



Writing Part



PART OF **nocn** GROUP

# Writing Part

Learners have to produce two pieces of writing :

**Task 1: 1 Formal task (choose one out of two)**

**Task 2: 1 Informal task (compulsory)**

- Formal task: letter, e-mail, article, report, review, essay
- Informal task: letter or e-mail

# Plan for Formal Task 1 : **Formal letter**

→ My Address

→ Date

→ (recipient's address)

→ Dear Sir/Madam

Introduction: the purpose of your letter and/or comment or bullet

Main Body : 1<sup>st</sup> & 2<sup>nd</sup> paragraph : use the suggested ideas

Ending: I hope .....

Yours Faithfully

full name

signature



Mrs. J.E Powell

→ 120<sup>th</sup> Solonos street  
Athens, p.c 10681 Greece



Customer Service Dpt  
24<sup>th</sup> Park Avenue  
Sheffield - QA1456 - U.K

→ December 15<sup>th</sup>, 2018

Dear Sir/Madam, ←

I am writing to complain about a washing machine I bought from your shop last week. Having been a customer of yours for years, I was very disappointed with my last purchase.

On Tuesday the washing machine was delivered and fitted by your technicians. I washed one load of clothes and noticed a burning smell coming from the machine. I rang Mr. Jones, the sales assistant who sold the machine to me and explained what had happened. He was very apologetic and promised to sort the problem out for me.

The technician arrived the next day and said it needed a new part, but I said I wanted a new machine immediately as it was obviously faulty and I had only bought it two days ago. I went down to the shop in Walsall and demanded to see the Manager who gave me your address to write to.

I do hope that this matter can be resolved immediately to my satisfaction. Hopefully, I will be given either a new appliance or a refund. I am looking forward to a prompt reply.

Yours faithfully,

Mrs. J E Powell ←

From : je.powell@hotmail.com

To : info@company.gr

Subject: damaged washing machine - replacement

Dear Sir/Madam,

I am writing to complain about a washing machine I bought from your shop last week. Having been a customer of yours for years, I was very disappointed with my last purchase.

On Tuesday the washing machine was delivered and fitted by your technicians. I washed one load of clothes and noticed a burning smell coming from the machine. I rang Mr. Jones, the sales assistant who sold the machine to me and explained what had happened. He was very apologetic and promised to sort the problem out for me.

The technician arrived the next day and said it needed a new part, but I said I wanted a new machine immediately as it was obviously faulty and I had only bought it two days ago. I went down to the shop in Walsall and demanded to see the Manager who gave me your address to write to.

I do hope that this matter can be resolved immediately to my satisfaction. Hopefully, I will be given either a new appliance or a refund. I am looking forward to a prompt reply.

Yours Faithfully,

Mrs J E Powel

# Plan for Formal Task 1 : **Article**

→ **Title**

**Introduction :** The Opening sentence, the beginning - should introduce the subject  
*Have you ever...., Nowadays, These days, Everybody..., if you .....*

## **Main Body :**

2<sup>nd</sup> paragraph & 3<sup>rd</sup> paragraph : use the suggested ideas

**Ending :** sum up the article and/or make a final point, or bring conclusion to the story *I hope...  
As far as I am concerned.... I firmly believe....It goes without saying... Eventually....In general...*

## → Should teenagers have a part time job?

Are part time jobs good or bad for a student? This is an interesting question that concerns almost half of all high school students. Jobs provide students with many different qualities but at what cost?

On the one hand, one benefit of having a job is that it builds character in oneself. Having a kind of responsibility at work and working with others builds someone's leadership and teamwork abilities. Students also have the ability to earn some extra money to help pay for their needs and allows them to get a sense of independence as they do not always rely on parents to give them money.

On the other hand, although a beneficial balance of school and extracurricular activities as well as employment can be productive, it is very difficult to maintain. If a student is intending on going to college, they should only hold very minimal and flexible employment. Teenagers may end up neglecting their studies because they spend most of their time working.

All things considered, we all need to earn a living, especially during our college years but we also need to remember to focus on what is more important in the long run.

# Plan for Formal Task 1 : **Report** Title

**Receiver :**

**Sender :**

**Date :**

**Introduction :** sets the stage for what is included in the report and provides background information on why the data in the report was collected.

