out of 10 / 20 etc.) or a grade (A, B, C)? What does 12/20, or 3/5 mean?? Does the mark depend on form, content or both?
- How much are you going to correct? (What was the aim of the activity?) What are you going to focus on? e.g. use of past tenses, or logical organisation?
- 



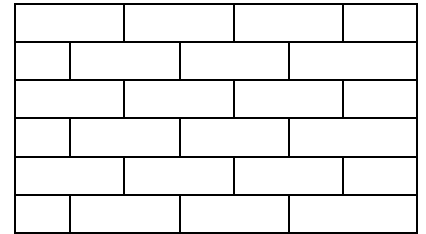
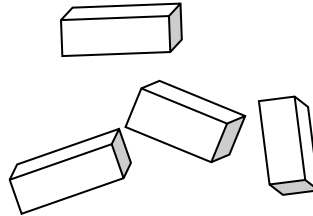
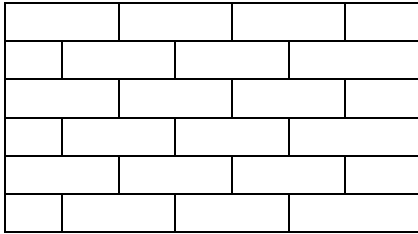
- Use a colour other than red for marking, e.g. green or blue
- Get students to write on every other line and leave a margin (space for teacher's notes)
- Get students to peer-correct sometimes (be careful – not all students like this)
- Use common mistakes as the basis for remedial work, e.g. linking words, or tenses
- 

---

[rachelappleby@mail.datanet.hu](mailto:rachelappleby@mail.datanet.hu)  
<http://rachelappleby.edublogs.org>  
@rapple18



# Writing – producing a text



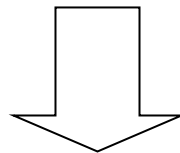
## a. PROVIDE A MODEL

## ⇒ b. DECONSTRUCT

e.g. *How to organise a letter*  
*Listing points in a report*

## ⇒ c. RE-BUILD

i.e. students produce own text  
(e.g. *word choice, grammar, syntax, reading each other's work, new drafts*)



### a. Focus on **FORM**

Eliciting / providing **guidance**

(HOW to write a postcard, formal letter, a report etc.)

- headings
- paragraphs
- layout, e.g. where to put the address
- 



### b. Focus on **CONTENT**

Eliciting / providing **ideas**

(WHAT to write on a postcard, in a formal letter, a report, etc.)

- brainstorm (in pairs, groups, as a class)
- discussion
- mindmaps
-

# 5G WRITING An informal letter

I can write an informal thank-you letter.

## Preparation

1 Write the lines (a–e) in the correct places (1–5) in the letter.

- |  |               |
|--|---------------|
| a Love,                                  | d Kate        |
| b Dear Uncle George,                     | e 4th January |
| c 45 Whitehouse Road<br>Bristol BS22 6TH |               |

1 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_

3 \_\_\_\_\_

Paragraph 1  
 a \_\_\_\_\_ the  
 Maroon 5 CD that you sent me for Christmas. It's fantastic!  
 They are my favourite band.

b \_\_\_\_\_ I've already  
 downloaded it onto my MP3 player and I listen to it all the  
 time.

Paragraph 2  
 c \_\_\_\_\_ My  
 sister came home from university and our grandparents came  
 to stay. d \_\_\_\_\_  
 Mum and Dad gave me some jewellery and I got a new dress  
 too. I'm going to wear it on New Year's Eve.

Paragraph 3  
 e \_\_\_\_\_  
 and that we see you soon. Thanks again for the CD!

4 \_\_\_\_\_  
 5 \_\_\_\_\_

2 Complete spaces a–e in the three paragraphs of the thank-you letter with the phrases in the box.

Thank you very much for It's just what I wanted  
 I got lots of great presents We had a really good Christmas  
 I hope you and Aunt Joan are well

3 Look again at exercise 1. In which paragraph did the writer:

- say thank you for the first time? 1
- say what happened on the special occasion? 2
- say what the present is and say something about it? 3
- say thank you again? 4
- say what other presents she received? 5

4 Complete the sentences with the colloquial words and phrases in the box.

brilliant go with gorgeous given ... back mates  
 plane reckon the States

- Thanks for the Robbie Williams CD – it's \_\_\_\_\_.
- I hope you enjoyed your holiday in \_\_\_\_\_.  
Thanks for the souvenir!
- I love the sweater you sent, it will \_\_\_\_\_ my new  
jeans perfectly.
- Thanks for the MP3 player. All my \_\_\_\_\_ think it's  
really cool.
- The scarf you gave me is \_\_\_\_\_. Thank you very  
much!
- The DVD was great. I \_\_\_\_\_ it's his best film so far.
- Thanks for the guidebook. I'm going to read it on the  
\_\_\_\_\_.
- I love the cook book! I borrowed it from the library but  
I've \_\_\_\_\_ it \_\_\_\_\_.

## Writing task

5 In your notebook write a thank-you letter. Use the Writing Bank on page 102 to help you. Write 130–150 words and follow this plan.

### Paragraph 1

- Say thank you. Say what the present is and say something about it: What's it like? Why do you like it? Have you used it?

### Paragraph 2

- Say what you did on the special occasion. Say what other presents you received.

### Paragraph 3

- Say thank you again.

## Check your work

### Have you

- laid out the letter correctly?
- included all the information?
- written 130–150 words?
- checked grammar, spelling and punctuation?