


Writing skills (C1 and above) SeminarWriting tips listed by Graham Ward



- the set up / brainstorm / pyramid discussions / pair work
- give marks for planning – demand to see it
- 1:1 feedback time with correction code & highlighted structures
- insist students keep a writing diary, notebook, journal
- writing must be regular
- present models – key features writing & assessment
- use samples – students as examiners / how to improve
- content mark – the importance of
- don't only test – use technology to aid learning (Google Classroom)
- present expressions / grammar
- one ambitious sentence per paragraph
- encourage (range of) reading reading reading

Writing tips generated by participants

- Always edit & check your own work before handing it in– in the exam write part 1, then write part 2, then check part 1 & finally check part 2
- Use 2 adjectives in front of noun & extreme adjectives where possible
- Avoid using adverbs where possible – find a better way ie. ~~he shouted loudly~~ → he shouted in a thunderous booming voice
- Don't write one sentence paragraphs, don't write sentences which are too long
- Use impersonal structures – *Many people believe that, it is widely accepted that, whilst some claim.... others....*
- Maintain focus and always Answer The Question – helped by good plan
- Don't waste time counting words – know how many you do per line & count lines
- Cambridge love a connector!
- English Vocabulary Profile – helps identify expected vocabulary at given levels
- Paraphrase ideas given – don't copy unless quoting
- Start with a good first paragraph to introduce theme (rhetorical Q / make reader think)
- Develop points – why / how / exemplify
- “Use a minimum of 8 linkers.... I want to see the following grammar....” etc. good to do
- Use of non-defining relative clauses can help control word limit

Should students use mobile phones in class?









Introduction

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Main body	
Advantages	Disadvantages



↓

Conclusion













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How does **brainstorming** help learners to write?









- Focusing learners' thoughts on just one side of the argument helps them to break the task down into manageable chunks.
- By working in pairs or small groups, they can help each other to come up with ideas.
- By sharing ideas with the whole class, learners can magpie each other's ideas and use them in their essays.
- By separating the content and the language, the task seems less overwhelming and manageable.
- By approaching the task as a speaking activity, reluctant writers may become engaged.













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What is good feedback?









- 1 Clear and focused
- 2 Focused on the most important points or biggest problem area
- 3 Include examples
- 4 Connected to the writing assessment scales
- 5 Positive and/or constructive
- 6 Not too long













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C2 Essay



- **Participle clause** – *Having compared the texts I Having given the issue due consideration I feel.... The second text, being contrastive in nature to the first, states that.....*
- **Inversion** – *Never have I read.... Rarely have I seen such a..... Only once before have I come across such an interesting argument..... Seldom do I read such a fascinating text..... Were this to be true it would mean..... Such is my disagreement with the text that I.....*
- **Concession** – *While I may not fully agree with the author, I do think... Whilst the first text may be right in relation to (something) I would say that.... Whilst I don't disagree with the second text, I would say that.....*







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Resources

Cambridge English resources

<http://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>

Higher education institutions

<https://www2.open.ac.uk/students/skillsforstudy/academic-writing-style.php>

EAP informational sites

<http://www.uefap.com/writing/genre/genrefram.htm>

Teachers' blogs and social media forums

<http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>

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Resources

Cambridge Assessment Facebook

- New series focusing on academic English
- A short weekly series of vocabulary-related posts to help you develop your academic English
- The kind of language needed at universities / in higher education contexts
- The first post = adjectives that end in *-able* (from the British Academic Written English Corpus (BAWE) – a record of good undergraduate writing in English)

<https://www.facebook.com/CambridgeEnglish/videos/713164855704641/>

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Tags Cambridge English, First, First for Schools, listening, resources, young learners

INTERACTING WITH B2 FIRST PART 7 READING

Posted on 09 Feb 2018
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