*This report is to offer information about.....*

**Main Body :** may be separated into subsections, with subheadings that highlight the specific point to be covered in that subsection

*benefits, drawbacks, location, cost, risks, accommodation, transport, facilities, service, activities, transport– use the bullet points*

**Conclusion & Recommendation :** The conclusion often suggests how to use the data to improve some aspects/resolve problems or even recommend additional research.

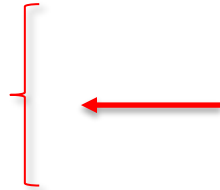
*I would definitely recommend ..... as it would be.....*



To: John Farmer, Foreign Languages Lab

From: Tim Dexter, learner

Date: 16<sup>th</sup> July 2018



## Report on Spanish course in Malaga College ←

### Purpose ←

This report is to offer information about the Spanish course I attended in Malaga, in June. I was asked to present my findings by 24 July.

### The course ←

The teachers were friendly and available to help, but their teaching methods were old-fashioned. They emphasized on written grammar, while there was very little practice on spoken Spanish.

### Accommodation - Activities ←

Living in a shared apartment with 4 or 5 colleagues was really satisfactory. Also, we were offered a dynamic, interesting and fun leisure programme. All activities helped socializing in a learning environment and increasing our knowledge of Spanish language and culture.

### Conclusion - Recommendation ←

To sum up, I would suggest to modernize teaching methods, for example, they could integrate technology into the Spanish lessons, so that the course could be definitely recommended.

# Plan for Formal Task 1 : **Review**

**Title** ( film, book ... ) ←

**Introduction** : give background information

- *I recently went to/attended/saw..., The film is directed by ....and .....is in the lead role*
- *A few weeks ago I had the opportunity to read .... written by....., it tells the story of ....*

**Main Body** :

2<sup>nd</sup> paragraph : give information about the plot - bullets

-*The film/story is about/tells the story of..., It is set in...at the end of ...,*

3<sup>rd</sup> paragraph : give information about: the special effects, acting, what you really liked, the end of the film/story, emotions

**Ending** : make a final point

-*To sum up, I really feel that...is an excellent/enjoyable choice, It was an amazing experience, I am afraid I cannot recommend ....., One thing that is definitely missing/needed is....*

## TITLE : —→ “Gulliver’s Travels”

A few weeks ago I had the opportunity to read “Gulliver’s Travels”, written by Jonathan Swift and published in 1726. It is an adventure and fantasy story about a well-educated and experienced surgeon named Lemuel Gulliver, who is telling the readers about his adventures.

His journey is divided into four parts. The first part is about a country called Lilliput with thousands of tiny people. In the second part he describes his adventures in the country of Brobdingnag, where giant people live and then he travels to the island of Laputa, a special place where theoreticians and academics tyrannize people from Balnibarbi. Lastly, the fourth part leads us to an unknown land where he meets thinking horses.

This book was very well written. The characters of this story are not realistic, but it makes you think that in true life we sometimes come across “strange” people-ideas-situations; and that is the best part of the story. It has colourful photos along with descriptions of them. These photos give us a better idea of what the worlds Gulliver visited were like. This book is suitable for 9-50 year olds.

To sum up, I really feel that “Gulliver’s Travels” is an excellent choice, especially if the reader enjoys fantastic stories and adventures.

# Plan for informal task 2 : **Informal letter**

→ My Address

→ Date

→ Dear/ Hi + name

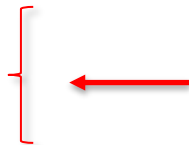
Introduction: write the purpose of your letter

Main Body : 1<sup>st</sup> & 2<sup>nd</sup> paragraph :use the suggested ideas

Ending: bullet or I hope or What about your.....

Lots of love,

Name



120<sup>th</sup> Solonos street

Athens, p.c 10681

December 15<sup>th</sup> , 2018

Hello Eleni,

Thank you for your last letter. Hope everything went well with your exams. I am writing to tell you what I have been doing this week. It was a busy one I must say.

On Monday, I went to school as always but I stayed late to have extra teaching for my English. It was a rather long session but I did enjoy it. On Tuesday evening I went to my Grandma's house for tea. I go there every Tuesday evening and I love visiting her as she spoils me and lets me have chocolates and sweets.

On Thursday afternoon, I visited my friend' and we decided to go to the cinema. We watched a comedy about a group of children and their dogs. The weekend was the best. I went shopping with my Mum and then we went to the ice skating rink for a birthday party with one of my friends. It was very cold but we had fun.

So back to Monday morning and school!! I am looking forward to Christmas holidays!!! You will be here in ten days, won't you? Write me soon to tell me your news.

Take care  
Liz

From: [lizp@hotmail.com](mailto:lizp@hotmail.com)

To: [helend@gmail.com](mailto:helend@gmail.com)

Subject: my news

Hello Eleni,

Thank you for your last letter. Hope everything went well with your exams. I am writing to tell you what I have been doing this week. It was a busy one I must say.

On Monday, I went to school as always but I stayed late to have extra teaching for my English. It was a rather long session but I did enjoy it. On Tuesday evening I went to my Grandma's house for tea. I go there every Tuesday evening and I love visiting her as she spoils me and lets me have chocolates and sweets.

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So back to Monday morning and school!!! I am looking forward to Christmas holidays!!! You will be here in ten days, won't you? Write me soon to tell me your news.

Take care  
Liz

**TASK 1: 100 – 150 WORDS AND TASK 2: 150 – 200 WORDS Points range from 0-12**

<b>Marks</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Range of Vocabulary and Spelling	Learner demonstrates effective use of nouns with 80% accuracy in spellings of unfamiliar vocabulary. Appropriate use and range of vocabulary relevant to the level and context throughout. Uses present tense forms accurately and 3-5 adjectives correctly.	Learner demonstrates some appropriate use of vocabulary. Nouns are used well and spelling basic vocabulary is correct, although spelling errors do occur in complex structures but these do not exceed 30%. Despite errors, vocabulary is correctly applied to content. Uses 2-3 adjectives correctly.	Learner demonstrates limited use of appropriate vocabulary. 1-2 adjectives used correctly and spelling errors of complex words do not exceed 40%. Conjunctions are used effectively and more complex linking words are mostly accurate with 3-4 errors.	Illegible text and incorrect use of vocabulary throughout. No evidence of adjectives. Conjunctions are used ineffectively. Spelling is weak; around 50% misspellings in unfamiliar vocabulary. B2 writing is unaccomplished. Final product is insufficient.
Accuracy and Grammar	Learner produces text using basic grammar accurately, and 20% of errors occur with more complex grammatical forms. Errors do not impede general comprehension. Punctuation is used accurately throughout with accurate word order. Attempts range of verb forms.	Learner uses basic grammar accurately. 30% of errors occur with more complex grammatical forms. Errors do not impede general comprehension. Punctuation errors occur and attempts at a range of complex verb forms shows evidence of errors. Shows understanding of phrasal verbs and conditionals at B2.	No errors in simple sentences. 40% of errors occur in more complex grammatical forms, punctuation and word order. Tense forms may be inaccurate but there are attempts at a range of complex structures, although some comprehension is impeded.	Learner does not produce a comprehensible text. Several errors in punctuation. Little or no understanding of grammatical forms and tenses are inaccurate throughout 50% and above.
Format	Learner recognises the difference between formal and informal texts and can demonstrate use of appropriate salutations and style/genre of language. Effective use of paragraphs showing logical cohesion and organisation of ideas at all times. Fluid and smooth sentences. Correct punctuation.	Learner demonstrates awareness of the difference between formal and informal texts and can demonstrate use of appropriate salutations and style/genre of language, though this may not be maintained throughout the text. 30% of errors with format: Paragraphs are used showing logical cohesion and organisation of ideas most of the time and sentences are fluid and smooth with punctuation.	Learner may not demonstrate awareness of the difference between formal and informal texts but can demonstrate use of appropriate salutations in most instances; there may be errors with style/genre of language. 40% of errors with format: Paragraphs do not always show logical cohesion and organisation of ideas but are punctuated.	No demonstration of the awareness of the difference between formal and informal texts and unable to demonstrate appropriate salutations. No evidence of effect paragraphing to show logical cohesion and organisation of ideas. No basic sentence structure in, or understanding of, formal/informal texts.
Content	Learner demonstrates a thorough understanding and awareness of task and content is relevant with coherently linked ideas. Learner understands the question and provides answers with elaborated ideas. Writing is tidy and legible.	Learner demonstrates some understanding and awareness of the task. Learner understands the question but response limited in depth and ideas not written at length, but showing some elaboration at B2. Untidy, illegible writing.	Learner demonstrates limited understanding and awareness of the task yet understands the question. Unable to execute an effective answer. Two points are covered for B2. Untidy, illegible writing.	Learner does not produce text relevant to the context of the task. No understanding or awareness of the task requirements. Attempted answer does not fully meet the word count required and is incomplete. Untidy and illegible writing.